



BIE Advisory Board for Exceptional Children

DAY-1, Wednesday, July 28, 2021, 8:00 AM - 4:00 PM (MDT)

BOARD MINUTES

Name of Committee: Bureau of Indian Education Advisory Board for Exceptional Students

Meeting Location: Due to the COVID-19 pandemic and for the safety of all individuals the entire Advisory Board meeting was conducted online using the Zoom.Gov platform and teleconference.

FACA Regulations: As an advisory board to a federal agency, the Board falls under the requirements of the Federal Advisory Committee Act (FACA; 5 U.S.C., Appendix 2). FACA aims to ensure that the advice of federal advisory committees is objective and available to the public, and the committee complies with cost control and recordkeeping requirements. The BIE Advisory Board ensures all their board meetings are open to the public, all meeting notices are published in advance and are advertised using the Federal Register and posted on the BIE website at www.bie.edu. The BIE has provided a Designated Federal Officer (DFO) that is assigned to support the Advisory Board and the BIE ensures each board member avoid conflicts of interest and limits membership terms.

Start Time: 8:00 a.m. Mountain Daylight Time (MDT)

- Welcome, Call to Order & Roll Call - Norman Shawanokasic, Chairperson
- Webinar Logistics - Jennifer Davis, Designated Federal Officer (DFO). Provided an overview about the meeting purpose, objectives; the board authorizations; public commenting sessions and meeting reminders.
- Introduction of new board members did not occur. There were no new board members.
- New Business - None
- Old Business - Reviewed and approved the April 28-29, 2021 meeting minutes.

Advisory Board Roster attendance

1. Present - Norman Shawanokasic, Chairperson
 2. Present - Brenda Anderson, Secretary
 3. Present - Dr. Robin Blitz, M.D., Board Member
 4. Present - Dr. Perry Graves, Ed.D., Board Member
 5. Present - Marsha LaFollette, Board Member
 6. Present - Teresa McMakin, Board Member
 7. Present - Dr. Harvey Rude, Ed.D., Board Member
 8. Present - Teryl Running Horse, Board Member
 9. Present - John Struck, Board Member
 10. Absent - Katinee Chavez, Board Member
 11. Absent - Cynthia Frank, Board Member
- Gallery: Jennifer Davis, DFO was present. Due to technical problems with Zoom.Gov the platform was not able to capture online data of all the participants who attended the July 28, 2021 online advisory board meeting.

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8:30 a.m. MDT BIE Central Office Update. Presenter: Tony Dearman, Director

- BIE Director – The Director would like Teresia Paul, Student Health Program Specialist, BIE Central Office, to present during the next advisory board meeting. She would be able to present what the BIE is doing for mental health support.
- Norman Shawanokasic, Board Chairperson – the behavior specialists that provide the talking circle, are these individuals connected to the Behavior Health position within the various BIE Associate Deputy Director (ADD) regions for Bureau Operated Schools (BOS), Tribally Controlled Schools (TCS), and the Navajo Region? Response – The ADD Behavior Specialists positions are different from the Behavior Health contract that we are currently working on.
- The Advisory Board developed the following questions and were provided to the presenter in advance.
 1. Describe the social and emotional learning issues impacted by COVID-19.
 - a. Response – This topic does vary because the BIE schools are in 23 different states, depending on the local issues and communities. The national data is revealing that students are falling behind. The BIE will continue to support our tribes. They have been hit hard and have suffered with a lot of loss. The BIE are working to ensure our students are emotional and mentally ready to learn, then we can be able to provide all the necessary items for them to continue with successful learning.
 2. Describe the challenges the BIE is facing regarding COVID-19 related issues.
 - a. Response - The BIE will support the tribes and working with Indian Health Services. Some schools are being renovated but not all are being re-built. We talk about deferred maintenance of our schools is numerous. The BIE wants to go above and beyond to build state of the art schools for our students and staff. There are 86 schools that need to be replaced and we will continue to support our schools. Other issues we are seeing, we are tracking our school regarding vaccinations, but the data may not be accurate. Concern we have within our residential schools. The item of opening our dormitories, the question is if a student gets sick with COVID who will take care of the student? We need to have a plan in place for items such as this. Another concern is funding. The BIE is seeing low student counts. The boarding schools do have low numbers and parents keeping their child at home for safety reasons. Also, children 12-years and older can get vaccinated and those who are younger are not able to receive a vaccination. These are items that we need consider. It's the BIE job to support our school system.
 - b. Question – Robin Blitz, Advisory Board member – Will the school implementing universal masking when returning to schools? Yes, the BIE will be requiring masks in all BIE schools and to follow the CDC guidelines. As for tribally controlled school they will follow their tribal mandates. The BIE will encourage schools and tribes to follow the CDC guidelines, their local areas, tribal guidance, and the U.S. Department of Education guidance.

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3. Describe the steps the BIE will take to ensure the well-being of all students within the BIE school system.
 - a. Response - The Office of Management and Budget (OMB) has encouraged the BIE to use the Center for Disease Control and Prevention (CDC) guidance and the U.S. Department of Education guidance. The BIE will also ensure we have the behavior health support provided for our schools. The most critical item is making sure our students are protected and safe, we continue to work with the tribe, and track the data so we can support our schools and tribal nations.
 - b. Dr. Harvey Rude, Advisory Board member – acknowledged the BIE leadership and Secretary Deb Haaland for making a strong commitment for a comprehensive review of the Native American boarding school legacy. We are aware of the revelations of the boarding schools in Canada and the misguided policies and assimilation of our past are items that have been pushed aside. A culturally sensitive investigation that promotes the kind of learning and awareness of Native children and communities is important. This is the best way to learn from this investigation to strengthen the BIE school system. I am pleased to know she is supporting local autonomy and providing the appropriate level of national leadership that makes the system stronger for all Native children and their families. Hopefully, the BIE Advisory Board will have a change to visit with Secretary Haaland in the future.
 - c. BIE Director – I want to emphasize the boarding schools of the past are not the boarding school of today within our current BIE school system. There is a need for our residential schools, and I believe we do a fantastic job of taking care of our students and addressing their needs.

4. Describe the data regarding assisting and increased participation and learning in BIE funded schools.
 - a. Response – The BIE had tribal consultation on the assessments within the BIE system. To support our tribes, we heard from them. Some did not want to have their students/children return to schools on-site. Safety was the concern for everyone involved. We have 183 schools and dormitories, and out of that group, 169 schools provide the state or BIE state assessment. Tribally controlled schools have the right to waive the BIE assessment and opt to take their State assessment where they are located. We submitted a waiver to the U.S. Department of Education about this so that the BIE would not be penalized. The schools have been tracking and providing some benchmark testing throughout the school months, so this has also helped to know the strengths and challenges of the students. The pandemic changed direction for all of us. The BIE continues to move forward regarding the BIE state assessment. The BIE is transparent to the public. Some of the issues BIE faces, in one location we have 16 solar locations for families, due to some that do not have electricity and

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internet. This causes an issue for our students and families. Due to job losses with many families, some students also work to help their families. Some of these students are not able to their schoolwork during the day. They are logging in throughout the night to access and get their work completed. The BIE is helping to support our students throughout this pandemic crisis.

5. How are staff being supported in terms of their own social-emotional well-being or mental health concerns?
 - a. Response – We continue to work with Indian Health Services (IHS) and the Employee Assistance Program (EAP). We are working to complete our Behavior Health Support contract to also use a resource. There has never been a contract such as this since it involves a lot of areas and across the entire BIE system (schools, colleges, etc.). The BIE continues to provide as many resources as possible to ensure all students and staff are provide the supports, they need.

6. Describe the evidence-based interventions being used to assist schools using specific trauma informed curricula and how can the DPA and the ERC's assist schools in this area?
 - a. Response – The BIE has supported tribes. The BIE's Education Resource Centers have provided numerous training sessions to help our schools. Local resources are critical (behavior support etc.) and some locations have limited resources, and some have numerous resources.
 - b. Question – John Struck, Advisory Board member. When time permits could we get some data on what percentage of all the BIE funded schools would have support staff (contracted or employed) in elementary counselors, high school counselors, social workers, behavior specialist. Positions in this group, we know the need is there and this data would be helpful from the special education perspective and for all students returning to school with such a heavy burden from this pandemic.
Response – I can contact our Human Resources Department to obtain data about these positions. As for the counselors, we have academic counselors too and there is a difference. We can provide data for Bureau Operated Schools. Some schools are putting in contracts for school nurses and behavior health support. We can work with the Tribally Controlled Schools to get data.
 - c. Question – Dr. Harvey Rude, Advisory Board member. What are the enrollment trend data for the past years? Are there significant declines and what might be causing the decreases? Response – This past year we did have a decrease in the total enrollment. This may be due to the BIE funded schools opening later in the year, from August to September 16, 2020. Some parents did not want to wait that long, so they transferred their child outside the BIE schools. Some TCS opened their doors early during SY 2020-21 so that helped them to keep their enrollment up. Also, a lot of our parents rely on our boarding schools, by sending their child to our residential sites Since the BIE did not take in any students on-site during SY2020-21 and

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provided online instruction only, this also added to the BIE's enrollment decrease. This also may be an area to submit a blanket waiver for enrollment decrease. If a school needs to be protected due to drastic enrollment declines, we can work with schools on a blanket waiver to help them.

7. The BIE is providing the, "BIE Behavioral Health and Wellness Program", webinar series for BIE and school staff. How many total participants attended? How many BIE employees attended? And how many sessions will there be?
 - a. Response – Participation has been around 180 people. We also have an 8-hour course called, Mental Health and First Aid for our BIE staff to take. This is for all BIE staff, not only teachers but everyone (cafeteria staff, bus drivers, maintenance, janitors, etc.). This helps staff with tools to use to recognize and be able to help with student needs during difficult situations. This also helps to not overload the counselors. We also have the Talking Circles and Wellness Wednesday's. We are also meeting with Indian Health Services to use their resources to ensure the safety and medical needs of our students are met.

9:30 a.m. BIE Special Education Program. Presenter: Dr. Eugene Thompson, Supervisory Education Specialist

- Dr. Thompson is no longer in the acting capacity. As of 7/4/2021 he is the official BIE Supervisory Education Specialist for the BIE.
- A copy of this slide presentation is in the Appendix section.
- The questions written below were answered as well as providing additional information about the BIE's FFY2019 State Performance Plan (SPP)/Annual Performance Report (APR) Data Summary and the FFY 2020 SPP/APR Board Recommendations.
- The Advisory Board developed the following questions and were provided to the presenter in advance.
 1. Describe the data as it relates to graduation rates and dropout rates for students with disabilities (SWD) as compared to students without disabilities in BIE schools?
 - a. Response: A review was provided about: graduation rate definition, which students were involved in the data collection, definition of a 4-year cohort and Adjusted 4-year cohort and when the data is collected and where the data is collected. (slide 6 and 7). In addition, a review of prior year historical data (SY2013 through 2019) for the BIE Graduation Rate and Dropout Rate was provided (slide 8 and 9).
 2. Post School Outcomes (PSO): how do post-secondary education, employment, and independent living outcomes for SWD compare with students without disabilities in BIE schools?
 - a. Response: A review was provided about: the PSO definition and the categories involved with PSO. In addition, a review of prior year data (SY2018 through 2019) for PSO outcome results (slide 10). This data was impacted by the pandemic. Some

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schools were not able to contact the students to obtain data information. We will be collecting the next group of data within the next month.

3. Describe the Certification of Completion for SWD?
 - a. There is a federal register notice for the second consultation was issued: <https://www.federalregister.gov/documents/2021/04/13/2021-07501/student-progress-and-promotion-and-certificate-of-completion>. All written comments were to have been received by May 21, 2021. There are no additional updates about this topic.
4. Describe the primary monitoring strengths and issues from the Office of Special Education Programs monitoring activities from past three years (SY16-17, SY17-18 and SY18-19). Also, describe the next steps/outcomes related to the DPA monitoring, e.g., training, initiatives.
 - a. Strengths - 45 schools received on-site visits, 45 monitoring reports were issued by August 2019, Technical Assistance plans were developed for each school, DPA IDEA completed verification of correction of noncompliance for 7 schools (Leupp, Takini, Wide Ruins, Hopi Jr/Sr High, & Turtle Mountain High School, Naa'tsiis'aan, Na'neelzhiin); additional schools are close to being verified as corrected
 - b. Issues - DPA took the lead for all monitoring logistics; Pandemic negatively impacted the correction of noncompliance; Internet reliability, NASIS access and access to school buildings and student files, Tribal communities were closed or put on lockdown through executive orders; and DPA IDEA had to communicate with EPA and ERC staff to correct findings.
 - c. Next steps and outcomes to support monitoring - During SY20-21: shift to Performance Office taking lead on monitoring logistics (contacting schools, scheduling virtual monitoring visits, issuing monitoring reports); Monitoring reports for 5 schools during SY20-21 were issued timely; One school, Cheyenne-Eagle Butte Schools, was rescheduled for SY21-22 to accommodate the school's request for an on-site visit; DPA IDEA to recommend additional schools for monitoring; Fiscal Risk Handbook should be updated to address IDEA timelines and processes (e.g. Timeline for correction; sanctions and enforcement mechanisms; and IDEA School Determinations); Ongoing monitoring (B13, IEPs, B11); Collaboration with ISEP Special Education Audits done by ERC staff (Corrections of Noncompliance)
5. FFY 2019 SPP/APR Data Summary
 - a. OSEP issued BIE's 2021 Determination from OSEP: NEEDS ASSISTANCE; "No State or Entity received a determination of "needs intervention" due solely to data impacted by COVID-19; This determination has broken a 9-year cycle of "needs intervention".

