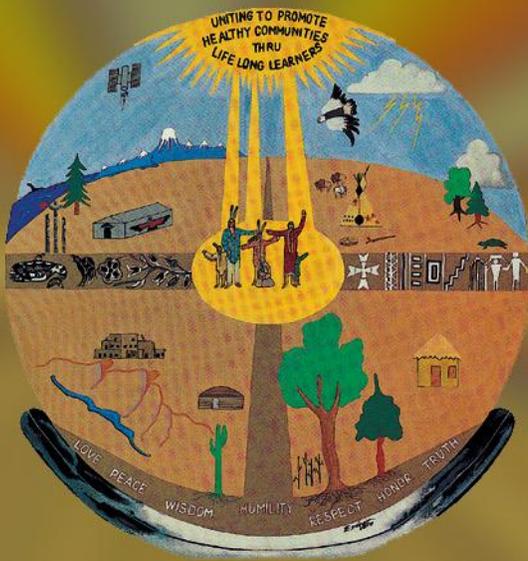


# ANNUAL REPORT 2010



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

October 4, 2010



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## Letter from the Board Chair

On behalf of the Bureau of Indian Education National Advisory Board for Exceptional Children, I am pleased to present this report on the Advisory Board's 2009 - 2010 agenda and initiatives. Here, you will find numerous examples of how the BIE Advisory Board effectively partners with its members, foundations, and others to achieve tangible results focused on five themes that are crucial for leaders in American Indian Special Education today: achievement gap – professional development, parent involvement, positive behavior supports, data and communications, and recruitment and retention.

I draw your attention, in particular, to the Board Activities and Accomplishments—the year's accomplishments better inform the BIE about the pivotal role that Special Education is playing in the BIE schools. As American Indian education leaders, we know that our institutions add considerable and quantifiable strength to our educational agenda, as well as contribute demonstrably to a high quality education for American Indian children with special needs in our communities. Achieving these priorities has been gratifying. In this report, we are happy to share the dynamic work that has occurred. We are pleased to announce that our members continue to engage in tribal communities, organizations, national programming, and educational institutions that build bridges of understanding of the educational needs of American Indian children.

It is inspiring to review the work that this Board has accomplished in a year. I have been privileged to serve as the Board's Chair person; I have had the opportunity to engage with exceptional board members, BIE special education directors, parents, and providers. I am always impressed by the enthusiasm, commitment, and passion that each individual brings to the BIE.

I thank all for their dedication to exceptional children in BIE schools. To learn more about other important BIE initiatives, please visit the website: <http://www.bie.edu>.

Thank you for your time and commitment to BIE Exceptional Children. We would not have accomplishments to highlight without the support of our members and the constituents they represent.

Billie Jo Kipp, Ph.D.  
Chair

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Bureau of Indian Education  
Advisory Board for Exceptional Children

# ANNUAL REPORT 2010

November 1, 2009 to November 1, 2010

## HISTORY OF THE BOARD

The current 15-member Board was appointed by the Secretary of the Interior, Dirk Kempthorne, on November 4, 2008, to serve a two- or three-year term that expires November 4, 2010, and November 4, 2011, respectively. The Secretary of the Interior 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., Appendix 2. It is anticipated that the current Charter will be renewed on January 30, 2011. 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:

November 16–17, 2009	Miccosukee, Florida	Full board meeting
January 11–12, 2010	Albuquerque, New Mexico	Full board meeting
May 17–18, 2010	Indian Island, Maine	Full board meeting
September 2–4, 2010	Washington DC	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

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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 Official 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 (4), South Dakota (2), Pennsylvania (2), California (1), Florida (1), Nebraska (1), North Dakota (1), Minnesota (1), Montana (1), and Oregon (1). Members reside in States ranging in distance from California and Oregon in the West to Pennsylvania and Florida in the East.

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, Mental and Behavioral Health, 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.

### **Thomas Albano, Vice-Chair**

**Profession:** School Principal of Miccosukee Indian School in Miami, Florida. Mr. Albano is certified in Adult Education Supervision and Educational Leadership and Supervision.

