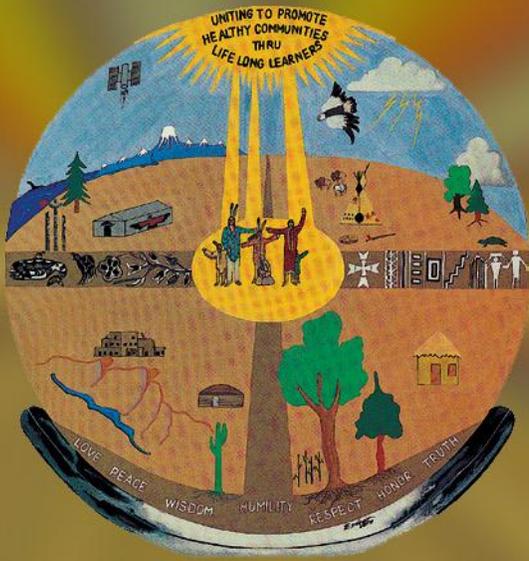


ANNUAL REPORT 2011



*Bureau of Indian Education National
Advisory Board for Exceptional Children*

October 27, 2011

Letter from the Board Chair

On behalf of all members of the Bureau of Indian Education National Advisory Board for Exceptional Children, I want to inform you of our very exciting initiatives and accomplishments. Our goal is to bring address critical issues relating to Indian children with disabilities in special education. We are mandated to advise and assist the Secretary of the Interior.

The Board adopted five priorities: 1) Closing the Achievement Gap (Reading and Math); 2) Parent Involvement; 3) Tiered Instruction/RTI; 4) Communication and Collaboration with Tribes; and 5) Secondary Transition and Dropout Prevention.

The Board has accomplished the following: increased special education training at all levels of BIE; improved training and initiated meaningful parental involvement activities; promoted the use of research-based instruction to students with disabilities; and increased transition planning technical assistance. The Board recognizes the importance of increasing communication and collaboration with tribes; this requires further effort and will remain a priority for the upcoming year.

The Board consists of outstanding educators, researchers and parents who have guided and supported the initiatives. The BIE National Advisory Board for Exceptional Children has expanded its positive sphere of influence on the state and national levels and has gained the respect of others. All of these outstanding accomplishments are the result of the combined efforts of hard-working and dedicated board members.

It is a privilege and honor to serve as the chair of such a distinguished and accomplished Board. The Bureau of Indian Education National Advisory Board for Exceptional Children pledges to continue to work and support our mission of “Preparing All Students to Succeed.”

Billie Jo Kipp, Ph.D.
Chair

Bureau of Indian Education
Advisory Board for Exceptional Children

ANNUAL REPORT 2011

October 1, 2010 to September 30, 2011

HISTORY OF THE BOARD

The current Board has 15 members; eight were appointed by former Secretary of the Interior, Dirk Kempthorne, to serve a two- or three-year term that expires November 4, 2010, and November 4, 2011, respectively. The remaining members were appointed by Secretary of the Interior, Ken Salazar. Former Secretary Kempthorne also appointed Dr. Billie Jo Kipp as Chairperson of the Board. The Board is statutorily mandated and is expected to continue for the lifetime of the legislation, Section 612(a) (21). The Board is subject to the requirements of the Federal Advisory Committee Act (FACA), 5 U.S.C., App. www.gsa.gov/portal/content/100916. It is anticipated that the current Charter will be renewed on February 11, 2013. The Board is officially designated as the Bureau of Indian Education Advisory Board for Exceptional Children through the Charter.

The Board assists the Secretary of the Interior in performing duties under the Individuals with Disabilities Education Improvement Act of 2004, Public Law 108–446, by advising the Secretary of the Interior on the needs of Indian children with disabilities. Board members serve without compensation, but are reimbursed for their travel and per diem expenses while on Board business.

SCHEDULE OF MEETINGS

The following Board meetings were held this year:

January 13-14, 2011	Albuquerque, New Mexico	Full Board meeting
May 5-6, 2011	Sherman Indian School, Riverside, California	Full Board meeting
September 11-12, 2011	Tampa, Florida	Full Board meeting

In accordance with the By-Laws and Operating Procedures, meetings are held at least two times per year. Additional meetings are held as necessary. All meetings are posted in the Federal Register at least 15 days before the scheduled meeting. The Federal Register notices include the agenda, time, and place of the meetings as well as notice of public comment for those who wish to submit comments or concerns to the Board. Meetings are conducted in facilities that are accessible to individuals with disabilities. The Designated Federal Officer (DFO) for this Board is A. Sue Bement.