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6. FFY 2020-25 SPP/APR – Due 2/1/2022. Updates and Advisory Board Recommendations – the presenter provided an over of the SPP/APR Due Date and a listing of the 9 Performance Indicators.
 - a. BIE/DPA Recommendations - Decrease number of questions; Updated survey will be submitted for OMB approval for next 3 years; Follow Kansas model:
<https://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind8-ParentSurvey.pdf>
(Questions 1, 4 and 6 will address the measurement requirements)
 - b. Request for Advisory Recommendations - Questions for Survey: Did you (the parent with a child receiving special education services) report that the school facilitated parent involvement as a means of improving services and results for children with disabilities? Shift from Likert to binary responses (Yes or No?) and Offer electronic version along with paper version.
- Below are comments and questions between the presenter and the advisory board members.
 - Comment - Norman Shawanokasic, Advisory Board Chairperson – provided positive comments to the DPA about recruiting additional personnel to the DPA special education program. Also, what are some of the reasons for the dropouts? Response – DPA is presenting more data to the school and ERC staff. The indicator data, data targets and historical data are shared to help the schools and ERC understand the data. A lot of training will continue to be provided to receive accurate and reliable data. One year ago, we ran data on personnel and the data was not accurate. This prompted the DPA to provide more training to schools and ERC to obtain accurate and reliable data. We also have regular meeting with NASIS team and Infinite Campus team. We are working on a system called “Generate” to help the BIE obtain and report accurate and reliable data. Question – Can data be provided about an update on data, comparing dropout and graduation data for children with disabilities as compared to non-disabled children? Response - This data can be obtained but I will need time to review the previous year data.
 - Question - Dr. Robin Blitz, Advisory Board member – What about children with disabilities who do not complete high school in 4-years. This data can be obtained but I will need time to review the previous year data. Also, why does the BIE do not work on early childhood indicators. Response – the BIE does not implement early childhood programs, so we do not collect data for this group. The Part C funds are distributed to the tribes. Also, the BIE program has one race/ethnic group, so we don’t report on certain data indicators to OSEP pertaining to multiple races/ethnic groups.
 - Question – Dr. Harvey Rude, Advisory Board member - The Determination 2021 Letter, is it posted on the BIE website? Not yet. The BIE is waiting on a link from OSEP so the public can access the letter. Also, the comparison of children with disabilities as compared to non-disabled children, how does the BIE set the targets for the next

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SPP/APR? Response – the Advisory Board and other stakeholders will help the BIE set the targets. Training will be provided to stakeholders prior to setting targets and reviewing historical data.

- Question – John Struck, Advisory Board member- The students with disabilities who did not graduate from high school and dropped out of school, is there data as to where the rest of the body of students are at? What are they doing? Response - We report required to the U.S. Department of Education. What is encoded by the schools in the Native American Student Information System (NASIS) program is what is available to the BIE. We still do have issues some with schools not encoding the data properly in NASIS, so that will impact the accuracy of the data. John Struck – so, it may be possible that the BIE’s dropout rate may be lower, and the graduation rate may be higher. It just depends on the encoding of the data from each of the schools.

10:30 a.m. MDT Break (15 minutes)

10:45 a.m. MDT Miccosukee Indian School. Presenter: Michelle Font, Administrator

- A copy of the slide presentation is in the Appendix section.
- The Advisory Board developed the following questions and were provided to the presenter in advance.
 1. Considering the impact of COVID-19 in the past year, how has your school addressed challenges related to academics, learning loss, student and educator wellness, resiliency, and social-emotional learning, in general for all faculty, staff, and students and for students with disability, specifically?
 - a. Response - for this question the presenter discussed items such as Remote Learning, Interventions, After-school tutoring, school chats and education and related services.
 2. Describe the education process used at your school, e.g., virtual, hybrid, in person. How is this working for students with disabilities? Describe what is working well. Describe your challenges.
 - a. Response - a response to the questions was provided with question #1.
 3. Instruction delivery – Describe the status of instructional delivery? For example, is there adequate provision of broadband access, technology, adaptive equipment required to address the student's needs and academic goals?
 - a. Response - the presenter discussed items such as Distance Learning, Instructional kits, Technology, and Internet Access.
 4. How has the school supported parent and family engagement to include issues such as parents as teachers, food insecurity, job loss, guardian loss/disability due to COVID-19?
 - a. Response - the presenter discussed items such as Family night activities, Family native arts and crafts, online and phone support, community-wide lunch distribution for families and social/emotional/behavioral services and support.

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5. How is the school implementing their approaches to recruitment and retention for educators? Describe what is working and your ideas for improvement. How can the BIE, DPA and the ERC's support your school in special education?
 - a. Response - the presenter discussed items such as Community outreach, competitive salaries, school culture committee, increased staff social activities, staff recognition, virtual professional development, and coaching.
6. How is professional development being addressed for all educators within the school? What additional support is provided to the school staff? How can the BIE, DPA and the ERC's support your school in special education?
 - a. Response - a response to the questions was provided with question #5.

11:45 a.m. MDT Public Commenting Session - (15 minutes)

- No comments were received during this session.

12:00 p.m. MDT Lunch (1 hour)

1:00 p.m. MDT Public Commenting Session - (15 minutes)

- No comments were received during this session.

1:15 p.m. MDT Cheyenne Eagle Butte School. Presenter: Jennifer Bowman, Ed. S., Principal

- This school responded to the same questions as Miccosukee Indian School, listed on page 2.
- The presenter explained the school's referral process, information about the 13 areas of special education categories, information about accommodations/modifications and the IEP.
- Additional information about the local community COVID-19 levels (Education/Childcare Systems), of when various tribal education entities can open and provides services for the local community.
- Provided information about Cheyenne Eagle Butte School Reopening Plan for SY2020-2021. This plan was discussed in detail. Phase A is the area the school's goal and will shift to other levels as needed.
- Question - Dr. Harvey Rude, Advisory Board member - The data about student enrollment, has the enrollment dropped? Response - Yes, the student count has dropped, and a lot of students transferred. Other schools remained opened and some of our students transferred. We are trying to get our students back. When our school re-opened our students returned.
- Question - Dr. Robin Blitz, Advisory Board member - When Positive Behavior Intervening System (PBIS) is implemented, is it only for children with negative behaviors or positive behaviors? Response - We are shifting towards more positive than punitive. Our system currently is a schoolwide PBIS.
- Question - John Struck and Marsha LaFollette, Advisory Board members - provided positive comments to the presenters.

2:30 p.m. MDT Break (15 minutes)

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2:45 p.m. MDT Dr. Eugene Thompson, Supervisory Education Specialist, DPA/Special Education Program

- A copy of the slide presentation is in the Appendix section.
- During this session the presenter provided background information to the Board members about the FFY2020-2025 State Performance Plan and Annual Performance Plan (SPP/APR) that will be established for the next 6 years. The Board will be assisting the BIE in setting the indicator targets for the FFY2020-2025 State Performance Plan and Annual Performance Plan (SPP/APR) for the next 6 years. The slides in the appendix provides detailed information.

3:45 p.m. MDT Board Work Session

- The Chairperson reviewed the schedule for Day- 2, July 29, 2021 meeting.
- DFO – The next board meeting is a one-day meeting on 9/22/2021. The board meeting is approved and is published in the Federal Register. The meeting will be the last meeting for FFY2021. During this meeting the board will need to schedule the next board meeting for FFY2022. The new year, FY2022 will begin 10/1/2021 and end 9/30/2022.

4:00 p.m. MDT Recess

BIE Advisory Board for Exceptional Children

DAY-2, Thursday, July 29, 2021, 8:00 AM - 4:00 PM (MDT)

BOARD MINUTES - Day 2

Start Time: 8:00 a.m. Mountain Daylight Time (MDT)

- Welcome, Call to Order & Roll Call - Norman Shawanokasic, Chairperson
- Webinar Logistics - Jennifer Davis, Designated Federal Officer (DFO). Provided an overview about the meeting purpose, objectives; the board authorizations; public commenting sessions and meeting reminders.

Advisory Board Roster attendance

1. Present - Norman Shawanokasic, Chairperson
 2. Present - Brenda Anderson, Secretary
 3. Present - Dr. Robin Blitz, M.D., Board Member
 4. Present - Katinee Chavez, Board Member
 5. Present - Dr. Perry Graves, Ed.D., Board Member
 6. Present - Marsha LaFollette, Board Member
 7. Present - Teresa McMakin, Board Member
 8. Present - Dr. Harvey Rude, Ed.D., Board Member
 9. Present - Teryl Running Horse, Board Member
 10. Present - John Struck, Board Member
 11. Absent - Cynthia Frank, Board Member
- Gallery: Jennifer Davis, DFO was present. Due to technical problems the recording tool with Zoom.Gov malfunctioned. The recording of the meeting as well as capturing the online data was lost. This included the names of the participants who attended the Thursday, July 28, 2021 online board meeting.

The following are the Associate Deputy Director (ADD) regions. Each presenter will be providing their Special Education Program Reports for their region.

- Bureau Operated Schools (BOS).
- Tribally Controlled Schools (TCS).
- Navajo Region Schools (BOS & TCS)

Each ADD Office was asked to respond to the following questions:

1. Considering the impact of COVID-19 in the past year, what are the top challenges schools in your region have faced throughout the year for staff, parents, and students? And what is being done to assist with these challenges? Topics may have included: learning loss, the number of lost classroom hours, equitable technology access, broadband access, student and educator wellness, resiliency, and social-emotional learning.
2. What major projects are being planned for the schools in your region for SY2021-2022 to ensure special education services are being adequately supported? And how will the Education Resource Center (ERC's) be involved in the projects?
3. Provide an update about the SY2021-2022 Return-To-School Plans and how are special education services supported in the plans?

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4. Specifically focusing on special education, provide information about special education and related services positions. What is the number of filled position as compared to the number of current vacancies in the schools within your region? What type of job retention strategies are being implemented to retain the current employees? What challenges do the schools face to fill these vacancies?

8:30 a.m. MDT Bureau Operated Schools (BOS). Presenter: Gloria Yepa, Education Specialist/Special Education Programs

- The presenter provided an overview of the BOS Education Resource Center personnel for Albuquerque, Phoenix, Belcourt and Pine Ridge. The BOS is responsible for 22 Schools (7 High Schools; 4 Off Reservation Boarding Schools; and 1 Dormitory-Only)
- The presenter provided a response for question 1. Slide information is in the appendix. For question one, information can be found on slides 7 through 10.
- Question 2 - information can be found on slides 12 and 13.
- Question 3 - information can be found on slides 15 through 17.
- Question 4 - information can be found on slides 19 through 22.

9:30 a.m. MDT Tribally Controlled Schools (TCS). Presenter: Dr. Cherie Poitra, Education Specialist/Special Education Programs

- The presenter provided an overview of the BIE's mission statement.
- Provided an outline and graphics that indicates where the TCS Education Resource Centers are located.
- The presenter provided a response for question 1. Slide information is in the appendix. For question one, information can be found on slides 4 through 6.
- Question 2 - information can be found on slide 7.
- Question 3 - information can be found on slide 6.
- Question 4 – and brief discussion occurred, and some information can be found on slide 8.

➤ 10:30 a.m. MDT BREAK (15-minutes)

10:45 a.m. MDT Navajo Region Schools (BOS & TCS). Presenters: Evangeline Bradley-Wilkinson, Acting Education Specialist and Carrie Watahomigie, Education Specialist/Special Education Programs.

- The presenter provided an overview of the various Navajo Region Education Resource Center personnel.
- Provided an overview of the BIE's vision and mission statements.
- The presenter provided a response for question 1. Slide information is in the appendix. For question one, information can be found on slides 8 through 28.
- Question 2 - information can be found on slides 29 through 32.
- Question 3 - information can be found on slide 33 through 37.
- Question 4 – information can be found on slide 38 through 41.

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11:45 a.m. MDT Public Commenting Session - (15 minutes)

There were no comments.

12:00 p.m. MDT Lunch (1 hour)

1:00 p.m. MDT Public Commenting Session - (15 minutes)

There were no comments.

1:15 p.m. to 3:45 p.m. Dr. Thompson, Supervisory Education Specialist, DPA/Special Education Program. The FFY 2020-2025 BIE SPP/APR: Stakeholder Engagement and Target Setting

- The presenter provided information about the BIE's State Performance Plan/Annual Performance Report (SPP/APR).
- Provided background information was provided about the BIE SPP/APR (slide 2).
- Provided information about the years involved with the SPP/APR, FFY 2020 through FFY2025. The important task for the 6-year plan and engaging stakeholders to provide input on targets for all non-compliance SPP/APR indicators (slide 3).
- A discussion about the Indicators that applied to the BIE, as well as the Indicators that do not apply to the BIE (slide 4).
- The requirements for stakeholder engagement were reviewed for the SPP/APR; the meaning of stakeholder engagement, the various types of stakeholders, and how the advisory board can participate as a stakeholder (slides 5-8).
- Time was provided for the board members to ask questions and to provide comments about the previous slide that had been reviewed (slide 9).
- The methods of stakeholder engagement were reviewed and discussed (slide 10).
- The BIE/DPA's administrative task for stakeholder engagement was reviewed and showing a chart on how the data will be tracked (slides 11-12).
- The presenter provided how the DPA will be communicating the results of the feedback and the decisions made about the data collected for the SPP/APR (slide 13).
- Reporting requirements about the SPP/APR was reviewed (slide 14).
- The presenter provided the data that needs to be documents for the FFY2020 SPP/APR report (slide 15).

Board Work Session

- Time was provided for the board members reflected on Day 1 and Day 2 presentations.
- The election for the board Vice-Chairperson will be postponed until there is a full board membership of 15 members.
- The Chairperson will provide names of board members to Dr. Thompson, those who will serve as stakeholders when working on the SPP/APR report for FFY2020.