**Education:** Bachelor of Arts in International Relations; Master of Science degree in Social Studies Education, Florida International University in Miami; Education Specialist in Education and Technology, Barry 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.

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**Dr. Marilyn Johnson (*Pueblo of Acoma*), Interim Vice-Chair**

**Profession:** Education Program Specialist, Bureau of Indian Education, ADD-West, Albuquerque. Focus of responsibility is on monitoring and technical assistance to programs.

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

**Sharon Belanger (*Lac Coute Oreilles Ojibwa*)**

**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 Superintendent and 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.

**Matthew Franklin (*Miwok*)**

**Profession:** Tribal chairman, Lone Band of Miwok Indians; Indian Program Educator.

**Education:** Bachelor's degree in Liberal Arts, California State University-Sacramento.

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**Betty Groos**

**Profession:** Special Education Teacher and Coordinator at the Flandreau Indian School in South Dakota.

**Education:** Bachelor of Science from Northern State University in Aberdeen, South Dakota; Master's degree in Special Education and Education Leadership from Southwest Minnesota State University.

**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; 31 hours in graduate coursework in Educational Administration from East Central University, Oklahoma.

**Dr. Jonathan Stout (*Tohono O'Odham*)**

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

**Education:** Doctorate in Special Education, Pennsylvania State University.

**Valann S. Valdason**

**Profession:** Special Education Teacher and Coordinator for Two Eagle River School, Pablo, Montana; Mental Health Counselor, Instructor at University of Montana and Skagit Valley College.

**Education:** Master's in Special Education.

**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:** Director, National Indian Parent Information Center.

**Education:** Pierce College, California

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**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"> <li>▪ American Psychological Association</li> <li>▪ Society of Indian Psychologists</li> <li>▪ Advisory Board for Faith Based Tribal Victims Assistance Programs</li> <li>▪ Research Society on Alcoholism</li> <li>▪ Indigenous Women’s Science Network</li> <li>▪ Native Children’s Research Exchange</li> <li>▪ Native Research Network</li> </ul>
Thomas Albano Vice-Chair	Representative of tribe or tribal organizations	<ul style="list-style-type: none"> <li>▪ Florida Educational Leadership Association</li> <li>▪ Native American Child Care Association</li> </ul>
Dr. Marilyn Johnson Interim Vice-Chair	Parent/guardian of child with a disability	<ul style="list-style-type: none"> <li>▪ Council for Exceptional Children</li> <li>▪ National Dropout Prevention Center for Special Education Advisory Committee</li> </ul>
Dr. Eugene R. Thompson Secretary	BIE employee concerned with education of children with disabilities	<ul style="list-style-type: none"> <li>▪ American Association on Intellectual and Developmental Disabilities</li> <li>▪ American Educational Research Association</li> <li>▪ Council for Exceptional Children</li> <li>▪ Phi Delta Kappa</li> </ul>
Sharon Belanger	Teacher of Indian children with disabilities	<ul style="list-style-type: none"> <li>▪ Council for Exceptional Children</li> <li>▪ Association for Supervision and Curriculum Development</li> </ul>
Josephine Brewer	Parent/guardian of child with a disability	<ul style="list-style-type: none"> <li>▪ Educational Leadership</li> <li>▪ South Dakota Special Education Advisory</li> </ul>
Matthew Franklin	Parent/guardian of child with a disability	<ul style="list-style-type: none"> <li>▪ Chairperson of Lone Band of Miwoks</li> <li>▪ California Department of Indian Education</li> <li>▪ American Leadership Forum</li> </ul>
Arlene S. Davis	State and Local Education Official	<ul style="list-style-type: none"> <li>▪ Council for Exceptional Children</li> <li>▪ Special Olympics</li> <li>▪ Educational Leadership</li> </ul>