STAKEHOLDER GROUP REPRESENTATION

Membership of the Board consists of individuals who are involved in or concerned with the education and provision of services to Indian infants, toddlers, children and youth with disabilities, including Indians with disabilities, Indian parents or guardians of such children, teachers, service providers, State and local education officials, representatives of tribes or tribal organizations, representatives from State Interagency Coordinating Councils under section 641 in States having reservations, and other members representing the various divisions and entities of the Bureau of Indian Affairs (IDEA CFR 300.714–715). Current members are from 10 States: New Mexico (5), South Dakota (2), Pennsylvania (2), North Dakota (1), Minnesota (1), Arizona (1), Wisconsin (1), Wyoming (1) and Oregon (1). Members of the Board are listed below, followed by their tribal affiliation (if applicable) and professional affiliation.

Dr. Billie Jo Kipp (*Blackfeet*), Chairperson

Profession: Associate Director, Education and Training, Center for Native American Health, University of New Mexico; Psychologist for the Pueblo of Sandia. Areas of research expertise: Developmental effects of American Indian children with Fetal Alcohol Syndrome, the Effect of Language and Culture on Native American Children’s Intellectual and Social Emotional Development, Psychological and Educational Characteristics of Native American Incarcerated Youth.

Education: Doctorate in Clinical Psychology, University of Montana.

Dr. Jonathon Stout (*Tohono O’Odham*), Vice-Chair

Profession: Assistant Professor of Special Education, Lock Haven University, Pennsylvania.

Education: Doctorate in Special Education, Pennsylvania State University.

Dr. Eugene R. Thompson (*Diné*), Secretary

Profession: Education Program Specialist, Division of Performance and Accountability, Bureau of Indian Education.

Education: Bachelor’s in University Studies, University of New Mexico; Master of Arts in Education degree, Northern Arizona University; Doctorate in Educational Administration and Supervision, Arizona State University.

Dr. Marilyn Johnson (*Pueblo of Acoma*)

Profession: Education Program Specialist, Division of Performance and Accountability, Bureau of Indian Education, Albuquerque. Focus of responsibility is on monitoring, transition and dropout prevention.

Education: Bachelor and Master's degrees in Special Education, University of New Mexico; Ph.D. in Special Education, Arizona State University, Tempe.

Sharon Belanger

Profession: Special Education Coordinator at Fond du Lac Ojibwa School, Minnesota.

Education: Bachelor of Arts in Psychology, California State University-Fullerton; Master's degree in Education, University of Minnesota-Duluth; Education Specialist degree, University of Wisconsin-Superior.

Josephine Brewer (*Oglala Sioux*)

Profession: Education Program Specialist, Pine Ridge Line Office.

Education: Bachelor's degree from Oglala Community College, Kyle, South Dakota; Master's degree in Education Administration from South Dakota State University in Brookings; in process of attaining an Education Specialist degree and Ph.D. from Montana State University.

Arlene S. Davis (*Turtle Mountain Band of Chippewa*)

Profession: Special Education Coordinator.

Education: Bachelor of Science degree in Elementary Education with emphasis on Mental Retardation; Master's degree in Learning Disabilities from Minot State University in North Dakota.

Dr. Susan Faircloth (*Coharie*)

Profession: Associate Professor of Educational Leadership, Pennsylvania State University; Co-Director of a personnel preparation grant (Principals for Student Success) funded by the Office of Indian Education.

Education: M.Ed. Special Education, Pennsylvania State University; Ph.D. in Educational Administration, Pennsylvania State University.

Norman Shawanokasic (*Menominee*)

Profession: Project Director, Vocational Rehabilitation for Native Americans, College of the Menominee Nation

Education: Master's Degree in Rehabilitation Counseling, San Diego State University, Bachelor of Arts Degree in Public Policy from NAES College, Chicago, Ill., and an Associate of Arts Degree in Criminal Justice from NWTC, Wisconsin.