4:00 p.m. MDT Adjourn

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APPENDIX

Item Description

1. Summary of BIE's Special Education Indicator data
2. Miccosukee Indian School presentation
3. Cheyenne Eagle Butte School presentation
4. FFY 2020 SPP/APR Stakeholder Engagement & Target Setting
5. ADD Bureau Operated Schools – Special Education Report
6. ADD Tribally Controlled Schools – Special Education Report
7. ADD Navajo Schools – Special Education Report
8. Federal Register Notice, July 28-29, 2021 Advisory Board meeting
9. Agenda for July 28-29, 2021 Advisory Board meeting
10. 2021 Advisory Board Membership Roster

PRESENTATION TO THE ADVISORY BOARD

Dr. Eugene R. Thompson
 Supervisory Education Specialist
 BIE Division of Performance and Accountability
 JULY 28, 2021

AGENDA ITEMS

1. Questions from Advisory Board
2. FFY 2019 SPP/APR Data Summary
3. FFY 2020 SPP/APR Advisory Board Recommendations

QUESTIONS FROM ADVISORY BOARD

QUESTIONS FROM ADVISORY BOARD

- Describe the data as it relates to graduation rates and dropout rates for students with disabilities (SWD) as compared to students without disabilities in BIE schools?
- Post School Outcomes: how do post-secondary education, employment, and independent living outcomes for SWD compare with students without disabilities in BIE schools?
- Describe the Certification of Completion for SWD.
- Describe the primary monitoring strengths and issues from the Office of Special Education Programs monitoring activities from past three years (SY16-17, SY17-18 and SY18-19). Also, describe the next steps/outcomes related to the DPA monitoring, e.g., training, initiatives.

DESCRIBE THE DATA AS IT RELATES TO GRADUATION RATES AND DROPOUT RATES FOR STUDENTS WITH DISABILITIES (SWD) AS COMPARED TO STUDENTS WITHOUT DISABILITIES IN BIE SCHOOLS?

- SPP/APR Indicator B1 – Graduation
- SPP/APR Indicator B2 – Dropout

This indicator is part of the Annual Performance Report (APR)
INDICATOR I - GRADUATION RATE

ITEM	DESCRIPTION
Who?	Percent of youth with IEPs graduating from high school with a regular high school diploma.
Definition	They are students who exited an educational program by receiving a high school diploma identical to students without disabilities and met met the same standards for graduation, the same as students without disabilities.
Definition of a 4-year cohort & Adjusted 4-year cohort	<ul style="list-style-type: none"> • Cohort – is formed when students entering 9th grade for the first time. This forms a cohort for the graduating class and is referred to as 4-year cohort. • Adjusted cohort – are students who are added (transferred in) or subtracted (transfers out, emigrate to another country, transfers to a prison or juvenile facility, or dies) from the cohort group. • Calculating the Cohort Rate - The # (numerator) of total students earning a regular high school diploma is divided by the total # (denominator) of students expected to graduate within four years.
The Data	The data comes from the Native American Student Information System (NASIS) and is collected at the end of the school year. <ul style="list-style-type: none"> • NASIS path: Student Information > Reports > Graduation Cohort Validations

ITEM	DESCRIPTION
The Office of Special Education Programs (OSEP) Definition of a Dropout Student	Students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This includes: <ul style="list-style-type: none"> • dropouts • runaways • expulsions • status unknown • students who moved but are not known to be continuing in another educational program • GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), and • other exiters from special education.
The General Educational Development (GED)	In states where students may receive a GED without dropping out of school, these students may be reported as having received a certificate. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported as dropped out.


BIE'S SPP/APR
FFY 2018 (USING DATA FOR SY 2018-2019)

Indicator 1: Graduation - Percent of youth with IEPs graduating from high school with a regular high school diploma.

Historical Data	Baseline set in 2011	53.68%					
FFY	2013	2014	2015	2016	2017	2018	2019
Target >=	53.12%	53.12%	53.12%	53.12%	55.12%	57.12%	57.12%
Data	53.12%	74.16%	65.82%	51.49%	63.06%	57.12%	57.12%
	Met	Met	Met	Not Met	Met	Met	Met

Notes:

- OSEP Response - The BIE provided a target for FFY 2019 for this indicator, and OSEP accepts that target.

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BIE'S SPP/APR
FFY 2018 (USING DATA FOR SY 2018-2019)

Indicator 2: Dropout - Students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means.

Historical Data	Baseline set in 2015	5.27%					
FFY	2013	2014	2015	2016	2017	2018	2019
Target >=	9.08%	9.08%	5.27%	5.26%	5.26%	5.25%	5.25%
Data	9.08%	6.10%	5.27%	8.17%	4.76%	3.27%	5.47%
	Met	Met	Met	Not Met	Met	Met	Not Met


OSEP Response

The BIE provided a target for FFY 2019 for this indicator, and OSEP accepts that target.

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POST SCHOOL OUTCOMES: HOW DO POST SECONDARY EDUCATION, EMPLOYMENT, AND INDEPENDENT LIVING OUTCOMES FOR SWD COMPARE WITH STUDENTS WITHOUT DISABILITIES IN BIE SCHOOLS?

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A. Enrolled in higher education	38	184	25.26%	26.00%	20.65%	Did Not Meet Target	Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school	90	184	67.53%	47.00%	48.91%	Met Target	No Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment	137	184	82.47%	75.00%	74.46%	Did Not Meet Target	Slippage

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DESCRIBE THE CERTIFICATION OF COMPLETION FOR SWD


- A federal register notice for the second consultation was issued: <https://www.federalregister.gov/documents/2021/04/13/2021-07501/student-progress-and-promotion-and-certificate-of-completion>
- All written comments were to have been received by May 21, 2021.
- No further updates



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DESCRIBE THE PRIMARY MONITORING STRENGTHS AND ISSUES FROM THE OFFICE OF SPECIAL EDUCATION PROGRAMS MONITORING ACTIVITIES FROM PAST THREE YEARS (SY16-17, SY17-18 AND SY18-19) ALSO DESCRIBE THE NEXT STEPS/OUTCOMES RELATED TO THE DPA MONITORING E.G. TRAINING IN TACTIVES.

<p>Strengths</p> <ul style="list-style-type: none"> • 45 schools received on-site visits • 45 monitoring reports were issued by August 2019 • Technical Assistance plans were developed for each school • DPA IDEA completed verification of correction of noncompliance for 7 schools (Leupp, Takini, Wide Ruins, Hopi Jr/Sr High, & Turtle Mountain High School, Naa'tsiis'aan, Na'neelzhiin); additional schools are close to being verified as corrected 	<p>Issues</p> <ul style="list-style-type: none"> • DPA took the lead for all monitoring logistics • Pandemic negatively impacted the correction of noncompliance <ul style="list-style-type: none"> • Internet reliability, NASIS access and access to school buildings and student files, Tribal communities were closed or put on lockdown through executive orders • DPA IDEA had to communicate with EPA and ERC staff to correct findings
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NEXT STEPS AND OUTCOMES TO SUPPORT MONITORING

- During SY20-21: shift to Performance Office taking lead on monitoring logistics (contacting schools, scheduling virtual monitoring visits, issuing monitoring reports)
 - Monitoring reports for 5 schools during SY20-21 were issued timely
 - One school, Cheyenne-Eagle Butte Schools, was rescheduled for SY21-22 to accommodate the school's request for an on-site visit
- DPA IDEA to recommend additional schools for monitoring
- Fiscal Risk Handbook should be updated to address IDEA timelines and processes (e.g. Timeline for correction; sanctions and enforcement mechanisms; and IDEA School Determinations)
- Ongoing monitoring (B13, IEPs, B11)
- Collaboration with ISEP Special Education Audits done by ERC staff (Corrections of Noncompliance)



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FFY 2019 SPP/APR

DATA SUMMARY



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- BIE 2021 Determination from OSEP: NEEDS ASSISTANCE
- "No State or Entity received a determination of "needs intervention" due solely to data impacted by COVID-19"
- Broke a 9-year cycle



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FFY 2020-25 SPP/APR – DUE 2/1/22

UPDATES & ADVISORY BOARD RECOMMENDATIONS



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SPP/APR UPDATES

- FFY 2020 SPP/APR is due February 1, 2022
 - State Systemic Improvement Plan (SSIP) due February 1 (change from April 1)
- Upcoming target setting for performance indicators for FFY 2020 SPP/APR

9 Performance Indicators

Performance indicators focus on student and family outcomes. Targets for performance indicators vary and are determined by each state.

- 1: Graduation Rate
- 2: Dropout Rate
- 3: Statewide Assessment
- 4a: Discipline Rate
- 5: Least Restrictive Environment
- 8: Parent Involvement
- 14: Post-School Outcomes
- 15: Resolution Sessions
- 16: Mediation



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RECOMMENDATION: PARENT SURVEY (INDICATOR 8)

BIE DPA Recommendations

- Decrease number of questions
- Updated survey will be submitted for OMB approval for next 3 years
- Follow Kansas model: <https://www.ksde.org/Portals/0/SES/KIAS/indicators/1n8-ParentSurvey.pdf> (Questions 1, 4 and 6 will address the measurement requirements)

Request for Advisory Recommendations

- Questions for Survey:
 - Did you (the parent with a child receiving special education services) report that the school facilitated parent involvement as a means of improving services and results for children with disabilities?
- Shift from Likert to binary responses (Yes or No?)
- Offer electronic version along with paper version



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THANK YOU & QUESTIONS

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**DIVISION OF PERFORMANCE AND ACCOUNTABILITY
SPECIAL EDUCATION PROGRAM PERSONNEL**

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Bureau of Indian Education (BIE) Advisory Board for Exceptional Children – July 28, 2021 Online Board Meeting

DAY-1, JULY 28, 2021, 10:45 A.M. TO 11:45 A.M. MOUNTAIN DAYLIGHT
TIME (MDT) ZONE

Considering the impact of COVID-19 in the past year, how has your school addressed challenges related to academics, learning loss, student and educator wellness, resiliency, and social-emotional learning, in general for all faculty, staff, and students and for students with disability, specifically?

- ▶ Remote learning (virtual)
- ▶ Interventions
- ▶ After-school tutoring
- ▶ Gator chats
- ▶ Education and related services

Instruction delivery – Describe the status of instructional delivery? For example, is there adequate provision of broadband access, technology, adaptive equipment required to address the student's needs and academic goals?

- ▶ Distance learning
- ▶ Instructional kits
- ▶ Technology
- ▶ Internet access

Miccosukee Indian School - Presentation

How has the school supported parent and family engagement to include issues such as parents as teachers, food insecurity, job loss, guardian loss/disability due to COVID-19?

- ▶ Family night activities
- ▶ Family native arts and crafts
- ▶ Online and phone support
- ▶ Community-wide lunch distribution for families
- ▶ Social/emotional/behavioral services and support

How is the school implementing their approaches to recruitment, retention, and professional development of educators? How is this being addressed for all educators within the school? What additional support is provided to the school staff?

- ▶ Community outreach
- ▶ Competitive salaries
- ▶ School culture committee
- ▶ Increased staff social activities
- ▶ Staff recognition
- ▶ Virtual professional development
- ▶ Coaching

Supplemental Programs: Special Education

Process and Academic Support

RECOGNITION

WHAT DO I DO IF I THINK SOMEONE COULD BENEFIT FROM SPECIAL EDUCATION SERVICES?

- REFER TO YOUR SCHOOL HANDBOOK OR
 - STAFF MEMBER CAN:
 - REPORT TO TEACHER, ADMINISTRATOR, SPED DIRECTOR OR SPED TEACHER (ADMINISTRATOR CAN VISIT WITH PARENT OR START INTERVENTION PROCESS)
 - REPORT TO MTSS:
 - MTSS: MULTI-TIERED SYSTEM OF SUPPORT
 - PREVIOUSLY KNOWN AS:
 - RTI: RESPONSE TO INTERVENTION
 - TAT: TEACHER ASSISTANCE TEAM
-

WHAT IS ACADEMIC NEED?

Academic need:

“Adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services”.

Cheyenne Eagle Butte School - Presentation

AREAS OF QUALIFICATION

13 categories of qualification for special education services:

<ul style="list-style-type: none">• autism,• deaf-blindness,• deafness• hearing loss,• cognitive disability,• multiple disabilities,• orthopedic impairment,	<ul style="list-style-type: none">• other health impairments,• emotional disturbance,• specific learning disabilities,• speech or language impairments,• traumatic brain injury,• vision loss, including blindness
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STUDENT MUST HAVE ACADEMIC NEED

WHAT ARE ADVERSE EDUCATIONAL EFFECTS?

Adverse Academic Educational Effects could be:

<p>-An inability to learn that cannot be explained by intellectual, sensory or health factors.</p> <p>-An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</p> <p>-Inappropriate types of behavior or feelings under normal circumstances.</p> <p>-A general pervasive mood of unhappiness or depression.</p> <p>-A tendency to develop physical symptoms or fears associated with personal or school problems.</p>	<p>-Chronic or acute health problems supported by medical documentation.</p> <p>-A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia</p> <p>-communication disorder, such as stuttering, impaired articulation, a language impairment, or voice impairment</p>
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Cheyenne Eagle Butte School - Presentation

REFERRAL

-Student is officially referred for evaluation for special education services through MTSS (Multi-Tiered System of Support) and/or parent. Written documentation of interventions attempted will be submitted to the Special Education Department at this time.

-When considering Specific Learning Disability the past 2 years of attendance records must be attached to ensure that the student has had the opportunity to be instructed in the core subjects by Highly Qualified Teacher (Non-qualification based on attendance aligns with local school policy).

-Parent Referral: If the school receives a written parental referral for an evaluation the school must meet and decide to either pursue the evaluation and obtain consent or if the school decides not to evaluate must send a Prior Written Notice (PWN) to the parent stating reasons for refusal. Parent has right to an Independent Educational Evaluation at school expense.

MTSS PROCESS

What is MTSS?

- South Dakota's accountability system
 - To ensure all students are college, career and life ready, the South Dakota Multi-Tiered System of Support (SD MTSS) is a K-12 systematic framework for improving learning outcomes through the delivery of high quality, evidence-based tiered instruction and interventions.
 - MTSS will be a strategy to achieve DOE Aspirations
 - Encompasses RtI and PBIS
 - Collect Data for 6 to 8 weeks on specific interventions implemented for the student

EVALUATION

-Assessment/Eligibility Team

- Administrator, Parent, School Psychologist, Academic Evaluator, SPED Teacher, Classroom Teacher and other necessary team members.