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Dr. Susan Faircloth	Service Provider	<ul style="list-style-type: none"> <li>▪ American Educational Research Association</li> <li>▪ University Council for Educational Administration</li> <li>▪ Member of the Technical Review Panel for the National Indian Education Study</li> </ul>
Betty Groos	Representative from State Interagency Coordinating Council	<ul style="list-style-type: none"> <li>▪ South Dakota Education Association (IDEA)</li> <li>▪ Council for Exceptional Children</li> </ul>
Dianne Taylor-Owens	BIE employee concerned with education of children with disabilities	<ul style="list-style-type: none"> <li>▪ Council for Exceptional Children</li> <li>▪ Association for Supervision and Curriculum Development</li> <li>▪ AAUW</li> <li>▪ Eastern Navajo CAU Committee</li> </ul>
Dr. Jonathan Stout	Teacher of children with disabilities and service provider	<ul style="list-style-type: none"> <li>▪ Council for Exceptional Children</li> <li>▪ Association of Pennsylvania State Colleges and University Faculties</li> </ul>
Valann S. Valdason	Teacher of children with disabilities	<ul style="list-style-type: none"> <li>▪ Montana Council for Exceptional Children</li> <li>▪ Montana Indian Education Association</li> </ul>
Brian Wagner	Representative of tribe or tribal organizations	<ul style="list-style-type: none"> <li>▪ National Indian Education Association</li> <li>▪ South Dakota Council of Special Education Administrator</li> <li>▪ South Dakota Caring Advancement Respect Education Solutions (CARES)</li> </ul>
Judy Wiley	Parent/guardian of child with a disability	<ul style="list-style-type: none"> <li>▪ National Indian Education Association</li> <li>▪ Native American Parent Support</li> <li>▪ Association for Retarded Citizens</li> <li>▪ Oregon State Developmental Disabilities Council</li> <li>▪ Oregon State Advisory Council on Special Education</li> </ul>

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## PRIORITIES ADDRESSED

The Board adopted five priorities on which to focus their efforts and energy. The priorities are (1) Achievement Gap, (2) Parent Involvement, (3) Positive Behavior Supports, (4) Data and Communications, and (5) Recruitment/Retention. 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: Achievement Gap – Professional Development

1. Tom Albano, Chair 305.894.2364 | toma@miccosukeetribe.com
2. Sharon Belanger 218.878.7551 | sharonbelanger@fdlrez.com
3. Dr. Billie Jo Kipp 505.925.4439 | bkipp@salud.unm.edu  
DPA Facilitator: Laura Tsosie

#### Justification

Data from the BIE Annual Performance Report (2006–07) indicates the following data for students with and without disabilities:

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 (4) Improved educational programs for Indian children with disabilities.  
(Relationship to Priority)

#### SPP/APR Indicators

Graduation (1), Dropout (2), Assessment (3), LRE (5) (Relationship to Priority)

#### Priority Goal

The goal of this committee is to close the achievement gap that exists between special education and regular education students in BIE schools.

**Activities to Reach Goal**

	<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>1.</b>	Professional development for general education teachers, not just for special education teachers in topics such as differentiated instruction, behavior management, RTI, data analysis, etc.	Ongoing	BIE Staff
<b>2.</b>	Visit schools that are successful and share their activities and methods for achieving success with other schools.	Ongoing	BIE Staff
<b>3.</b>	Provide cultural and linguistic training for all school psychologists and related service providers.	Ongoing	BIE Staff and Principals
<b>4.</b>	Training for special education staff in developing IEP goals that are in alignment with content standards, using research-based methods, that includes academic rigor and an awards system.	Ongoing	BIE Staff and School-site personnel
<b>5.</b>	Develop partnerships between the Pre-K and K-12 programs	Ongoing	BIE Staff and Principals
<b>6.</b>	Design training for parents of children with disabilities that include awareness and parent counseling.	Ongoing	BIE Staff and Principals

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

<b>1.</b>	Data from the APR will be reflect a reduced achievement gap between regular education and special education.
<b>2.</b>	School Climate Surveys
<b>3.</b>	Parent Surveys

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## Priority 2: Parent Involvement

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1. Judy Wiley, Chair        | 541.472.9467   judy.wiley@nipic.org |
| 2. Betty Groos: Team Leader | 605.997.3152   bdgroos@svtv.com     |
| 3. Dianne Owens             | 505.488.6301   dianne.owens@bie.edu |
| 4. Matthew Franklin         | 916.207.1958   mattmiwok@yahoo.com  |
- DPA Facilitator: Donald Griffin