Dianne Taylor-Owens (*Northern Tsalagie of Southwest Virginia*)

Profession: Principal, Wingate Elementary School, Ft. Wingate, New Mexico.

Education: Bachelor of Science in Education, Pittsburg State College, Pittsburg, Kansas; Master of Science in Guidance Counseling, Eastern Central University, Ada, Oklahoma.

Sergio A. Maldonado, Sr. (*Northern Arapaho*)

Profession: Diversity Coordinator/Instructor, Central Wyoming College

Education: Doctoral Candidate, Justice and Social Inquiry, Arizona State University.
Master of Education, Education Curriculum and Supervision, Arizona State University.
Bachelor of Arts Degree, Secondary Education/Social Studies, Brigham Young University.

Brian Wagner

Profession: Director of Student Services for American Indian Institute for Innovation (AIII).

Education: Master's degree in Administration, Northern State University in Aberdeen, South Dakota. Bachelor of Arts in Special Education and Physical Education, Northwestern College, in Orange City, Iowa.

Judy Wiley (*Chiricahua Apache*)

Profession: Former Director, National Indian Parent Information Center.

Education: Pierce College, California

Dr. Juan C. L. Portley (*Mandan Hidatsa, Arikara*)

Profession: Special Education Consultant, Portley Education Consulting

Education: Ph.D., Special Education, University of Oklahoma. Master of Education, Special Education, The Pennsylvania State University. Bachelor of Science, Psychology, University of Oregon.

Dolores Child's-Fullen (*Hia Ced O'odham/Tohono O'Odham*)

Profession: Elementary School Teacher, Salt River Elementary School, Salt River Pima Maricopa Indian Community, Scottsdale, Arizona.

Education: Master of Arts in Education, University of Phoenix, Phoenix, Arizona.
Bachelor of Science, Arizona State University, Phoenix, Arizona.

BUREAU OF INDIAN EDUCATION
ADVISORY BOARD FOR EXCEPTIONAL CHILDREN
Members, Representative Group, and Professional Affiliations

Name	Representing	Professional Affiliations
Dr. Billie Jo Kipp Chairperson	Service provider	<ul style="list-style-type: none"> ▪ American Psychological Association ▪ Society of Indian Psychologists ▪ Advisory Board for Faith Based Tribal Victims Assistance Programs ▪ Research Society on Alcoholism ▪ Indigenous Women’s Science Network ▪ Native Children’s Research Exchange ▪ Native Research Network
Dr. Jonathan Stout Vice Chairperson	Teacher of children with disabilities and service provider	<ul style="list-style-type: none"> ▪ Council for Exceptional Children ▪ Association of Pennsylvania State Colleges and University Faculties
Dr. Eugene R. Thompson Secretary	BIE employee concerned with education of children with disabilities	<ul style="list-style-type: none"> ▪ American Association on Intellectual and Developmental Disabilities ▪ American Educational Research Association ▪ Council for Exceptional Children ▪ Phi Delta Kappa
Sharon Belanger	Teacher of Indian children with disabilities	<ul style="list-style-type: none"> ▪ Council for Exceptional Children ▪ Association for Supervision and Curriculum Development
Josephine Brewer	Parent/guardian of child with a disability	<ul style="list-style-type: none"> ▪ Educational Leadership ▪ South Dakota Special Education Advisory
Dolores Childs-Fullen	Parent/guardian of child with a disability	<ul style="list-style-type: none"> ▪ Arizona State University alumni association ▪ New Teacher Center ▪ Coordinator Mentor/Protégé Program ▪ ASSIST of Arizona
Arlene S. Davis	State and Local Education Official	<ul style="list-style-type: none"> ▪ Council for Exceptional Children ▪ Special Olympics ▪ Educational Leadership