-Role and Responsibility of each member:

- Administrator - provides guidance to ensure evaluation plan aligns with schools ability to carry out the evaluation
- Parent - complete all necessary paperwork
- School Psychologist - conducts intellectual quotient (IQ) assessment
- Academic Evaluator - conducts academic assessment
- SPED Teacher - conducts functional assessment
- Classroom Teacher - completes teacher input form
- Others: Speech/Language, Occupational Therapist, Physical Therapist, Counselor

Cheyenne Eagle Butte School - Presentation

ELIGIBILITY DETERMINATION

Completion of Evaluation will determine if a student qualifies for an Individual Education Plan (IEP) or Section 504.

All team members; administrator, parent/guardian, school psychologist, SPED teacher, classroom teacher and other team members will make the following determination:

- IEP - Specific programming that aligns with Local, State and Federal Guidelines; funding
- Section 504 - Specific programming with accommodations that aligns to Local, State and Federal Guidelines; no funding

THINK ABOUT THIS

Your student was just determined eligible for Special Education Services

<https://www.youtube.com/watch?v=We2BqmjHNok>

ACCOMMODATIONS VS. MODIFICATIONS

Modification:

“May be used to describe a change in the curriculum. Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching”

Examples but not limited to:

- Modified assignments or school day
- Preferential seating
- Adjusted grading scale
- Guided to unguided reading/math
- Directions given in a variety of ways
- Taped or Highlighted Text
- Note taking assistance
- Frequent breaks

Cheyenne Eagle Butte School - Presentation

IEP IMPLEMENTATION

- All necessary team members are responsible for implementation of IEP
 - *Necessary team members could be: parent/guardian, classroom teacher, administrator, special education teacher, special education paraprofessional, bus drivers, cafeteria staff, custodians, or any other individual identified in the IEP

- It is the special education teachers responsibility to ensure all necessary team members have been provided with information needed to carry out the implementation of the IEP

Education/ Childcare Systems	Level 1	Level 2	Level 3	Level 4	Level 5
Daycares	Open with heightened hygiene and cleaning standards. Monitor children and employees for symptoms.		May be open with enhanced cleaning & distancing protocols.	May be open with limitations per CRST Daycare Guidance to essential workers ONLY.	
Head Start Tribal College Secondary Schools K-12	May be open with precautions determined by the Governing Body or Administration. School administration must cooperate with CRST Tribal Health on contact tracing, and Tribal recommendations for temporary closure when positive cases are identified.			Distance learning. Distribution of food and educational materials is permitted with precautions.	

Cheyenne Eagle Butte School - Presentation



LEVEL 1 Post-COVID, establish a new normal

1. 7-day Test Positivity: <1% of tests are positive on CRST OR
2. 7-day Active Case Average: 0
3. Hospital Capacity: Surrounding hospitals accepting patient transfers, and have >50% headroom

LEVEL 2 Low risk and minimal threat to public health

1. 7-day Test Positivity: 1-4.9% of tests are positive on CRST OR
2. 7-day Active Case Average: 1-10
3. Hospital Capacity: Surrounding hospitals accepting patient transfers, and have >50% headroom

LEVEL 3 Moderate risk and medium threat to public health

1. 7-day Test Positivity: 5-9.9% of tests are positive on CRST OR
2. 7-day Active Case Average: 11-25
3. Hospital Capacity: Surrounding hospitals accepting patient transfers, but have <50% headroom

LEVEL 4 High risk and significant threat to public health

1. 7-day Test Positivity: 10-19.9% of tests are positive on CRST OR
2. 7-day Active Case Average: 26-60
3. Hospital Capacity: Surrounding hospitals not accepting patient transfers

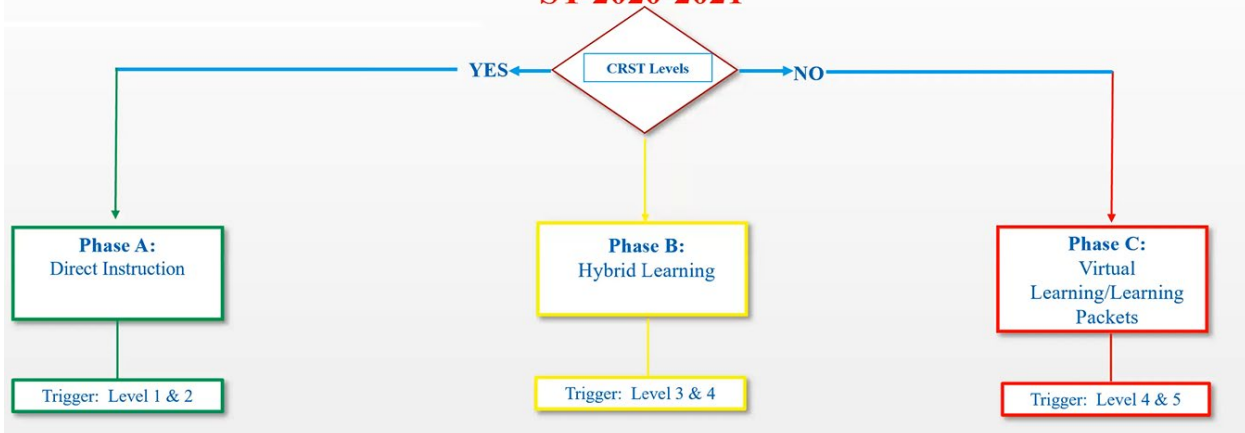
LEVEL 5 Critical risk and severe threat to public health

1. 7-day Test Positivity: >20% of tests are positive on CRST OR
2. 7-day Active Case Average: 60+
3. Hospital Capacity: Surrounding hospitals not accepting patient transfers

On September 17th, the criteria for active cases was changed to a 7-day average. This results in more stable trends that are less sensitive to short-term extreme highs or lows.

Cheyenne Eagle Butte School - Presentation

Cheyenne-Eagle Butte Schools Reopening Plan SY 2020-2021



Staff members' social, emotional, and mental health needs:

Staff are provided access to regularly scheduled talking circles as a support of the social-emotional and mental health needs. Also, staff will be invited to participate in walking clubs, our gymnasium workout facilities, and utilizing the gymnasium for health and wellness activities through a coordinated plan created by the Health & Wellness Coordinator - student activities will take precedence.

Upper Elementary School:

Services to address students' academic needs, including learning loss:

We are targeting students during summer school that have severe learning loss with a morning summer school program. In the fall, a teacher has been added to each grade level to maintain small classroom sizes to increase the amount of one-to-one instruction a student receives, to increase student achievement, and to maintain social distancing as recommended by public health resources. Intervention teachers and paraprofessionals will be utilized to fully implement interventions in reading and math to remediate learning loss for students who are just and further below grade level proficiency. After school programming will be implemented for remediation and enrichment for the duration of the school year. We have created

The FFY 2020-2025 BIE SPP/APR: Stakeholder Engagement and Target Setting

Dr. Eugene R. Thompson
Supervisory Education Specialist
BIE Division of Performance and Accountability



BACKGROUND ON IDEA'S SPP/APR

■ The State Performance Plan and Annual Performance Report (SPP/APR):

"The Individuals with Disabilities Education Act (IDEA) requires each state to develop a SPP/APR that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

"The SPP/APRs include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA.

"A SPP at least every six years. Each year, states must report against the targets in its SPP in an APR."



INTRODUCTION TO FFY 2020-2025 BIE SPP/APR TARGET SETTING

■ In February 1st, 2022, BIE will submit its next six-year State Performance Plan (SPP) covering the following timeframe:

- FFY 2020 = SY 2020-2021
- FFY 2021 = SY 2021-2022
- FFY 2022 = SY 2022-2023
- FFY 2023 = SY 2023-2024
- FFY 2024 = SY 2024-2025
- FFY 2025 = SY 2025-2026

■ An important task for this six-year submittal is to engage stakeholders to provide input on targets for all non-compliance SPP/APR indicators



IDEA PART B FFY 2020-2025 SPP/APR INDICATORS

- 1. Graduation
- 2. Drop Out
- 3. Assessment: (A) Participation rate; (B) Proficiency rate
- 4A. Suspensions and Expulsions
- 5. Education Environments
- 8. Parent Involvement
- 11. Child Find
- 13. Secondary Transition
- 14. Post-School Outcomes
- 15. Resolution Sessions
- 16. Mediation
- 17. State Systemic Improvement Plan

Indicators not applicable to BIE

- 4B. Suspensions and Expulsions by Race/Ethnicity
- 6. Early childhood Education Environments
- 7. Early Child Outcomes
- 9. Disproportionality in the Identification of Students with Disabilities by Race Ethnicity
- 10. Disproportionality in the Identification of Students with Disabilities in Six Disability Categories by Race Ethnicity
- 12. Transition of students with disabilities from Part C to Part B



REQUIREMENTS FOR STAKEHOLDER ENGAGEMENT IN THE FFY 2020-2025 SPP/APR

- The number of parent members attending stakeholder meetings
- A description of how the parent members and individual parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress
- Parent members may include
 - State Advisory Panel
 - Parent Center staff (e.g. EPICS)
 - Parents from local and statewide advocacy and advisory committees
 - Parents from the three BIE ADD regions



WHAT DOES THIS MEAN?

- Stakeholder engagement should
 - Include a wide variety of stakeholders including parents and families who have children with disabilities
 - Be meaningful and authentic
 - Be an ongoing process to keep stakeholders informed and get their feedback and advice



BIE STAKEHOLDERS TO CONSIDER

Stakeholders may include

- State Advisory Panel (SAP)
- Local special education directors or administrators
- Other state agency personnel
- Business/community representatives
- Parent Training and Information Center representatives
- Advocacy groups
- Students or former students
- Parents/family members



ADVISORY BOARD PARTICIPATION IN STAKEHOLDER ENGAGEMENT

To implement these requirements, BIE may include Advisory Board members' participation in the SPP/APR target setting process:

- Suggestion: Advisory Board identifies up to five members to participate in the BIE SPP/APR stakeholder engagement process.
- Fall of 2021 - Together with stakeholders and DPA staff, the selected BIE Advisory Panel members participate in the data analysis, target setting, and development of improvement strategies, and progress evaluation

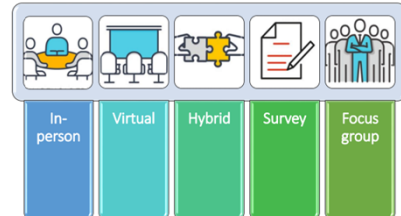


QUESTIONS & RECOMMENDATIONS FOR THE ADVISORY BOARD

- Considering what we learned, what are the groups that are important for BIE to include in this target setting?
 - What does a broad and diverse stakeholder group mean for BIE?
 - Who are specific individuals, organizations or groups you recommend?
 - Within the BIE, who are the groups that have been underrepresented?
- What strategies do you recommend to gather input from a broad group of BIE stakeholders? (Consider: types of schools; elementary, middle and high schools; rural and urban, schools in different states)



UPCOMING STAKEHOLDERS' METHODS OF ENGAGEMENT



UPCOMING BIE/DPA ADMINISTRATIVE TASKS

- Develop timelines and track task completions
- Track participation and feedback
- Collect or otherwise document feedback
- Determine if all groups are represented in the feedback received
- Follow-up with groups/individuals as needed



DOCUMENTING STAKEHOLDER PARTICIPATION & FEEDBACK

Year	Group or individual	Description	Roles represented	Contact person	Indicators addressed	Summary of feedback



COMMUNICATING RESULTS OF FEEDBACK AND DECISIONS

Pre-submission

- Determine communication strategy to follow-up with stakeholders
- Provide summary of feedback analysis & state rationale for proposed baseline and target decisions
- Consider whether further public input and develop mechanism and deadline (collect and analyze)

Post SPP/APR submission

- Communicate OSEP's response to proposed baselines and targets
- Address any OSEP required actions if needed
- Determine communication method to inform stakeholders and public on progress toward targets



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REPORTING REQUIREMENTS

- A description of which stakeholder groups provided feedback, including how many parent members
- Activities conducted to increase capacity of parent to support the development of implementation of activities to improve outcomes
- Mechanisms and timelines
 - For soliciting public input for target setting, analyzing data, developing improvement strategies and evaluating progress
 - For making the results of the target setting, data analysis, development of improvement strategies and evaluation available to the public



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DATA NEEDED TO DOCUMENT FOR FFY 2020 REPORT

- Identify stakeholder group names and roles they represent (e.g., parent, educator, advocate, community representative) and their type of group (e.g., core working group, advisory group)
- Describe how members participated (e.g., survey, activities, meetings)
- Describe how stakeholder feedback data was analyzed
- Describe methods to ensure equity of access and participation
- Analyze and report data associated with requirements (e.g., representativeness, response rate, trends, themes)



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Bureau of Indian Education Advisory Board for Exceptional Children
July 29, 2021

1 Special Education Report

Associate Deputy Director
Bureau Operated Schools
Special Education Programs

2 ADD Region - Bureau Operated Schools

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Associate Deputy Director
Bureau Operated Schools

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ADD BOS Education Specialists: Curriculum, Instruction, and Assessment; Language, Culture, and History; Residential Life Program; Special Education Program (2)

3 Bureau Operated Schools
Education Resource Centers

Albuquerque Resource Center

Tr. Tracia Jajola – Tracia.Jajola@bie.edu

Phoenix Resource Center

Tr. Maxine Roanhorse-Dineyazhe – Maxine.Roanhorse-din@bie.edu

McCourt Resource Center

Casey Sova – Casey.Sova@bie.edu

One Ridge Resource Center

Lora Braucher – Lora.Braucher@bie.edu

2 Schools (7 High Schools; 4 Off Reservation Boarding Schools; and 1 Dormitory-Only)

4 Request from the BIE Advisory Board
to report on the following:

1. Considering the impact of COVID-19 in the past year, what are the top challenges schools in your region have faced throughout the year for staff, parents and students? And what is being done to assist with these challenges? Topics may have included: learning loss, the number of lost classroom hours, equitable technology access, broadband access, student and educator wellness, resiliency and social-emotional learning.
2. What major projects are being planned for the schools in your region for SY2021-2022 to ensure special education services are being adequately supported? And how will the ERCs be involved in the projects?