### 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, parent 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. 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**

	<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
1.	Revise and adopt special education parent survey	Fall of SY 12/13	All Stakeholders
2.	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	Fall of SY 10/11	All Stakeholders
3.	Promote and implement meaningful parental involvement activities such as parent advisory groups, parent mentoring groups, <i>Dads of Great Schools</i> , etc.	SY 2010/2011	All Stakeholders
4.	Include parents on a panel invited to present at an advisory board meeting that is scheduled to meet at one of the BIE funded schools. These parents would represent the school/state where the board would be meeting.	SY 2010/2011	All Stakeholders

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

1.	Document will be in place by the spring semester of the 2012/13 SY. Increased parent survey response
2.	BIE monitors will have examined 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. Analyzed data from parent surveys concerning parent training will indicate more parents have participated in or been offered training
3.	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.
4.	Parents will be represented at the advisory board meetings.

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### **Priority 3: Positive Behavior Supports (Severe Behavior Problems)**

- |                        |  |
|------------------------|--|
| 1. Arlene Davis, Chair | 701.477.6471 X 315   arlene.davis@sendit.nodak.edu |
| 2. Dianne Owens        | 505.488.6301   dianne.owens@bie.edu                |
| 3. Valann Valdason     | 406.675.0292 X 2215   valann_v@hotmail.com         |
| 4. Dr. Billie Jo Kipp  | 505.925.4439   bkipp@salud.unm.edu                 |
| 5. Jody Brewer         | 605.867.1306   Josephine.brewer@bie.edu            |
- DPA Facilitator: Donald Griffin

#### **Justification**

Behavior problems are one of the most common reasons students are removed from regular education classrooms. Even though students with extreme behavior problems may represent a small percentage of school enrollments, this can account for more than half of the behavior incidents. To address these behavior problems, schools need to target individual students and, staff and/or provide school wide behavior supports that reduce behavior incidents. Positive Behavioral Support (PBS) is a functional base approach that will reduce problem behaviors and increase socially acceptable behaviors. Collaboration within the Bureau of Indian Education programs and stakeholders (parents, staff, student, community members, local agencies, and law enforcement) in the use of behavioral programs and strategies will make schools more productive and safe environments.

#### **Board IDEA Duty**

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

#### **SPP/APR Indicators**

(4) Suspension/Expulsion Rate of Students with Disabilities

#### **Priority Goal**

Schools will implement PBS that will decrease suspensions and expulsions and increase academic performance of all students.

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**Activities to Reach Goal**

	<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>1.</b>	Training will be provided to all stakeholders on PBS Schools can utilize Part B funds for staff training and development	SY 2010–2011	All Stakeholders
<b>2.</b>	Stakeholders will implement system-wide interventions that will decrease behavior problems	SY 2010–2012	All Stakeholders
<b>3.</b>	Stakeholders will implement PBS with high fidelity to maximize outcomes	SY 2010–ongoing	All Stakeholders

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

<b>1.</b>	Data will be collected from NASIS that is related to behavior incidents, suspensions and expulsions in reference to decreasing the removal of students from the regular education setting. Documentation on those students who are at risk for special education referral.
<b>2.</b>	Monthly meetings will be scheduled to review data, provide information to stakeholders and include technical support to improve PBS.
<b>3.</b>	Provide technical assistance to those stakeholders that need additional support.

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## Priority 4: Data and Communications

- |                                  |  |
|----------------------------------|--|
| 1. Dr. Jonathan Stout, Co-Chair  | 570.484.2172   jstout1@lhup.edu        |
| 2. Dr. Susan Faircloth, Co-Chair | 814.863.3775   scf2@psu.edu            |
| 3. Dr. Eugene Thompson           | 505.563.5394   eugene.thompson@bie.edu |
| 4. Brian Wagner                  | 605.472.1402   bdwag45@yahoo.com       |
- DPA Facilitator: Eugene Thompson

### Justification

The OSEP verification visit last November cited the need for increased fiscal accountability, as well as improved data collection, analysis and reporting. More specifically, Indicator 15 of the State Performance Plan calls for the development, monitoring and correction of issues of non-compliance, and Indicator 20 calls for timeliness, reliability and accuracy of reported data. Each of these activities is heavily dependent on effective communication of data and other related information.

