

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

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

Race/Ethnicity	Total Enrollment 92	
	Count	Percent
American Indian	77	83.7%
White	15	16.3%

Part B Special Ed Enrollment 92		
	Count	Percent
American Indian	77	83.7%
White	15	16.3%

Part C Special Ed Enrollment 0		
	Count	Percent

Gender	Total Enrollment 92	
	Count	Percent
F	21	22.8%
M	71	77.2%

Part B Special Ed Enrollment 92		
	Count	Percent
F	21	22.8%
M	71	77.2%

Part C Special Ed Enrollment 0		
	Count	Percent

Disability	Total Enrollment 92	
	Count	Percent
ASD	10	10.9%
B/VI	2	2.2%
DCD Mild	11	12.0%
DCD Severe	1	1.1%
DD	8	8.7%
EBD	22	23.9%
OHD	6	6.5%
S/LI	11	12.0%
SLD	20	21.7%
SMI	1	1.1%

Part B Special Ed Enrollment 92		
	Count	Percent
ASD	10	10.9%
B/VI	2	2.2%
DCD Mild	11	12.0%
DCD Severe	1	1.1%
DD	8	8.7%
EBD	22	23.9%
OHD	6	6.5%
S/LI	11	12.0%
SLD	20	21.7%
SMI	1	1.1%

Part C Special Ed Enrollment 0		
	Count	Percent

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

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

Date of next MDE validation: 13-14

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

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

Significant District Changes:

Waubun-Ogema-White Earth Public School (ISD) #435 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to Waubun-Ogema-White Earth Schools. Waubun-Ogema-White Earth 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, Waubun-Ogema-White Earth has corrected 53.03% 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. Waubun-Ogema-White Earth is in the process of addressing strategies outlined in the correction action plan in order to meet completion due date of December 15, 2012.

Trends within the District:

In April 2009, 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 two years into the intervention model intervention efforts and is working to make improvements in student achievement.

Waubun Elementary was identified for not making AYP in mathematics for the American Indian group. Waubun Elementary made AYP in reading after several years and is in status 1.2.

Significant Events/Programs in the District:

**Kick Start (School Readiness) offers 2 full days with 2 sections per week. Number of sections fluctuate with enrollment numbers. The Kick Start Program was notified in May 2012 that were the recipients of a Reconstruction Grant for Early Childhood which will allow them to add on to the existing program, allowing them to serve an additional 30 children full time, upon completion of the construction.

**Waubun-Ogema-White Earth 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. Specifics of the grant will be made available to providers when information is released.

**Ogema elementary staff assisted and hosted a developmental screening for infants and toddlers in May 2012.

**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. The ADSIS application has been revised to focus on math, reading and attendance and will have 2 FTE inter

ventionists, one at Ogema and one at Waubun.

**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.

**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 Ogema 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 two 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 at Ogema and Waubun Elementary

**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 2011-12 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 ALP 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 6 to age 16. 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.

**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.

Process to develop the Mission and Belief statements:

No data.

Mission:

04-Dec-2012

14:21:24

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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. 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	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
Wierschke	Lisa	Special Education Teacher	2	Development, implementation, evaluation of process
Nagel	Travis	Principal	4	Review AYP data; align CIMP w/ School Improvement
Cary	Michael	Principal	2	Review AYP data; align CIMP w/ School Improvement
Walberg	Melanie	Special Education Teacher	0	Development, Implementation, Evaluation
Larson	Kathy	Special Education Teacher	0	development, implementation, evaluation
King	Diana	General Education Teacher	0	Native American perspective
Haugse	Heather	Psychologist	0	Data analysis, development
Baker	Jill	Counselor	4	Review data, Development, Evaluation

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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 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**

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:

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**

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

-Nothing to report