- 5
3. Provide an update about the SY2021-2022 Return-to-School Plans and how are special education services supported in the plans?
 4. Specifically focusing on special education, provide information about special education and related service positions. What is the number of filled positions as compared to the number of current vacancies in the schools within your region? What type of job retention strategies are being implemented to retain the current employees. What challenges do the schools face to fill these vacancies?

- 6
1. Considering the impact of COVID-19 in the past year, what are the top challenges schools in your region have faced throughout the year for staff, parents and students? And what is being done to assist with these challenges? Topics may have included: learning loss, the number of lost classroom hours, equitable technology access, broadband access, student and educator wellness, resiliency and social-emotional learning.

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Examples of Technology Challenges:

- Schools provided laptops however in some areas there was difficulty accessing the Internet or students found them difficult to use; Jaxnets though provided did not access for some homes in remote areas; sometimes equipment was not timely acquired and IT preparation was not timely at some locations; sometimes teachers and staff were not skilled in the use of technology.

Examples of Instructional Challenges:

- Some students had learning gaps prior to the COVID-19 pandemic and the gap has widened even more; some students demonstrated academic growth over the course of the year, however, growth may have been at a lower rate.
- In some areas, instructional hours were cut in half or more
- Attendance was a concern of some schools

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- During on-line instruction, sometimes it was difficult to redirect student behavior i.e., TV watching during instruction, playing with toys, laying down and so on.
- Some children found distance learning challenging and chose not to engage. Technology challenges was a source for student disengagement at some locations and some did not re-engage for the rest of the school year.
- It was a challenge to meet students where they were. Teachers had to be creative spontaneously, making adjustments to paper, taking pictures, making phone calls and so on to provide instruction.
- Toward the end of the school year, student and parent participation began to dwindle at some locations.

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Most parents/families were supportive of distance learning but there were some challenges.

- The focus on school work for some students was challenging because of the impact of the pandemic on families:
 - Parents/guardians experiencing job loss
 - Moving residence, loss of home, and/or home insecurity
 - Death and/or sickness in the family
 - Not being able to pay for data usage
 - Abusiveness
 - Children taking on various responsibilities, i.e., working to add to family income, child care, assisting younger siblings with school work.
- Maintaining current contact information for some parents/families; most were responsive to (IEP team) meetings by way of WebEx and DocuSign formats.

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Support provided to the schools

- The ADD held weekly meetings and more often if necessary with Education Program Administrators (EPAs) to strategize, access resources, and inform of concerns to staff up the line to remedy the situations encountered.
- ADD Education Specialist responded to requests/questions posed by the ERCs; schools; was available during school financial reviews; researched and provided written guidance/resources to ERCs and school special education programs.
- The EPAs have weekly meetings with school leadership.
- The Division of Performance and Accountability-Special Education initiated the Secondary Transition Community of Practice for high schools and Education Specialist attended all sessions and if necessary was available to follow-up with high schools.

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11. What major projects are being planned or the schools in your region for SY2021-2022 to ensure special education services are being adequately supported? And how will the ERCs be involved in the projects?

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- To assist with the BOS special education program, the newly hired Education Specialist for Special Education is reporting on August 2, 2021. The plan is to collaborate and jointly develop a plan to assist the ERCs and schools to improve outcomes for students with disabilities.
- Review the ISEP Special Education Audit results and provide systemic recommendations to the EPA/ERC to improve special education.
- The ADD-BOS staff have selected College and Career Readiness as an area of focus with the school programs. The schools will have the opportunity to incorporate CCR at the lower grades and better prepare students and improve postsecondary outcomes for students including students with disabilities.

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- Schools conduct self-assessments to determine the status of each of the following (basic) components of the school special education infrastructure and assist the school with prioritizing and developing a plan for improvement in an area or more:
 - Collaboration and Communication
 - Staffing
 - Policy and Procedures
 - Data Systems
 - Resource Management
 - Instructional Practices

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i. Provide an update about the SY2021-2022 Return-to-School Plans and how are special education services supported in the plans.

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School Wide Plans

In response to Pandemic 2021-2022, the ADD BOS have incorporated in the school wide plans for the 2021-2022 School Year components to ensure the educational needs of all students are included: Students with Disabilities, Section 504, English and Native Language Learners (ELs/NLs) and Gifted and Talented

- A checklist was developed and disseminated to the BOS schools.
- The School Wide Plans are due September 7, 2021.

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- Components of the School Wide Plan
 - Instruction
 - Safe and Inclusive Learning Environment and Student Mental Health Supports
 - Supporting Educator and Staff Stability and Well-Being

The schools received the **Return to Learn! TOOLKIT - TECHNOLOGY AND STUDENT USE**
The Checklist also includes Resources.

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The School Reopening Plans are submitted to the ADD BOS and updates can be made on an ongoing basis.

A School Reopening Checklist 2021-2022 was developed and disseminated to the BOS schools to address the following:

- Instructional Models – distance learning (virtual, remote, digital), hybrid (in person and distance, blended), and face-to-face (100% in person, traditional).
- Physically Healthy Learning Environments
- Support Services
- Communication
- Residential (if applicable)

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ii. Specifically focusing on special education, provide information about special education and related service positions? What is the number of filled positions as compared to the number of current vacancies in the schools within your region? What type of job retention strategies are being implemented to retain the current employees? What challenges to the schools face to fill these vacancies?

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ADD BOS Special Education Vacancies:

- Phoenix ERC Vacancies
 - There are 9 special education teacher vacancies (a couple of schools had vacancies for 2 or more years)
 - All related services contracts are awarded
 - CAU related service positions are filled and contracts are awarded
- Albuquerque ERC Vacancies
 - There are no special education teacher vacancies; two schools will share 1 FTE teacher to provide instructional services
 - All contracts for related services are awarded

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Belcourt ERC Vacancies

- There are 4 special education teacher vacancies
- All related service provider positions are filled and all contracts awarded

Pine Ridge ERC Vacancies

- There are 5 special education teacher vacancies
- All related service provider positions are filled and all contracts awarded

Summary:

- 18 special education teacher vacancies
- All related service provider positions are filled or contracts are awarded

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School Special Education Staff Retention Strategies:

- Involve teacher in decision making and planning and implement their recommendations
- Recognize teachers' hard work and celebrate accomplishments
- Provide resources, materials and supplies
- Provide professional development opportunities
- Offer recruitment bonuses for hard-to-fill positions
- Advertise vacancies on BIE and USA Jobs websites
- Qualified school business technicians allow tracking of applicants and follow up
- The CAU allows small schools to pool funds to support provider salaries

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Challenges schools face to fill vacancies:

- Job announcement process is lengthy, particularly the background check process thus sometimes the applicant has accepted another position elsewhere
- USA Jobs is not user friendly, recommend using ED Join; cannot be used to advertise related service provider positions; difficult to re-advertise position when applicant declines
- Attracting applicants to remote school locations is difficult and housing not available at some locations
- Local school districts offer higher pay for special education teachers, provide signing bonuses and cover moving costs
- Staffing differential helps but sometimes is not enough to compete with local school district salaries

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It has been a difficult year for us all...

Perhaps a gift, a quote...

"Start where you are. Use what you have. Do what you can."

We know you are doing the best you can every day!

Arthur Ashe

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Questions...

Thank you for the opportunity to make a report to members of the BIE Advisory Board.

With gratitude for your service, thank you!

Soria J. Yegua


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**U.S. Department of the Interior
Bureau of Indian Education**

Cherie Poitra, Ed.D.
Education Program Specialist (SPED) of
Tribally Controlled Schools



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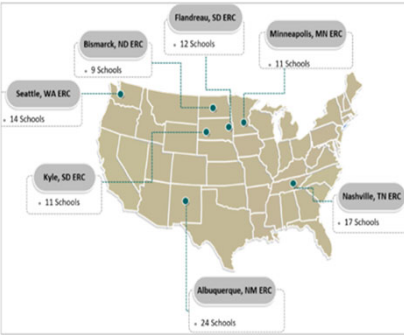
Welcome & Introductions



BIE's mission is to provide quality education opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic well-being, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. Further, the BIE is to manifest consideration of the whole person by taking into account the spiritual, mental, physical, and cultural aspects of the individual within his or her family and tribal or village context.

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Tribally Controlled Education Resource Center



The Bureau of Indian Education's long-term vision is to strengthen our relationship with Tribes. The BIE values Tribally Operated School where sovereignty, Native cultures and communities are their foundation. In support of Tribally Controlled Schools, the TCS- Education Resource Centers work in partnership with Tribal Nations in providing technical assistance to schools in an effort to help them provide eligible Indian students with a high quality education that reflects their unique cultures and communities.

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How COVID-19 Has Affected Special Education Students

- Our special needs population experienced the greatest educational impacts by the pandemic.
 - Top Challenges schools faced throughout the year for staff, parents, and students.
 - Most districts had difficulty providing services to student with disabilities and complying with federal IDEA requirements.
 - Staff -Service delivery
 - Connectivity
 - Rural areas that lacked connectivity or electricity.
 - Parents struggled in trying to provide support.
 - Educators - Navigated through uncharted territory.
 - Learning new approaches
 - Online platforms
 - Assistive technology weren't compatible
 - Student engagement
 - Loss of social skills
- Top Challenges schools faced throughout the year for staff, parents, and students.
 - Modification to IEP in the form of a remote learning
 - Mobile service delivery
 - Face-face instruction
 - Implementing teletherapy or using asynchronous therapy
 - Staff going above and beyond to support with SWD
 - Sustainable practices: synchronous small-group lessons, digital manipulatives, hands on tools, tiered system of support
 - Tribally Controlled Schools
 - Homelessness
 - Nonresponsive parents & students
 - Difficult family engagement
 - School lunch program

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Proactively Preparing for Returning Students

- Behavioral & Mental Health Support:
 - Student Behavioral Health Program Specialist – Kristy Adakai-Tinney
 - Building meaningful relationships with students to help students build resiliency and supportive relationships as we move forward out of this pandemic.
- Special Education and Behavioral Health Roundtable Best Practices
- TCS School Principal Training

SPM Goal 5

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SY2021-2022 Return-To-School Plans: Special education services supported in the plans?

- BIE Website - School Reopening Guidance
- BIE Checklist for the Re-Opening of BIE Residential Programs
 - Professional Development Training
- Monthly ERC School Leader Calls
 - Partnerships
 - School board training
- Schools Submitted Reopening Plans

What major projects are being planned for the schools in your region for SY 21-22 to ensure special education services are being adequately supported? How will the ERC's be involved in the project?

- Revised TCS-ADD organization chart-4 Special Education Specialist Positions
- SY21-22 TCS will be conducting 100% Special Education Reviews.
 - SY 20-21 virtual reviews - On-sight visits will be completed on the schools that were found to be noncompliant
 - Findings
- TCS- Targeted Professional Development
- Book Study/Talking Circle – Purchased 2 books for all 98 schools
 - Integrating and Enhancing Social & Behavioral Learning Using a Multi-Tiered System of Supports
 - Preparing for the Unexpected: Individualized Contingency Plans for Students with Disabilities

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Education Resource Centers Education Specialists

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DaWaEh
Pinagigi
LemLmts
Miigwech
Wimblahaho
Pilamiya
Nya:Weh Aho
ThankYou
Wado
Wopita
Tansi

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Presenter's Contact Information

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Bureau of Indian Education**

**BIE Navajo
Bureau Operated Schools (BOS)
Tribal Controlled Schools (TCS)**

**Emily Arviso
Acting Associate Deputy Director
Karen Malone
Acting Special Assistant**



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Education Program Administrators

Charles Sherman, Acting
17 BOS - New Mexico
Dr. Walter Coulter
15 BOS - Arizona and Utah
Dr. Janet Slowman-Chee
20 TCS - Arizona, New Mexico and Utah



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Education Resource Centers

Shiprock, NM
Dr. Wynora Bekis, Ed. Specialist - School Improvement
Dr. Leo Johnson, Ed. Specialist - School Improvement
Crownpoint, NM
Deloria Chapo, Ed. Specialist - School Improvement
Vacant, Ed. Specialist - School Improvement,
Window Rock, AZ
Pamela Mason, Ed. Specialist - School Improvement
Aurelia Shorty, Ed. Specialist - School Improvement
Dr. Sharon Henderson-Singer, Ed. Specialist - Curriculum
Dmitry Neezzhoni, Ed. Specialist - Native Language
Mary Ruth Goy, Ed. Specialist - School Board
Crystal Becenti, Ed. Specialist - Behavioral Health Program Specialist



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Education Resource Centers

Chinle, AZ
Victor Benally, Ed. Specialist-School Improvement
Elrisa Naljahih-Sells, Ed. Specialist - School Improvement
Dr. Deborah Holgate, Ed. Specialist - School Improvement
Tuba City, AZ
Veronica Klain, Ed. Specialist - School Improvement
Ed. Specialist - School Improvement



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Thursday, July 29, 2021
10:45 a.m. MDT

Presenters:
Evangeline Bradley-Wilkinson
Education Specialist-Acting Special Education
Coordinator
BIE Navajo District

Carrie Watahomigie
Education Specialist-Special Education
BIE Navajo District



Vision

The Bureau of Indian Education is the preeminent provider of culturally relevant educational services and supports provided by highly effective educators to students at BIE - funded schools to foster lifelong learning.

Mission

The mission of the BIE is to provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares students with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow, become healthy and successful individuals, and lead their communities and sovereign nations to a thriving future that preserves their unique cultural identities.



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Navajo ADD's Response to Four Questions

1. Considering the impact of COVID-19 in the past year, what are the top challenges schools in your region have faced throughout the year for staff, parents and students? And what is being done to assist with these challenges? Topics may have included: learning loss, the number of lost classroom hours, equitable technology access, broadband access, student and educator wellness, resiliency and social-emotional learning.
2. What major projects are being planned for the schools in your region for SY2021-2022 to ensure special education services are being adequately supported? And how will the Education Resource Center (ERC's) be involved in the projects?
3. Provide an update about the SY2021-2022 Return-To-School Plans and how are special education services supported in the plans?
4. Specifically focusing on special education, provide information about special education and related services positions. What is the number of filled position as compared to the number of current vacancies in the schools within your region? What type of job retention strategies are being implemented to retain the current employees? What challenges do the schools face to fill these vacancies?