Name	Representing	Professional Affiliations
Dr. Susan Faircloth	Service Provider	<ul style="list-style-type: none"> ▪ American Educational Research Association ▪ University Council for Educational Administration ▪ Member of the Technical Review Panel for the National Indian Education Study
Norman Shawanokasic	Tribal Representative	<ul style="list-style-type: none"> ▪ Menominee Tribal Enterprise Board of Directors ▪ Menominee Workforce Development Team ▪ Literacy Council ▪ MISD Special Education Team ▪ Consortia of Administrators for Native American Rehabilitation ▪ National Rehabilitation Association ▪ Wisconsin State DVR ▪ Great Lakes Intertribal Council ▪ College of the Menominee Nation ▪ National Council for Disability (NCD) Tribal Work Group
Dr. Marilyn Johnson	Parent/guardian of child with a disability	<ul style="list-style-type: none"> ▪ Council for Exceptional Children ▪ Advisory Board of the National Dropout Prevention Center for Students with Disabilities
Dianne Taylor-Owens	BIE employee concerned with education of children with disabilities	<ul style="list-style-type: none"> ▪ Council for Exceptional Children ▪ Association for Supervision and Curriculum Development ▪ AAUW ▪ Eastern Navajo CAU Committee
Dr. Juan Portley	Service Provider	<ul style="list-style-type: none"> ▪ Council for Exceptional Children ▪ Oklahoma Transition Institute ▪ National Secondary Transition Technical Assistance Center Advisory Board ▪ NM State Performance Plan Improvement Project Advisory Board

Name	Representing	Professional Affiliations
Sergio Maldonado, Sr.	Service Providers and tribal Representative	<ul style="list-style-type: none"> ▪ National Indian Education Association ▪ Member-Leadership Wyoming, Class of 2009 ▪ Board-With Eagles Wings/Welcome House, a reservation based shelter for homeless children. ▪ Member, Native American Board of Legal Aid of Wyoming Inc. (serving Northern Arapaho & Eastern Shoshone tribes)
Brian Wagner	Representative of tribe or tribal organizations and State Interagency Coordinating Councils	<ul style="list-style-type: none"> ▪ National Indian Education Association ▪ South Dakota American Rehab ACTION Team ▪ South Dakota Caring Advancement Respect Education Solutions (CARES) ▪ Crow Creek Child Protection ▪ Lower Brule Child Protection ▪ Lower Brule Boys & Girls Club
Judy Wiley	Parent/guardian of child with a disability	<ul style="list-style-type: none"> ▪ National Indian Education Association ▪ Native American Parent Support Association for Retarded Citizens ▪ Oregon State Developmental Disabilities Council ▪ Oregon State Advisory Council on Special Education

PRIORITIES ADDRESSED

The Board adopted five priorities on which to focus their efforts and energy. The priorities are (1) Closing the Achievement Gap (Reading and Math), (2) Parent Involvement, (3) Tiered Instruction/RTI, (4) Communication and Collaboration with Tribes, and (5) Secondary Transition and Dropout Prevention. Although there are numerous other areas in which needs exist, the Board determined that these five priorities were essential to promoting student success and were aligned with the State Performance Plan.

Priority 1: Closing the Achievement Gap (Reading and Math)

1. Jody Brewer, Chair 605.867.1306 josephine.brewer@bie.edu
 2. Sharon Belanger 218.878.7250 sharonbelanger@fdlrez.com
 3. Dianne Owens 505.488.6301 dianne.owens@bie.edu
- DPA Facilitator: Don Griffin

Justification:

Schools will look at the schools data to find the achievement gap(s) to justify the need.

Data Indicator	Students with Disabilities	Students without Disabilities
Drop Out Rates	9.4%	8.4%
Language Arts Proficiency	29%	51%
Reading Proficiency	15%	39%
Math Proficiency	15%	33%

Board IDEA Duty

CFR.300.714(2) Improved educational programs for Indian children with disabilities.
(Relationship to Priority)

SPP/APR Indicators

- Indicator 1- Graduation- Percent of youth with IEPs graduating with regular diplomas
Indicator 2- Dropout-Percent of youth with IEPs dropping out
Indicator 3- Participation and performance Statewide Assessment
Indicator 5- LRE Placement – Percent of age 6-21 children removed from regular class, served in public/private separate school, residential, homebound, hospital
(Relationship to Priority)

Priority Goal

A- Priority Goal: Merge Regular Education and Special Education so that Regular Education teachers accept special education students as their students. Special Education is a service not a place.

Activities to Reach Goal

	Activity	Timeline	Responsibility
1.	All special education training needs to be inclusive of Line office staff, school staff, DPA staff, and ADD staff.	2010-2012	Management
2.	Require Data Analysis consistently from all schools for all students	2011-2012	BIE Management School Principals
3.	Specific Student Education Plans. (Develop forms SSEP)	2011-2012 ongoing	Schools

Evaluation—how you will know the goal has been reached.