### Board IDEA Duty

CFR.300.714 (5) Provide accurate and timely data  
(Relationship to Priority); and CFR.300.714 (2) Assist and advise the Secretary of the Interior. (Relationship to Priority)

### SPP/APR Indicators

Data (20); General Supervision (15) (Relationship to Priority)

### Priority Goal

(a) Improved fiscal accountability for use of Part B funds; (b) improved collection, analysis and reporting of data; (c) improved communication between various stakeholders

## Activities to Reach Goal

	<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>1.</b>	Ensure increased/improved communication between the Solicitor's office and the BIA/BIE in regard to fiscal accountability	Ongoing	BIE Administrators and DPA staff
<b>2.</b>	Make the new data management tool (SEIMP) more accessible to individual schools and DPA staff (i.e. make this tool available online – being careful not to include student-level data)	Ongoing	Data Unit/Special Education Office within the BIE
<b>3.</b>	a) Identify the need for basic and more advanced NASIS training. b) Provide ongoing training in the use of NASIS; provide additional training for those who are proficient in the basic use of NASIS and are interested in learning more about the more advanced capabilities of this data management tool	Ongoing	NASIS staff
<b>4.</b>	Improve communication with stakeholders (emphasize improved communication with parents)	Ongoing	All staff and stakeholders
<b>5.</b>	Encourage the increased use of the analytical tool via the Data Accountability Center (DAC) ( <a href="http://www.ideadata.org">www.ideadata.org</a> )	Ongoing	DPA staff, Advisory Board

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

<b>1.</b>	Evidence of improved communication between the Solicitor’s office and the BIA/BIE in regard to special education-related issues and directives, with an emphasis on fiscal accountability
<b>2.</b>	New SEIMP data management tool will be made available on-line resulting in improved effort to identify, track and respond in a more timely manner to issues of non-compliance and corrective actions
<b>3.</b>	More staff members will demonstrate evidence of proficiency in the basic and advanced use of NASIS
<b>4.</b>	Evidence of overall improved communication between BIE/Special Education staff and stakeholders
<b>5.</b>	Evidence that data from DAC is used in DPA reports, school improvement activities, etc.

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## Priority 5: Recruitment and Retention

1. Dr. Marilyn Johnson, Chair 505.563.5273 | marilyn.johnson@bie.edu
  2. Brian Wagner 605.472.1402 | bdwag45@yahoo.com
- DPA Facilitator: Dr. Marilyn Johnson

### Justification

Children with disabilities who attend BIE schools are entitled to a free and appropriate public education. There are ongoing challenges in hiring highly qualified teachers and related services staff to meet educational needs of students with disabilities who attend BIE schools. The extent of this concern is not fully known. In the absence of information on staff that leave the professional ranks, there are challenges in developing strategies to respond to the staffing needs.

### Board IDEA Duty

CFR.300.715 (5) Provide accurate and timely data. (Relationship to Priority).

### SPP/APR Indicators

Data (20) (Relationship to Priority).

### Priority Goals

- (a) Determine the number of teachers and related services professionals who are leaving the profession through retirement, resignation, or transfer to other locations;
- (b) Determine the extent (number and category of professional) of current and expected unmet professional needs; and
- (c) Identify effective strategies for recruitment and retention of teachers and related services staff.