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1a. Considering the impact of COVID-19 in the past year, what are the top challenges schools in your region have faced throughout the year for staff, parents and students?

Challenges for Staff

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Health and Safety

- High level of concern regarding COVID 19
- Ensuring staff and student safety when the area was a COVID 19 hot spot
- COVID 19 pandemic greatly impacted the school community; "It destroys the normal routine of living. It creates more negative impact than the positive one"

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Challenges for Staff

Facility

- Timely completion of maintenance tasks and projects

Leadership

- Staff turn-over at school sites
- Quick turnaround for data request; time needed for thoughtful processing, planning and preparation
- Availability of Certified Special Education teachers and related service personnel

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Challenges for Staff

Technology:

- Inconsistent internet connectivity, within the school and outside the school
- Limited bandwidth
- Outdated technology-upgrades were needed
- Technology devices received after school started
- Not enough time to calibrate and prepare devices for students when needed
- Training required for staff to utilize the Technology and/or Software for instruction, skill levels varied
- Support for staff to apply skills to use software programs to take attendance and provide instruction

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Challenges for Staff

Technology:

- Effective implementation of a Learning Management System (LMS)
- Student access to instructional resources provided by teachers (website and materials)
- Teachers uploading resources (websites, materials) due to unstable internet connectivity
- Resources not easily accessible by the students to view or to download
- Limited to no availability of printers, scanners, fax machines and materials in the home
- Completion and submission of instructional assignments by students for grading or feedback
- Parents unwilling to check out devices for liability purposes.

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Challenges for Staff

Communication

- Support from parents to encourage their child(ren) to log-on
- Not able to make home visits when parents don't respond to phone calls
- Maintaining contact with students or parents, specifically when they refused to answer calls or changed their contact number
- Lack of or inconsistent parent communication with staff impacts student attendance

Attendance

- Inconsistent student attendance during virtual learning
- Full classroom - student attendance impacts instruction.
- Learning and Achievement

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Challenges for Staff

Classroom Management

- Managing student behavior when student cameras are off
- Limited student engagement when student cameras are off
- No control of student logging off while class is still in session
- Unable to control background noise and in some instances the behaviors of others in the home, muted/unmuted

Instruction

- Summative/District Assessments not completed
- Providing Direct Instruction when appropriate
- Monitoring and providing immediate feedback

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Challenges for Staff

Instruction

- Maintaining the attention span of students in regular classes intensifies in a virtual classroom
- Providing accommodations during virtual instruction
- Individualized instruction per the student's IEP
- Face-to-Face learning preference for some students
- Developing and making lessons concise for students to understand
- Sharing, demonstrating, showing examples, engaging students in virtual groups
- Grading incomplete, assignments not returned
- Delivering Learning packets in place of virtual instruction

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Challenges for Students

Health and safety

- Feelings of isolation
- Limited peer interaction
- Opportunities for socialization
- Deprivation of social skill development
- Lack of support at home
- Motivation
- Frustration

Technology

- No internet
- Frustration with internet; unreliable internet
- Lack of technology in the home
- USB Drives for instructional delivery
- Students not prepared for virtual learning

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Challenges for Students

Technology

- Limited technology skills to support learning using technology devices
- No electricity in the home
- 2 or more students in household caused interference with internet connectivity

Communication

- Vulnerable students have difficulty verbally expressing needs
- Hesitate to ask questions or request for the teacher's to repeat instructions
- Teachers forget to call us (students) back when asking for help

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Challenges for Students

Instruction

- Motivation to learn without immediate teacher or peer support
- Inconsistent attendance
- Opportunities for Student Engagement
- Opportunities for intervention and remediation
- One-to-one educational assistance
- Support to assist with assignments
- Keeping up with lessons using technology
- Preference for face-to-face instruction
- Use of Learning Management System (LMS)
- Instruction provided on USB drives
- Organizational skills, study skills
- Lectures were hard to follow
- Immediate feedback
- Distractions

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Challenges for Parents

Health and safety

- Socio-economic issues
- High level of concern with COVID19
- Limited work space at home for instruction
- Childcare - some parents are employed full-time

Technology

- Technology skills of parents, grandparents, or guardian were limited to support students.
- Learning Management System (LMS) usage difficult due to skill level of parent, guardian, or grandparent.
- Limited Internet Services
- Learning virtually was not ideal at first;
- Parent Training for technology use and software programs.
- Inconsistent internet access

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Challenges for Parents

Communication

- Lack of consistent communication to address parent needs from school

Instruction

- Time commitment for education support
- Limited skills to help their child(ren)
- Unable to support at home
- More than one child attending virtual instruction
- Parents struggle to support their child's virtual learning
- Parents not prepared to be their child's teacher
- Older siblings assist younger siblings
- Attempt to keep their child interested in learning
- Getting their children to log in

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1b. What is being done to assist with these challenges? Topics may have included: learning loss, the number of lost classroom hours, equitable technology access, broadband access, student and educator wellness, resiliency and social-emotional learning.

Learning Loss

- Summer School – 3 weeks for some schools
- Concentration on essential standards
- Supplemental programs to support student learning
- After-school tutoring
- Provide information and training to parents to help their child at home
- Contracted services to provide Tier 2 Intervention and remediation to all students
- Identified vulnerable students and provided on-campus learning
- In person learning for students with disabilities (SWD)

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Learning Loss

- Use research-based programs to support intensive intervention
- Curriculum addressed through Response to Intervention (RtI),
- Differentiated instruction for ESS and EL students
- Response to Intervention provided during the end of the school year
- Professional development to address Social-Emotional needs of staff and students in the educational environment
- Multiple data sources to make instructional decisions to address student needs
- Flexibility

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Loss of Classroom Hours

- Provide additional hours to make-up learning loss
- Utilized supplementary programs to support after school hours
- Two schools provided summer school
- Extended School Year (ESY)
- Compensatory Time (CT)
- Provided in-person support in small groups
- 1 to 1 support by ESS personnel
- Virtual instruction
- Phone calls, video conferencing, USB drives with lessons and learning packets

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Equitable Access to Technology, Broadband

- Appointed IT Education Technician to maintain, distribution, return, and support staff and students with technology
- Identified vulnerable students and provided support with on-campus learning.
- Chrome books, i-pads or laptops and hot spots (kajeets) for students & staff were purchased
- Battery packs for students that did not have electricity
- Internet access was provided at the school parking lot as well.
- WiFi provided on the school bus; the bus was parked in specific locations for about an hour to provide time for students to access the internet.
- Students with disabilities had access through hot spots.
- Partnership with state and local entities that provided Wi-Fi access in the community beyond what was provided by the school

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Student and Educator Wellness

- Researched social-emotional BIE led support for staff; such as the BIE Behavioral Health & Wellness Program that were compatible with school programming schedules
- Professional Development, 21st Century Family Engagement events via distance/remote learning, Navajo Language and Culture packets.
- Employees are encouraged to participate in wellness activities with the BIE resources.
- Teachers participated in Social-Emotional Learning activities

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Student and Educator Wellness

- Student presentations provided by health care facilities
- School counselors visited and provided classroom support and one-to-one support (as needed)
- The school counselor addressed health and wellness through virtual communication.
- Continuation of food services to promote healthy eating (breakfast & lunch program)
- Counselor provided weekly counseling services as needed for students with disabilities
- Students participated in Community Building that was built into daily schedule

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Resilient/Resiliency

- Teachers developed resiliency by calling and or texting students directly to check on their wellbeing.
- Teachers sent encouraging text messages to students to log on using Ke' terms..."shi yazhi log on".
- Teachers accepted daily student work via text messages and or chat box and sent encouraging immediate feedback to students
- Self-care of families was of priority which impacted academic focus and support. School staff were providing services through-out the academic year and coming in for work.
- Communication with parents daily reminding them to have their children log on, turn in assignments, etc..

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Resilient/Resiliency

- Collaboration and consultation with stakeholders to make informed decisions to best meet the needs of students
- Progress meeting every other week – focus on strengths and weakness.
- Commitment to the education of all students

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Social-Emotional Learning

- Used the Center for the Collaborative Classroom Caring School Community Social and Emotional Learning resources
- Provided Crafts, Navajo/Language and Culture packets
- School counselors provided classroom support and one to one support (as needed);
- Teachers provided incentives for students who consistently logged-on
- Trauma-informed professional development was offered to teacher
- Elective teachers provided lessons that focused on social-emotional content for students

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2a. What major projects are being planned for the schools in your region for SY2021-2022 to ensure special education services are being adequately supported?

- The special education department staff are developing ambitious, observable, S.M.A.R.T. goals for students with the IEP team.
- Additional emphasis to focus on service details; such as but not limited to accommodations for all personnel who work with our students;
- On-campus learning via the Hybrid Model
- Compensatory Services
- Implementation of Special Education Services based on the IEP goals and services.
- FAPE and LRE followed.
- Continue professional development to develop the capacity of school staff working students with disabilities

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- Individual Resource Kits created for each student based on his or her IEP, to be able to have an interactive learning experience in-person and virtually.
- ESY has been scheduled for the end of the school year.
- Reopening plans include equitable access to technology
- School Psychologist and Occupational Therapist will provide training during staff orientation.
- Support collaboration between general education and special education teachers by scheduling initial meetings to share contents of IEP.
- Collaboration among IEP team members to review and revise IEPs, if needed

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- Provide in-person and/or virtual support to SWD in all core subjects. Monitor progress and meet with parents and teachers every two weeks.
- ESY based on the IEP has been scheduled for the end of the school year.
- Implement student IEPs per the LRE. Most students will receive 80% inclusion support services as well as some will receive pull-out services.
- Follow Hybrid schedule for students with disabilities, students would be scheduled twice a week for in-person learning.
- BIE Special Education Policies and Handbook is currently in the review process
- Filling the BIE Navajo District position of Special Education Coordinator

BIE

Bureau of Indian Education

2b. How will the Education Resource Center (ERC's) be involved in the projects?

- Support and guidance will be requested for projects, as needed.
- Involvement will be determine by the circumstances, such as time and type of project.
- The CAU staff provide support and services to students and teachers.
- ERC's will provide support and technical assistance frequently and as requested by school leadership.
- ERC staff are actively involved in the Comprehensive Needs Assessment and Schoolwide Program Plans as well as Special Education programs.
- ERC staff are developing their capacity to support the schools in general and special education.

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3. Provide an update about the SY2021-2022 Return-To-School Plans and how are special education services supported in the plans?

Each school plan meaningfully addresses the needs of all students in six areas: Instruction, Safety, Communication, Support Services, Transportation and Food Services.

A rubric is used to evaluate each plan to ensure all students and more specifically, the following sub groups to have equitable access and opportunity to a quality education that is addressed in each area of the six areas.

- Students with Disabilities (SWD) – those who have special modifications and accommodations
- English Learners (ELs) - those who speak or hear a language other than English
- Vulnerable Student (VL) – those who are highly mobile, placed in foster care, homeless, low-income, medically fragile, or are otherwise disadvantaged

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School plans have been developed and ensure:

- Special Education services for SY 2021-2022 may be provided through the following models: remote, hybrid and face-to-face.
- School staff, special education and general education teachers implement the IEP to ensure instructional needs, accommodations and modifications are met.
- School leadership strongly support and encourage students that require a more restrictive environment per their IEP to return to campus for instructional delivery by Special Education staff to meet IEP expectations
- Special education teachers and regular education teachers participate in the same professional development i.e., Response to Intervention (RtI) tiered system of support, deconstruct student learning goals so that content is provided at the student's instructional level.

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School plans have been developed and ensure:

- Student safety and the academic needs of all students is a priority.
- Special education staff review the IEP for each student with disabilities to plan instruction, provide information to teacher's that have a student with an IEP in their classroom.
- Collaboration with general education teachers regarding Student information i.e., student's measurable annual goals; education services, related services, level of service for SWD per week, program recommendations for modifications and accommodations, discipline, medical, and if known, significant health information.
- School issued laptops are distributed to SWDs at the beginning of the school year to access instruction.
- Special Education Teachers develop schedules to provide instruction to SWD based on their IEP.
- Bi-weekly updates to parents on student progress are provided

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School plans have been developed and ensure:

- Audio assistive technology support for text in books or computer.
- General education teachers provide visual support for all students.
- Special Education Staff monitor SWDs to ensure face to face or virtual class participation and ensure submission of class work to the teacher.
- Special Education Teachers and paraprofessionals have assigned students to work with and are responsible for developing and providing lesson plans based on the needs of the student.
- Special Education services if provided virtually may use the school's Learning Management System, Google Classroom, Google Meets, Zoom, etc.

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School plans have been developed and ensure:

- The Special education teacher will implement the IEP to ensure services are provided in collaboration with general education Teachers to ensure instructional needs, accommodations and modifications are followed.
- Self-contained students with disabilities will be strongly encouraged to return to campus for instruction. Special Education staff will continue to meet IEP expectations.
- Schools have included a Multi-System of Tiered Support to address the needs of all students for behavior and academics.
- Opportunities for special education and general education teachers to attend the same professional development regarding programs and evidence-based strategies to develop the skills and capacity for teachers i.e., to collaborate on how to deconstruct IEP learning goals so that content can be taught at the student's instructional level.

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Specifically focusing on special education, provide information about special education and related services positions. What is the number of filled position as compared to the number of current vacancies in the schools within your region?

- Most special education teaching positions are filled; there are 12 vacant positions in 10 schools.
- Most schools have Education Technicians to provide Special Education support under the supervision of a certified Special Education Teacher.
- Related Service positions are filled through the Cooperative Agreement Unit (CAU) or through contracts with Related Service personnel. Related Service positions include: Occupational Therapist, Physical Therapist, Speech-Language Pathologists, School Psychologists, Counselors and Special Education Coordinators.