1.	Summer Administration Training NWEA Fusion
2.	Data Analysis Quarterly Reports, Schools, Line Offices to DPA
3.	(SSEP) forms on NASIS Specific Student Education Plan

Priority 2: Parent Involvement

- | | |
|------------------------|--|
| 1. Judy Wiley, Chair | 541.472.9467 judy.wiley@nipic.org |
| 2. Norman Shawanokasic | 715.799.6226 nshawanokasic@menominee.edu |
| 3. Dr. Susan Faircloth | 814.863.3775 scf2@psu.edu |
- DPA Facilitator: Nancy Kawon

Justification

Parent Involvement is required at every stage of the special education process. Since IDEA was enacted in 1975 and with each reauthorization, Congress has emphasized the importance of parents in the education of students with disabilities. By law, parental involvement is mandatory and has been interwoven into every step of the development and implementation of a student's individual program from the evaluation through placement. Parents provide a valuable resource, important perspectives, and information that cannot be obtained elsewhere. Their involvement in their child's education is vital. Research shows that when parents are involved, student success rates improve. By addressing parent involvement as a board priority, the board hopes to increase parents' understanding of their rights and to promote involvement in their child's education.

Board IDEA Duty

CFR 300.322 Parent Participation
CFR 300.500–300.536 Procedural Safeguards

SPP/APR Indicators: (Relationship to Priority)

Indicator 8 —Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Priority Goal

The advisory board will promote the implementation of parent involvement initiatives that will increase parent participation and improve services to all parents, regardless of where they reside, by improving training, communication, and initiating meaningful parental involvement activities.

Activities to Reach Goal

	Activity	Timeline	Responsibility
1.	a) Provide increased training for parents of students with disabilities (SWD) in specific aspects of special education. b) Provide increased training for all parents, including parents of SWD, on current issues, and best practices in education.	On-going	All Stakeholders
2.	Promote and implement meaningful parental involvement activities such as establishing parent advisory groups and training of parent mentors.	SY 2011/2012	All Stakeholders
3.	Increase parent training opportunities at BIE school sites on parent rights.	SY 2011/2012	All Stakeholders

Evaluation—how you will know the goal has been reached.

1.	a) BIE monitors will examine the <i>body of evidence</i> from the LSPP documents and DPA personnel will have reported on data collected from these school performance plans that will show an increase in the number of parents who have received effective training. b) Data from parent surveys concerning parent training will indicate more parents have participated in or been offered training.
2.	DPA staff will collaborate with Line Office staff, e.g., PIAP Specialists, Education Line Officers, to ensure schools are maintaining their LSPP documentation to demonstrate implementation of activities.
3.	Plans in place to establish parent advisory groups and to train parent mentors.

Priority 3: Tiered Instruction/RTI

1. Dr. Jonathan Stout, Chair 814.880.3651 jstout@lhup.edu
 2. Dr. Juan Portley 505.459.8118 j.portley@hotmail.com
 3. Sharon Belanger 218.878.7250 sharonbelanger@fdlrez.com
 4. Brian Wagner 605.450.1497 bdwag45@yahoo.com
- DPA Facilitator: Donald Griffin

Justification

300.307 requires a State to adopt criteria for determining whether a child has a specific learning disability as defined in 300.8(c)(10). The State’s criteria must permit the use of a process based on the child’s response to scientific, research based intervention. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Board IDEA Duty

CFR.300.714 (2) Advise and assist the Secretary of the Interior. (Relationship to Priority)

SPP/APR Indicators

General Supervision (15) (Relationship to Priority)

Priority Goal

Promote use of high quality, research-based instruction for students with disabilities

Activities to Reach Goal

	Activity	Timeline	Responsibility
1.	Contract, or assign a DPA staff member to research and assist the BIE and BIE funded schools in understanding how the 23 states housing a BIE funded schools defined their SLD eligibility criteria utilizing response to intervention.		
2.	Develop guidance materials and resources on research-based reading and math instruction and response to intervention models.		
3.	Identify and provide a list of BIE funded and public schools with effective models of response to intervention.		
4.	Develop a list of BIE approved means in which a BIE funded school can use 15% of its Part B funds under early intervening services.		