**Activities to Reach Goal**

	<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>1.</b>	<p>Generate a needs assessment Bureau wide, to determine the current and future human resource requirements of the BIE for teachers with special education certification and related services staff.</p> <ul style="list-style-type: none"> <li>a. Determine the state-by-state attrition rate for BIE special education teachers and related services staff.</li> <li>b. Identify reasons why special education teachers and related services staff leave by developing a data collection procedure (e.g., survey).</li> </ul>	Ongoing	BIE Special Education & Human Resources
<b>2.</b>	<p>Identify recruitment strategies.</p> <ul style="list-style-type: none"> <li>a. Actively engage in recruiting from teacher-preparation institutions (colleges and universities);</li> <li>b. Actively engage in recruiting through national and state professional organizations (e.g. CEC, ASHA, NCLD, etc.)</li> <li>c. Develop partnerships with tribal community colleges and other universities;</li> <li>d. Identify retention strategies.</li> </ul> <p>Identify training strategies for new staff.</p> <ul style="list-style-type: none"> <li>a. Provide training to school level staff for BIE funded schools on research based instruction.</li> <li>b. Provide both direct and</li> </ul>	<p>Ongoing</p> <p>August 2010-ongoing</p>	BIE Special Education, BIE Human Resources, & NIPTC staff (videotape) Coordinate efforts with grant schools interested in participating.

	<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
	indirect support to beginning teachers (e.g., mentoring, coaching, TA documents on how to establish programs, etc.)		
<b>3.</b>	<p>Identify strategies for training of staff and community members to meet the anticipated needs for special education programs.</p> <p>a. Assist BIE funded schools by developing a position paper on training models (e.g., ‘grow your own’) and how Part B funds can be utilized to implement the suggested models.</p> <p>b. Identify other funds that are available to support training needs.</p> <p>c. Identify collaboration models (e.g., cooperative agreement unit) and develop guidance for establishing the units.</p>	August 2010–ongoing	BIE Special Education, BIE solicitor, TAESE

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

<b>1.</b>	<p>Generate a needs assessment state by state, to determine the current and future human resource requirements of the BIE for teachers with special education certification and related service staff.</p> <p>Goal will be achieved when:</p> <ul style="list-style-type: none"> <li>● A tool is created to generate annual attrition rates for BIE funded schools.</li> <li>● A report is generated to determine and project the attrition rate of special education staff and related service providers</li> </ul>
<b>2.</b>	<p>a) Identify recruitment strategies.</p> <p>Goal will be considered achieved when:</p> <ul style="list-style-type: none"> <li>● BIE HR begins/continues working with Tribal Colleges and Universities to recruit special education staff and related service providers.</li> </ul>

	<ul style="list-style-type: none"> <li>• BIE HR or DPA will provide a list of professional organizations (e.g., CEC, ASHA, NCLD and other national and state professional organizations) that BIE has advertised with for BIE funded school openings.</li> </ul> <p>b) Identify retention strategies</p> <p>Goal will be achieved when:</p> <ul style="list-style-type: none"> <li>• BIE will designate a staff person to research-based methods of instruction. Facilitate the development of either on-line, or onsite training throughout the school year.</li> <li>• BIE will generate TA documents to assist schools with the development of teacher mentoring programs.</li> </ul>
3.	<p>Identify strategies for training of staff and community members to meet the anticipated needs for special education programs.</p> <ul style="list-style-type: none"> <li>• A TA document will be created explaining multiple ways BIE funded schools can use Part B funds and find other funding resources to implement the models defined in the TA document. Document should include an appendix of example forms, policies and procedures, etc.</li> <li>• A TA document will be created explaining how BIE funded schools can create a Cooperative Agreement Unit (CAU).</li> </ul>

## 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 2010-2011:** achievement gap, parent involvement, positive behavior supports, data communications, and recruitment and retention.
- 2. Two vacant Advisory Board positions** were filled: Judy Wiley (Chiricahua Apache), Director of National Indian Parent Center and Dr. Jonathan Stout (Tohono O’Odham), Assistant Professor of Special Education, Lock Haven University, Pennsylvania.
- 3. Several Advisory Board Members** participated in the BIE Summer Institute in St. Louis, Missouri, in June of 2010.