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Specifically focusing on special education, provide information about special education and related services positions. What is the number of filled position as compared to the number of current vacancies in the schools within your region?

- One school contracts for services with the Arizona School for the Deaf and Blind, Students with sensory disabilities may require services from a teacher of the Visually Impaired or from a teacher of the Deaf and Hard of Hearing. In addition, ASDB may also provide services from an Audiologist or from an Orientation and Mobility Specialist.

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What type of job retention strategies are being implemented to retain the current employees?

• Compensation

- Retention, returning the following school year
- Sign-on Bonus for Hard-to-Fill Position
- Tuition Reimbursement
- Separate pay scale for Special Education teachers that is higher than a general classroom teachers.

Staff Support

- On-going Mentoring to support position responsibilities
- Professional Development to improve instructional practice
- The teachers are provided manageable case load
- Funds for supplies & materials
- Excellent technology supports

BIE

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What challenges do the schools face to fill these vacancies?

- Staff Turnover
- Teacher Burn-out
- Limited response from applicants
- Hard to fill positions
- Housing for staff
- The school location is in a rural and remote
- The process for advertisement in USA Jobs, the selection and the hiring is very long so sometimes applicants lose interest and are hired by other agencies or schools.

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exclusive license may be granted unless, within 15 days after the date of this published notice (see **DATES**), the U.S. Fish and Wildlife Service receives written evidence and argument which establish that the grant of the license would not be consistent with the requirements of 35 U.S.C. 209 and 37 CFR 404.7 (see **ADDRESSES** for submitting comments).

Authority: 35 U.S.C. 209, 37 CFR 404.7.

Signing Authority

The Director, U.S. Fish and Wildlife Service, approved this document and authorized the undersigned to sign and submit the document to the Office of the Federal Register for publication electronically as an official document of the U.S. Fish and Wildlife Service. Martha Williams, Principal Deputy Director Exercising the Delegated Authority of the Director, U.S. Fish and Wildlife Service, approved this document on June 21, 2021, for publication.

Anissa Craghead,
Acting Regulations and Policy Chief, Division of Policy, Economics, Risk Management, and Analytics, Joint Administrative Operations, U.S. Fish and Wildlife Service.

[FR Doc. 2021-13294 Filed 6-23-21; 8:45 am]
BILLING CODE 4333-15-P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

[212A2100DD/AAKC001030/
AOA501010.999900 253G]

Advisory Board of Exceptional Children

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice of meeting.

SUMMARY: The Bureau of Indian Education (BIE) is announcing that the Advisory Board for Exceptional Children (Advisory Board) will hold two separate online meetings. The purpose of the meetings are to meet the mandates of the Individuals with Disabilities Education Act of 2004 (IDEA) for Indian children with disabilities. Due to the COVID-19 pandemic and for the safety of all individuals, it will be necessary to conduct online meetings.

DATES: The first meeting will be a two-day online meeting on Wednesday, July 28, 2021 from 8 a.m. to 4 p.m. Mountain Daylight Time (MDT) and Thursday, July 29, 2021 from 8 a.m. to 4 p.m. MDT. The second meeting will be one-day online meeting on Wednesday,

September 22, 2021 from 8 a.m. to 4 p.m. MDT.

ADDRESSES: All BIE Advisory Board activities and meetings will be conducted online. See the **SUPPLEMENTARY INFORMATION** section of this notice for information on how to join the meetings. Public comments can be emailed to the DFO at *Jennifer.davis@bie.edu*; or faxed to (602) 265-0293 Attention: Jennifer Davis, DFO; or mailed or hand delivered to the Bureau of Indian Education, Attention: Jennifer Davis, DFO, 2600 N. Central Ave., 12th floor, Suite 250, Phoenix, AZ 85004.

FOR FURTHER INFORMATION CONTACT: Jennifer Davis, Designated Federal Officer, Bureau of Indian Education, 2600 N. Central Ave., 12th floor, Suite 250, Phoenix, AZ 85004, *Jennifer.davis@bie.edu*, or (202) 860-7845 or (602) 240-8597.

SUPPLEMENTARY INFORMATION: In accordance with the Federal Advisory Committee Act, the BIE is announcing the Advisory Board will hold its next two meetings online. The Advisory Board was established under the Individuals with Disabilities Act of 2004 (20 U.S.C. 1400 *et seq.*) to advise the Secretary of the Interior, through the Assistant Secretary-Indian Affairs, on the needs of Indian children with disabilities. These meetings are open to the public.

I. July 2021 Meeting of the BIE Advisory Board

A. Agenda for July Meeting

The following agenda items will be for the July 28, 2021 and July 29, 2021 meeting. The BIE Advisory Board will hear report regarding special education topics from the:

- BIE Central Office—Some questions that will be answered are: What are some of the challenges the BIE is facing regarding COVID related issues? What additional steps has the BIE taken to ensure the well-being of all students in BIE funded schools across the country? Are the schools using specific trauma informed curricula?

- BIE/Division of Performance and Accountability (DPA)/Special Education Program—Some questions that will be answered are: For graduation rates and dropout rates, what progress has been made in graduation rates for SWD as compared to students without disabilities in BIE schools? Describe the Certification of Completion for SWD?

- Miccosukee Indian School and Cheyenne Eagle Butte School—Two schools have been asked to provide their presentation by responding to several questions the Advisory Board has asked.

Some of the questions are: Considering the impact of COVID-19 in the past year, how has your school addressed challenges related to academics, learning loss, student and educator wellness, resiliency and social-emotional learning, in general for all faculty, staff, and students and for students with disability, specifically? Instruction delivery—Can you describe the current status of instructional delivery? For example, is there adequate provision of broadband access, technology, adaptive equipment required to address the student's needs and academic goals?

- BIE Office of the Director/BIE Student Health Program—Some topics that will be addressed are: Provide an overview about the BIE's Behavior Health Program (BHP), including the history, purpose of the program, staff working in the program, the location site(s), how and when the BHP program got started. Since the inception of the BIE's BHP, provide an update about the projects that have taken place and the progress of these projects.

- BIE Performance Office—Some topics that will be addressed are: Provide an update about the recent virtual monitoring for the six school sites that were monitored in spring of 2021. Describe the process of providing technical assistance to the schools, the timeline to complete the follow-up with each school; and the overall finalization of the 2020-2021 virtual monitoring.

B. Public Commenting Sessions for the July Meeting

Four Public Commenting Sessions will be provided during the July meeting days.

- On Wednesday, July 28, 2021 two sessions (15 minutes each) will be provided, 11:45 a.m. to 12 p.m. MDT and 1 p.m. to 1:15 p.m. MDT. Public comments can be provided via webinar or telephone conference call. Please use the online access codes as listed below.

- On Thursday, July 29, 2021 two sessions (15 minutes each) will be provided, 10:45 a.m. to 11 a.m. MDT and 12:30 p.m. to 12:45 p.m. MDT. Public comments can be provided via webinar or telephone conference call. Please use the online access codes as listed below.

- Public comments can also be submitted to the address listed in the **ADDRESSES** section of this notice.

C. To Access the Wednesday, July 28, 2021 and Thursday, July 29, 2021 Meeting

You can join the July meeting through any of the following means:

- *Join ZoomGov Meeting using:* <https://www.zoomgov.com/j/1603375406?pwd=Q2ZOc0dNSkVlVi8rK0xCendFNHl2dz09>
 - *One tap mobile:* Meeting ID: 160 337 5406 Passcode: 343566
+16692545252,,1603375406#,,,,
*343566# US (San Jose)
 - *Dial by your location:* Meeting ID: 160 337 5406 Passcode: 343566
+1 669 254 5252 US (San Jose), +1 646 828 7666 US (New York)
 - *Dial by your location:* Meeting ID: 160 337 5406 Passcode: 343566
+1 669 216 1590 US (San Jose), +1 551 285 1373 US
- Find your local number: <https://www.zoomgov.com/u/abz0edJQ8o>

II. September 2021 Meeting of the BIE Advisory Board

A. Agenda for September Meeting

The following agenda items for the Wednesday, September 22, 2021 meeting are:

- BIE Advisory Board—The Board will be developing and finalizing the 2021 Annual Report between the hours of 8 a.m. to 4 p.m. MDT.

B. Public Commenting Sessions for the September Meeting

Public Commenting Sessions will be provided during the meeting.

- On Wednesday, September 22, 2021 two sessions (15 minutes each) will be provided, 11:45 a.m. to 12 p.m. MDT and 1 p.m. to 1:15 p.m. MDT. Public comments can be provided via webinar or telephone conference call. Please use the online access codes as listed below.

- Public comments can also be submitted to the address listed in the ADDRESSES section of this notice.

C. To Access the Wednesday, September 22, 2021 Meeting

You can join the meetings through any of the following means:

- *Join ZoomGov Meeting using:* <https://www.zoomgov.com/j/1616957886?pwd=WUphMHBGGeZkcWlRmhxQU4yUUVlVQT09>
- *One tap mobile:* Meeting ID: 161 695 7886 Passcode: 010721
+16692545252,,1616957886#,,,,
*010721# US (San Jose)
- *Dial by your location:* Meeting ID: 161 695 7886 Passcode: 010721
+1 669 254 5252 US (San Jose), +1 646 828 7666 US (New York)
- *Dial by your location:* Meeting ID: 161 695 7886 Passcode: 010721
+1 669 216 1590 US (San Jose), +1 551 285 1373 US

Find your local number: <https://www.zoomgov.com/u/ad8eION8TN>

Authority: 5 U.S.C. Appendix 5; 20 U.S.C. 1400 *et seq.*

Bryan Newland,
Principal Deputy Assistant Secretary—Indian Affairs.

[FR Doc. 2021–13391 Filed 6–23–21; 8:45 am]

BILLING CODE 4337–15–P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

[212A2100DD/AAK001030/
AOA51010.999900]

Land Acquisitions; Confederated Salish and Kootenai Tribes of the Flathead Reservation

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice.

SUMMARY: This notice announces that the Assistant Secretary—Indian Affairs has acquired all land comprising the National Bison Range, consisting of approximately 18,800.22 acres, more or less, into trust for the Confederated Salish and Kootenai Tribes of the Flathead Reservation.

DATES: This trust transfer occurred on December 27, 2020.

FOR FURTHER INFORMATION CONTACT: Ms. Sharlene M. Round Face, Bureau of Indian Affairs, Division of Real Estate Services, 1001 Indian School Road NW, Albuquerque, NM 87104, sharlene.roundface@bia.gov, (505) 563–3132.

SUPPLEMENTARY INFORMATION: This notice is published in the exercise of authority delegated by the Secretary of the Interior to the Assistant Secretary—Indian Affairs by part 209 of the Departmental Manual, and is published in the Assistant Secretary's discretion to inform the public and provide clarity regarding title of the National Bison Range.

On the date listed in the DATES section of this notice, the President signed Public Law 116–260, which provides that all land comprising the National Bison Range are held in trust by the United States for the benefit of the Confederated Salish and Kootenai Tribes of the Flathead Reservation. The following land description is written in accordance with the *Specifications for Descriptions of Land: Revised 2017:*

Principal Meridian, Montana.

T. 18 N, R. 20 W,
sec. 5, lot 4, S $\frac{1}{2}$ NW $\frac{1}{4}$, SW $\frac{1}{4}$, W $\frac{1}{2}$ SE $\frac{1}{4}$,
and SE $\frac{1}{4}$ SE $\frac{1}{4}$;
secs. 6, 7, 8, 17, 18, 19, and 20;
sec. 29, N $\frac{1}{2}$ NE $\frac{1}{4}$, NW $\frac{1}{4}$, W $\frac{1}{2}$ SW $\frac{1}{4}$, and
NE $\frac{1}{4}$ SW $\frac{1}{4}$, EXCEPTING THEREFROM

Tracts A and B of Certificate of Survey No. 4432, Filed on November 13, 1990, in Lake County, MT., containing 41.54 acres, more or less;

sec. 30.

T. 19 N, R. 20 W,

sec. 31;

sec. 32,

W $\frac{1}{2}$ NW $\frac{1}{4}$ and W $\frac{1}{2}$ SW $\frac{1}{4}$.

T. 18 N, R. 21 W,

secs. 1, 2, and 3;

sec. 4, lots 1 and 2,

Warranty Deed dated June 18, 1999, filed in Missoula County, Montana on Microfilm No. 27909, Tract No. 12, more particularly described as, that portion of government lots three (3) and six (6) lying East of Montana State Highway 212, EXCEPTING that portion of Lot Three (3) conveyed to the State of Montana for State Highway Project as shown in Book 102 of Deeds, Page 477, Sanders County Records, containing 37 acres, more or less, and

Warranty Deed dated June 5, 2002, filed in Sanders County, Montana on Microfilm No. 37748, portion of Tract No. 13, more particularly described as, the East Half of the Southwest Quarter (E $\frac{1}{2}$ SW $\frac{1}{4}$) EXCEPTING THEREFROM the Northeast Quarter of the Southwest Quarter (NE $\frac{1}{4}$ SW $\frac{1}{4}$) of Section 4, a strip Sixty (60.00) feet wide as described in the instrument executed by Mart Sullivan to the Northern Pacific Railway Company, dated June 25, 1917, recorded July 17, 1917, in Book 23 of Deeds, Page 281; ALSO EXCEPTING THEREFROM a strip one Hundred (100.00) feet wide as described in the instrument executed by Patrick Noon to the Northern Pacific Railway Company, dated September 29, 1916, recorded October 23, 1916, in Book 23 of Deeds, Page 123, also excepting therefrom that parcel conveyed to the state of Montana by that Bargain and Sale Deed recorded April 15, 1988, in Book 109 of Deeds, page 314, containing 79.00 acres, more or less;

sec. 9, NE $\frac{1}{4}$, NE $\frac{1}{4}$ NW $\frac{1}{4}$, S $\frac{1}{2}$ NW $\frac{1}{4}$,

NE $\frac{1}{4}$ SW $\frac{1}{4}$, and SE $\frac{1}{4}$;

secs. 10, 11, 12, 13, 14, and 15;

sec. 16, E $\frac{1}{2}$;

sec. 21, lot 1 and NE $\frac{1}{4}$;

sec. 22, lots 1 and 4, N $\frac{1}{2}$, NE $\frac{1}{4}$ SW $\frac{1}{4}$, and SE $\frac{1}{4}$;

secs. 23 and 24;

sec. 25, lots 1 and 2, N $\frac{1}{2}$, N $\frac{1}{2}$ SW $\frac{1}{4}$, and SE $\frac{1}{4}$;

sec. 26, lot 1, N $\frac{1}{2}$, and N $\frac{1}{2}$ SE $\frac{1}{4}$, together with a roadway-railway grade crossing, R.W. 7059, executed on March 13, 1967 across that portion of the railway company's main line right of way in the southwest quarter of the southeast quarter (SW $\frac{1}{4}$ SE $\frac{1}{4}$) Section Twenty Six (26), Township Eighteen (18) North, Range Twenty One (21) West, Montana Principal Meridian, shown colored RED on the map, marked Exhibit "A", dated September 27, 1966, attached and made a part of the conveyance document; sec. 27, N $\frac{1}{2}$ NE $\frac{1}{4}$.