B- Evaluation—how you will know the goal has been reached.

1.	<p>a. Draft technical assistance and resource document summarizing the SLD eligibility criteria utilizing RTI for the 23 states housing BIE funded schools.</p> <p>b. Provide training at a BIE conference reviewing the 23 different RTI eligibility determination processes.</p>
2.	Publish developed guidance materials on the BIE web page for access by BIE funded schools.
3.	Publish a list of BIE funded and public schools utilizing the RTI process on the BIE web page. The list is to include the school name, administrator, special education director, contact information and a paragraph summary of the school’s model of intervention.
4.	Publish a list of appropriate ways a BIE funded school can use its 15% of Part B funds for early intervening services on the BIE web page.

Priority 4: Communication and Collaboration with Tribes

- | | | |
|--------------------------------|--------------|----------------------|
| 1. Sergio Maldonado, Sr. Chair | 307.349.8264 | smaldonado@cw.edu |
| 2. Arlene Davis | 701.244.5083 | arlene.davis@bie.edu |
| 3. Delores Childs-Fullen | 480.313.0173 | dgjfullen@aol.com |
| 4. Dr. Billie Jo Kipp | 505.925.4439 | Bkipp@salud.unm.edu |
| 5. Brian Wagner | 605.450.1497 | bdwag45@yahoo.com |
- DPA Facilitator: Eugene Thompson

Justification

This priority was tabled and will be considered in the next priority year.

Priority 5: Secondary Transition and Dropout Prevention

1. Dr. Juan Portley, Chair 505.459.8118 | j.portley@hotmail.com
 2. Dr. Susan Faircloth 814.863.3775 scf2@psu.edu
 3. Dr. Billy Jo Kipp 505.925.4439 Bkipp@salud.unm.edu
- DPA Facilitator: Dr. Marilyn Johnson

Justification

The BIE schools have consistently missed Indicator 13 on the State Performance Plan (SPP) monitoring. The rates of American Indian students dropout and graduation, the quality of transition planning, and the students' postsecondary outcomes exist in such an intertwined manner; it is critical that this work group advise goals and activities that enable stronger linkages between these four indicators. The initial focus must be aimed at increasing the quality of the secondary transition plans.

Board IDEA Duty

General Supervision (15) (Relationship to Priority)

SPP/APR Indicators

(Relationship to Priority)

Indicator 1 (Graduation): *SWD = 52.44%* *All = 57.73%*

Indicator 2 (Dropout): *SWD = 8.12%* *All = 9.68%*

Indicator 13 (Transition Plan): *59.14% Compliance*

Indicator 14 (Postsecondary Transition Outcomes)

Priority Goals

G1: Transition: Improve quality of transition plans in all domains

- Improve quality of postsecondary transition goals
- Improve awareness and use of quality transition assessments
- Program development: Ensure opportunities for students to complete vocation/transition education courses, as well as work study experience/opportunities
- Improve quality of transition services and activities used in plans for **all** domains
- Improve the number and quality of employment-related annual goals in transition plans

G2: Dropout Goal: TBD with NDPC

The BIE Special Education Unit has secured a resource for training and technical assistance from the Nation Dropout Prevention Center for Students with Disabilities (www.ndpc-sd.org) from January 2011 through December 2013. This resource will target 10 BIE schools (high school and middle schools) to serve as a cohort for implementation of the evidence-based framework developed by

NDPC-SD. Although the training and technical assistance is meant especially for students with disabilities, the implementation will be school-wide.

- Implement NDPC-SD Intervention Framework comprised of 5 phases:
 - ❖ Develop BIE and school-based leadership team
 - ❖ Analyze Data
 - ❖ Identify target areas for Intervention (i.e. Positive school climate, increase school attendance, promote prosocial behaviors, promote academic success, increased family engagement, increased student engagement).
 - ❖ Develop Improvement Plan
 - ❖ Implement, Monitor and Evaluate

G3: Graduation Goal:

- Link efforts to improved graduation rates with efforts to decrease the dropout rate for students with disabilities and improve transition planning.