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4. **The Board data priority workgroup participated in the 2010 BIE Special Education Data Summit** in Albuquerque, New Mexico. The data workgroup provided input into the scoring rubric for levels of determination and the determination criteria, rewards, and consequences.
  5. **Established a Board Committee**, comprised of Dr. Billie Jo Kipp, Chairperson; Tom Albano, Vice-President; and Dr. Eugene R. Thompson, Secretary.
  6. **Received Advisory Board orientation from the Center for Technical Assistance for Excellence in Special Education (TAESE)** regarding roles and functions.
  7. **Received Advisory Board Ethics Training from TAESE** relative to serving on advisory boards.
  8. **Conducted public comment sessions** accessible via teleconferences or on-site during Advisory Board meetings in Albuquerque, New Mexico; Miccosukee Indian School, Miccosukee, Florida; Indian Island School, Bangor, Maine; and the Department of the Interior, Washington, DC.
  9. **Conducted a face-to-face panel discussion** with general and special education teachers and related service providers at Miccosukee Indian School in Miccosukee, Florida and Indian Island School in Bangor, Maine.
  10. **Advisory Board members participated in the Office of Special Education Program's (OSEP) teleconference on the Levels of Determination.**
  11. **Advisory Board members participated in the exit conference with OSEP** relative to the OSEP verification visit of the BIE on November 5, 2009.
  12. **Provided stakeholder input** into the development of the Annual Performance Report for data year 2008–2009.
  13. **Developed the 2009 Annual Report** and submitted to the Secretary of Interior on November 30, 2009.
  14. **Two schools were visited:** Miccosukee Indian School, Miccosukee, Florida and Indian Island School, Bangor, Maine.
  15. **Washington, D.C. meeting:** The Advisory Board met with: Assistant Secretary-Indian Affairs Larry Echo Hawk; the Director of the Bureau of Indian Education, Keith Moore; and Don Yu, Senior Counselor to the General Counsel of the United States Department of Education.

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## RESOURCES/DATA/INFORMATION USED

The Advisory Board provided advice to the BIE regarding the State Performance Plan, Annual Performance Report, Levels of Determination, and Verification Visit. 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: Achievement Gap – Professional Development

- 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 PreK and K–12 programs.
- 4) Explore studies that are related to self-esteem and obesity for special education 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: Positive Behavior Supports

Positive Behavior Support (PBS) is a model that is highly recommended to reduce behaviors that interfere with student education. BIE works with the University of Oregon to assist in implementing and training that addresses PBS. This is an option to schools but there are also other organizations that provide support and training.

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Schools should be encouraged to implement PBS into the curriculum to address the behavior needs of students.

#### **Priority 4: Data and Communications**

We encourage continued dialogue and interaction with the Solicitor’s office, BIE administration, DPA staff and the incoming director of the BIE. We also encourage increased and ongoing communication with the new BIE Director concerning continued efforts to improve communication, data collection, analysis and reporting specific to the education of students with disabilities and the advisory board’s priorities specific to these and other issues (e.g., closing the achievement gap, parent involvement, behavior, positive behavior support, recruitment and retention of faculty and staff). Continue to provide support to the DPA special education office on all general supervision responsibilities.

#### **Priority 5: Recruitment and Retention**

The increased number of special education teachers and related service providers who are reaching retirement age and those who choose to leave education for other reasons places the students who attend BIE funded schools at risk of not being able to receive services by certified staff. BIE needs to work with all BIE funded schools to “think outside the box” and create tools to ensure this does not happen. The current Cooperative Agreement Unit (CAU) model included in the Special Education application is an option that schools may utilize on recruitment and retention of highly qualified teachers.

#### **EMERGING ISSUES FOR NEXT YEAR**

The BIE Advisory Board for Exceptional Children has identified the following topics and emerging issues for 2010–2011 using the State Performance Plan and Annual Performance Report:

- Contracts/Acquisitions
- BIA/BIE Hiring process
- Fiscal Accountability
- Principals’ Training on Special Education
- ISEP Formula-Possible changes
- Reauthorization of IDEA
- Levels of Determination (improve BIE status from Level 2 to Level 1)
- Special Education Policies and Procedures

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## ANTICIPATED MEMBERSHIP VACANCIES FOR 2010-2011

Effective November 4, 2008, the current 15-member Board was appointed by the Secretary of Interior Dirk Kempthorne to serve a two- or three-year term. The terms expire November 4, 2010, and November 4, 2011, respectively. “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>.

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