T. 19 N, R. 21 W,

sec. 26, Warranty Deed dated May 21, 1997, filed in Lake County, Montana on



Online Meeting: Bureau of Indian Education Advisory Board for Exceptional Children July 28-29, 2021

Purpose of the Meeting: The Bureau of Indian Education (BIE) Advisory Board members will be provided information from various presenters regarding the BIE's Special Education Program. This information will help the Board to develop their priorities and recommendations for the annual report and to fulfill the requirements of meeting at least a minimum of two meetings per year.

Supplementary Information: Due to the COVID-19 pandemic and for the safety of all individuals the BIE Advisory Board meeting will be conducted online. This meeting is being held under the provisions of the Federal Advisory Committee Act (FACA) of 1972 (5 U.S.C., Appendix, as amended), the Government in the Sunshine Act of 1976 (5 U.S.C. 552b, as amended), and Public Law 108-446 Individuals with Disabilities Education Improvement Act of 2004, Part B, Sec. 611(a)(6); Sec. 612(a)(21)(A).

Target Audience: Individuals who are concerned with the special education and related services for children with disabilities within the BIE school system. Individuals may be parents, teachers, paraprofessionals, related service providers, principals, superintendents, administrators, various tribes, BIE personnel and the public.

Online Meeting & Time Zone: **The Mountain Daylight Time (MDT) zone will be used for this meeting.** Arizona (excluding the Navajo Nation) uses the PDT zone. The Navajo Nation uses the Mountain Daylight Time zone (MDT).

The meeting access codes will be used for both meeting days, July 28 & 29, 2021

Join Zoom.Gov Meeting: <https://www.zoomgov.com/j/1603375406?pwd=Q2ZOc0dNSkVlVi8rK0xCendFNHI2dz09>

One tap mobile: Meeting ID: 160 337 5406 Passcode: 343566

+16692545252,,1603375406#,,,,*343566# US (San Jose) or +16468287666,,1603375406#,,,,*343566# US (New York)

Dial by your location: Meeting ID: 160 337 5406 Passcode: 343566

+1 669 254 5252 (San Jose) or +1 646 828 7666 (New York) or +1 669 216 1590 (San Jose) or +1 551 285 1373 US

Find your local number: <https://www.zoomgov.com/u/abz0edJQ8o>



Public Comments

Purpose: The BIE Advisory Board is seeking comments from the public regarding the concerns, issues to improve the special education program for students with disabilities within the BIE school system.

Rules: Limit 3-minutes for comments. Before commenting provide your name, the agency you represent, your city and state. Please provide as much information as possible about your topic. To ensure confidentiality refrain from using student or individual names. Written statements being submitted in response to the agenda announced in this notice must be received by the DFO at least five calendar days prior to the first day of the meeting date.

Public Comments can also be sent to the Designated Federal Officer (DFO) at any time using:

Email: Jennifer.davis@indianaffairs.gov; or **FAX:** (602) 265-0293 Attention: Jennifer Davis, DFO; or

U.S. Postal or Hand Delivered to: Bureau of Indian Education, Attention: Jennifer Davis, DFO, 2600 N. Central Ave., 12th Floor, Suite 250, Phoenix, AZ 85004

Questions about the BIE Advisory Board: Contact: Jennifer Davis, Designated Federal Officer (DFO)
Office: (602) 240-8597 | **Mobile:** (202) 860-7845 | **FAX:** (602) 265-0293 | **Email:** jennifer.davis@bie.edu

Online Meeting: BIE Advisory Board for Exceptional Children

DAY 1 - Wednesday, July 28, 2021 8:00 AM - 4:00 PM (MDT)

8:00 a.m. MDT BIE Advisory Board meeting

- Welcome, Call to Order & Roll Call - Norman Shawanokasic, Chairperson
- Webinar Logistics, Meeting Purpose, Regulations, etc. - Jennifer Davis, Designated Federal Officer (DFO)
- Introduction of new board members (if there are any).
- New Business and Old Business - Review meeting minutes of last meeting

8:30 a.m. MDT BIE Central Office Update - (Central Office Representative)

1. Describe the social and emotional learning issues impacted by COVID-19.
2. Describe the challenges the BIE is facing regarding COVID-19 related issues.
3. Describe the steps the BIE will take to ensure the well-being of all students within the BIE school system.
4. Describe the data regarding assisting and increased participation and learning in BIE funded schools.
5. How are staff being supported in terms of their own social-emotional well-being or mental health concerns?
6. Describe the evidence-based interventions being used to assist schools using specific trauma informed curricula and how can the DPA and the ERC's assist schools in this area?
7. The BIE is providing the, "BIE Behavioral Health and Wellness Program", webinar series for BIE and school staff. How many total participants attended? How many BIE employees attended? And how many sessions will there be?

9:30 a.m. MDT BIE Special Education Program. Presenter: Dr. Eugene Thompson, Supervisory Education Specialist

1. Describe the data as it relates to graduation rates and dropout rates for students with disabilities (SWD) as compared to students without disabilities in BIE schools?
2. Post School Outcomes: how do post-secondary education, employment, and independent living outcomes for SWD compare with students without disabilities in BIE schools?
3. Describe the Certification of Completion for SWD?
4. Describe the primary monitoring strengths and issues from the Office of Special Education Programs monitoring activities from past three years (SY16-17, SY17-18 and SY18-19). Also, describe the next steps/outcomes related to the DPA monitoring, e.g., training, initiatives.

10:30 a.m. MDT Break (15 minutes)

10:45 a.m. MDT Miccosukee Indian School. Presenter: Michelle Font, Administrator

1. Considering the impact of COVID-19 in the past year, how has your school addressed challenges related to academics, learning loss, student and educator wellness, resiliency and social-emotional learning, in general for all faculty, staff, and students and for students with disability, specifically?
2. Describe the education process used at your school, e.g., virtual, hybrid, in person. How is this working for students with disabilities? Describe what is working well. Describe your challenges.
3. Instruction delivery – Describe the current status of instructional delivery? For example, is there adequate provision of broadband access, technology, adaptive equipment required to address the student's needs and academic goals?
4. How has the school supported parent and family engagement to include issues such as parents as teachers, food insecurity, job loss, guardian loss/disability due to COVID-19?
5. How is the school implementing their approaches to recruitment and retention for educators? Describe what is working and your ideas for improvement. How can the BIE, DPA and the ERC's support your school in special education?
6. How is professional development being addressed for all educators within the school? What additional support is provided to the school staff? How can the BIE, DPA and the ERC's support your school in special education?

Online Meeting: BIE Advisory Board for Exceptional Children

11:45 a.m. MDT Public Commenting Session - (15 minutes)

Join by webinar or phone. Use the Zoom access information found on page 1 of this agenda.

12:00 p.m. MDT Lunch (1 hour)

1:00 p.m. MDT Public Commenting Session - (15 minutes)

Join by webinar or phone. Use the Zoom access information found on page 1 of this agenda.

1:15 p.m. MDT Cheyenne Eagle Butte School. Presenter: Jennifer Bowman, Ed. S., Principal

This school will respond to the same questions as Miccosukee Indian School, listed on page 2.

2:30 p.m. MDT Break (15 minutes)

2:45 p.m. MDT Dr. Eugene Thompson, Supervisory Education Specialist, DPA/Special Education Program

The BIE Advisory Board for Exceptional Children will be assisting the BIE in setting the indicator targets for the FFY2020-2025 State Performance Plan and Annual Performance Plan (SPP/APR) for the next 6 years.

3:45 p.m. MDT Board Work Session

- Reflect on Day 1 presentation

4:00 p.m. MDT Recess

DAY 2 - Thursday, July 28, 2021 8:00 AM - 4:00 PM (MDT)

8:00 a.m. MDT BIE Advisory Board meeting

- Welcome, Call to Order & Roll Call - Norman Shawanokasic, Chairperson
- Webinar Logistics, Meeting Purpose, Regulations, etc. - Jennifer Davis, DFO
- If needed - New Business and Old Business - Review meeting minutes of last meeting

8:30 a.m. MDT Associate Deputy Director (ADD) Special Education Program Reports

- 8:30 a.m. MDT ADD for **Bureau Operated Schools** (BOS) -
Presenter: **Gloria Yepa, Education Specialist/Special Education Programs**
- 9:30 a.m. MDT ADD for **Tribally Controlled Schools** (TCS) –
Presenter: **Dr. Cherie Poitra, Education Specialist/Special Education Programs**
- 10:30 a.m. MDT BREAK (15-minutes)
- 10:45 a.m. MDT ADD for **Navajo Region Schools** (BOS & TCS) -
Presenters: **Evangeline Bradley-Wilkinson, Acting Education Specialist** and
Carrie Watahomigie, Education Specialist/Special Education Programs.

Online Meeting: BIE Advisory Board for Exceptional Children

Each ADD Office to respond to the following questions:

1. Considering the impact of COVID-19 in the past year, what are the top challenges schools in your region have faced throughout the year for staff, parents and students? And what is being done to assist with these challenges? Topics may have included: learning loss, the number of lost classroom hours, equitable technology access, broadband access, student and educator wellness, resiliency and social-emotional learning.
2. What major projects are being planned for the schools in your region for SY2021-2022 to ensure special education services are being adequately supported? And how will the Education Resource Center (ERC's) be involved in the projects?
3. Provide an update about the SY2021-2022 Return-To-School Plans and how are special education services supported in the plans?
4. Specifically focusing on special education, provide information about special education and related services positions. What is the number of filled position as compared to the number of current vacancies in the schools within your region? What type of job retention strategies are being implemented to retain the current employees? What challenges do the schools face to fill these vacancies?

11:45 a.m. MDT Public Commenting Session - (15 minutes)

Join by webinar or phone. Use the Zoom access information found on page 1 of this agenda.

12:00 p.m. MDT Lunch (1 hour)

1:00 p.m. MDT Public Commenting Session - (15 minutes)

Join by webinar or phone. Use the Zoom access information found on page 1 of this agenda.

1:15 p.m. to 3:45 p.m. Dr. Thompson, Supervisory Education Specialist, DPA/Special Education Program

Continuation from Day-1 session, July 28, 2021. The BIE Advisory Board for Exceptional Children will be assisting the BIE in setting the indicator targets for the FFY2020-2025 SPP/APR for the next 6 years.

If time permits and the discussion about the BIE's Special Education SPP/APR is completed, the Board members may decide to work on the following items:

Board Work Session

- Reflect on Day 1 and Day 2 presentations
- If needed - Complete Old and New Business
- Elect board Vice-Chairperson. Board members interested in the position will provide a summary about their background prior to the voting process.
- Work on priorities for annual report and start preparing items for upcoming annual report.
- Discuss next meetings for FFY2022. The year begins October 1, 2021 and ends September 30, 2022.

3:45 to 4:00 p.m. MDT – Reflect on Day 1 and 2, and final announcements before ending the July 28-29, 2021 advisory board meeting.

4:00 p.m. MDT Adjourn



Bureau of Indian Education Advisory Board for Exceptional Children 2021 Board Members

Name, Board Position & Location		Representing the Category of:	Term
1	Norman Shawanokasic , Chairperson Wisconsin	Representatives of Tribes or Tribal Organizations	07/09/2020 to 07/09/2023 3-Years
2	Brenda Anderson , Secretary Arizona	Representatives of Tribes or Tribal Organizations	04/01/2019 to 04/01/2022 3-Years
3	Dr. Robin Blitz, M.D. , Board Member Arizona	Service Providers to Children with Disabilities	07/09/2020 to 07/09/2023 3-Years
4	Katinee Chavez , Board Member Wisconsin	Indian Persons with Disabilities	04/01/2019 to 04/01/2022 3-Years
5	Cynthia Frank , Board Member New Mexico	Indian Parents or Guardians of Children with Disabilities	07/09/2020 to 07/09/2023 3-Years
6	Dr. Perry Graves, Ed.D. , Board Member Kansas	Teachers of Children with Disabilities	01/14/2021 to 01/14/2024 3-Years
7	Marsha LaFollette , Board Member Iowa	Service Providers to Children with Disabilities	01/14/2021 to 01/14/2024 3-Years
8	Teresa McMakin , Board Member Montana	Local Education Officials	04/01/2019 to 04/01/2022 3-Years
9	Dr. Harvey Rude, Ed.D. , Board Member Colorado	Service Providers to Children with Disabilities	07/09/2020 to 07/09/2023 3-Years
10	Teryl Running Horse , Board Member South Dakota	Indian Persons with Disabilities	01/14/2021 to 01/14/2024 3-Years
11	John Struck , Board Member Iowa	Teachers of Children with Disabilities	07/09/2020 to 07/09/2023 3-Years

There are four vacant board positions - The Call for Nominations closed 10/31/2020. The applicants who submitted the required documents before the closing date are currently being vetted.

Roster updated 7/22/2021