	Activity	Timeline	Responsibility
1.	Training & frequent monitoring of transition plans/IEP with increased fidelity--	SY 2011-2012	DPA Spec. Ed. staff
	-Increase the frequent transition plan reviews per school periodically throughout the school year. Focus on transition components using the Indicator 13 checklist. -Add more detail and examples to the monitoring form in regard to transition planning -Increase training/TA for transition planning in jr. high schools -Revise draft (outline) for the IEP/Transition Plan guidance document to reflect relevance to AI communities (living and learning environments).	SY 2011-2012	DPA Spec. Ed. staff
2.	Partner with National Dropout Prevention Center for Students with Disabilities: -Review materials and process -Choose locations (n = ?) (Focus on high schools)	March 2011 SY 2011-2012	Dr. M. Johnson

	Activity	Timeline	Responsibility
3.	<p>Suggest program development improvements targeting graduation goals.</p> <ul style="list-style-type: none"> -Develop a factor sheet outlining strategies for improving dropout/graduation rates during school years (elementary through high school). -Credit recovery programs (e.g., PLATO, Discovery, etc.) -Tutoring & peer tutoring -Positive Behavior Supports (e.g., PBIS, SWISS, etc.) -Encourage extracurricular activities (e.g., groups, clubs, sports) -Focus on supplemental programs -Adult mentoring for students at risk -ID student at-risk behaviors and indicators through consistent monitoring process. <ul style="list-style-type: none"> o Grades o Absences o Behavior o Social isolation 	<p>SY 2011-2012 (Feb. 2012)</p>	<p>DPA/NDPC</p>

C- Evaluation—how you will know the goal has been reached.

1.	<p>Results of the desk audit at the end of SY 2010-2011 for pilot schools. Evaluation of the Transition Forms: (Fall 2011 before beginning monitoring process)</p> <ul style="list-style-type: none"> - Account for frequency of TA that schools utilize throughout SY 2011-2012 regarding transition planning compliance. -Evaluate revision of guidance doc. (send to TA professionals for quality check).
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SIGNIFICANT BOARD ACTIVITIES AND ACCOMPLISHMENTS

The following are activities that were the primary emphasis for the Special Education Advisory Board during the past year. Activities reflect Board involvement and responsiveness to BIE issues and have made a positive difference for Indian children with disabilities.

1. **Established Advisory Board priorities for SY 2011-2012:** closing the achievement gap (reading and math); parent involvement; tiered instruction/RTI; communication with tribes, and transition and dropout.
2. **Several Advisory Board Members** participated in the BIE Summer Institute in Reno, Nevada, June, 2011.

The Board data priority workgroup participated in the 2011 BIE Special Education Data Summit in Albuquerque, New Mexico. The data workgroup provided input into the scoring rubric for levels of determination, the determination criteria, rewards, and consequences; and provided a focus for focused monitoring activities.

3. **Established a Board Committee**, comprised of Dr. Billie Jo Kipp, Chairperson; Dr. Jonathan Stout, Vice-President; and Dr. Eugene R. Thompson, Secretary.
4. **Received Advisory Board orientation from the Center for Technical Assistance for Excellence in Special Education (TAESE)** regarding roles and functions.
5. **Received Advisory Board Ethics Training from TAESE** relative to serving on advisory boards.
6. **Conducted public comment sessions** accessible via teleconferences or on-site during Advisory Board meetings in Albuquerque, New Mexico; Sherman Indian School, Riverside, California; and Tampa, Florida.
7. **Conducted a face-to-face panel discussion** with general and special education teachers and related service providers at Sherman Indian School, Riverside, California.
8. **Provided stakeholder input** into the development of the Annual Performance Report for data year 2009-2010.
9. **Developed the 2010-2011 Annual Report** and submitted to the Secretary of Interior on October 4, 2011.

10. One school visited: Sherman Indian School, Riverside, California.

11. The Advisory Board attended the 2011 BIE Special Education Academy in Tampa, Florida.

RESOURCES/DATA/INFORMATION USED

The Advisory Board provided advice to the BIE regarding the State Performance Plan, Annual Performance Report, and Levels of Determination. This input is helpful to the Advisory Board in supporting recommendations provided to the BIE.

ADVICE/GUIDANCE TO BUREAU OF INDIAN EDUCATION

The BIE Advisory Board for Exceptional Children makes the following advice to the BIE:

Priority 1: Closing the Achievement Gap (Reading and Math)

- 1) Promote professional development for general and special education teachers, parents, school psychologists, related-services personnel, and school administrators.
- 2) Develop a school climate survey that can be used at all schools.
- 3) Seek partnerships and coordination with Pre-K and K–12 programs.
- 4) Explore studies that are related to self-esteem and obesity for special education students.
- 5) Consistent data collection from all schools for all students.

Priority 2: Parent Involvement

Research consistently shows that family engagement has a direct positive effect on student achievement and is a predictor of a student's success in school. Parents provide a valuable resource, important perspectives, and information that cannot be obtained elsewhere. By giving parents a voice **that is heard**, educators will be able to integrate vital and invaluable information into the decision making process. The following advice is being forwarded to the BIE:

- 1) Determination of what information needs to be extracted from the parent survey so that the revised survey will be tailored to gather this specific information.
- 2) Establishment of a stakeholder group comprised of parents, board members, DPA representatives, and other educators.
- 3) The BIE special education unit will encourage increased participation by parents in trainings and other activities.
- 4) The DPA will publish a list of resources on the BIE website.

Priority 3: Tiered Instruction/RTI

Contract or assign a DPA staff member to research and assist the BIE and BIE funded schools in understanding how the 23 states housing BIE funded schools defined their SLD eligibility criteria utilizing response to intervention. Develop guidance materials and resources on research-based reading and math instruction and response to intervention models. Identify and provide a list of BIE funded and public schools with effective models of response to intervention. Develop a list of BIE approved means in which a BIE funded school can use 15% of its Part B funds under early intervening services.

Priority 4: Communication and Collaboration with Tribes

This priority will be addressed during the next year.

Priority 5: Secondary Transition and Dropout Prevention

The rates of American Indian Dropout and graduation, the quality of transition planning, and the students' postsecondary outcomes exist in an intertwined manner. It is critical that the board's workgroup provide advice, goals and activities that enable stronger linkages between Indicators 1 (Graduation), 2 (Dropout), 13 (Transition Plan), and 14 (Postsecondary Outcomes).

Recommendations to the BIE:

- Improve the quality of transition plans in all domains (e.g. goal development, program development, work/study experiences, vocational and transition courses, employment related goals in transition plans);
- Increase the graduation rate, by decreasing the dropout of students with disabilities. Select a cohort of schools to participate in training provided by the National Dropout Prevention Center for Students with Disabilities.
- Implement activities in support of students with disabilities to graduate from high school (e.g. credit recovery programs, tutoring programs, positive behavior supports, development of early warning systems to support students to stay in school).

EMERGING ISSUES FOR NEXT YEAR

The BIE Advisory Board for Exceptional Children has identified the following topics and emerging issues for 2011–2012 using the State Performance Plan and Annual Performance Report:

- Increased partnership between general and special education
- Increased access to general education
- Contracting/Acquisitions
- Fiscal Accountability
- Special Education Training for School Administrators
- ESEA Recommendations

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- ISEP Formula-Possible changes
 - Greater accountability for positive results
 - Enforcement for continuing noncompliance
 - Reauthorization of IDEA
 - Levels of Determination (improve BIE status from Level 2 to Level 1)
 - Special Education Policies and Procedures
 - OSEP verification visit of BIE in 2012

ANTICIPATED MEMBERSHIP VACANCIES FOR 2011-2012

Effective November 4, 2011, eight of the current 15-board members' terms will expire. The call for nominations will be posted in the Federal Register. "The Assistant Secretary—Indian Affairs may provide the Secretary of the Interior recommendations for the Chairperson; however, all board members will be appointed by the Secretary as required. Board members shall serve a staggered term of two or three years from the date of their appointment. Vacancies occurring through removal, resignation, or death will be filled for the balance of the vacating member's term in the same manner in which the original appointment was made." (Excerpt from the BIE Advisory Board Charter)

DISSEMINATION OF REPORT

The advisory board must prepare and submit to the Secretary of the Interior and to Congress an annual report. The annual report will be submitted to the Secretary of the Interior, Congress, Assistant Secretary-Indian Affairs, Director of the Bureau of Indian Education, and disseminated to all BIE-funded and operated schools and agencies located in 23 States. The Secretary of the Interior shall make the report available to the Secretary of Education. The report will be available on the BIE's website at <http://www.bie.edu> and on the Federal Advisory Committee Act website at <http://www.facadatabase.gov>.