

MINUTES

BIE Advisory Board for Exceptional Children Meeting
May 5-6, 2011
Sherman Indian High School
9010 Magnolia Avenue
Riverside, California 92503

May 5, 2011

Attendees

Advisory Board

Sharon Belanger
Josephine Brewer
Arlene Davis (excused 5/5-6)
Dr. Susan Faircloth
Dolores Childs-Fullen
Dr. Marilyn Johnson (excused 5/5-6)
Dr. Billie Jo Kipp, Chair
Sergio Maldonado, Sr.
Dianne T. Owens
Dr. Juan Portley
Norman Shawanokasic
Dr. Jonathan Stout, Vice-Chair
Dr. Eugene Thompson, Secretary
Brian Wagner
Judy Wiley

Division of Performance & Accountability

Dr. Jeffrey Hamley, Associate Deputy Director
Sue Bement, Designated Federal Official
Sandra Poolaw, DPA
Denise Salyers, DPA NASIS

Guests

Roland W. Doepner, III, Principal
Carl Davis, Assistant Principal

Call to Order and Approval of Agenda—

The meeting was called to order at 8:57 a.m. by Dr. Billie Jo Kipp, Chair. Mr. Norman Shawanokasic opened the meeting with prayer and Ms. Sue Bement served as the Designated Federal Official (DFO) for today's meeting. With no concerns, the agenda was approved (*motion: Dianne T. Owens; second: Sharon Belanger; motion passed*). Dr. Eugene Thompson provided a brief summary of the functions of the Advisory Board.

Old Business

The Board recommended to change the wording on the January 2011 minutes (BIE Special Education Director's Report, page 4, sentence 2) from *The BIE chose to keep the measurements and targets low key so that the standards can be achieved* to *At the advice of OSEP and MPRRC, the BIE chose to keep the SPP and APR measurements and targets low key so that the standards can be achieved* (*motion: Dolores Childs-Fullen; second: Dr. Juan Portley; motion passed*). The Board was strongly urged to review the draft minutes and provide comment as appropriate before it's finalized. Follow-up of Next Steps from the last Advisory Board meeting are as follows:

1. Advice/Recommendations--Acknowledge to the response of the Advisory Board letter--Did not happen so Dr. Kipp will write the letter.
2. Training for school administrators—Training can be mandated for BIE-operated schools and recommended for grant schools. The Advisory Board recommended a distinction be made between fiscal accountability and special education. The Board also stressed the issue of data

collection--if we don't use the data, the BIE may be eliminated from data collection and we won't have real data. Data can be requested from the National Center for Educational Statistics (NCES) affirming access for data. The following motions were made to bring the issues to a higher platform:

- a. Write letter to Keith Moore recommending the Department of Interior to provide training to Advisory Board members and schools administrators in fiscal accountability and inclusive leadership practices (*motion: Dr. Susan Faircloth; second: Brian Wagner*);
 - b. The Advisory Board to write a letter to the Institute of Education Sciences (IES) Commissioner supporting continued collection and analysis of data from BIE in school and staffing survey (*motion: Dr. Susan Faircloth; second: Judy Wiley*). Both motions passed.
3. Annual Performance Report (APR)--A revised APR was resubmitted to OSEP during the clarification week in April 2011.
 4. Providing Advisory Board materials in advance--This is done.
 5. Revisit ESEA recommendations--this is tabled for now.
 6. Native Star Presentation--Native Star will be presented to the Advisory Board today.

New Business

1. The **BIE Special Education Data Summit** was held April 26-28, 2011 in Albuquerque, New Mexico. Stakeholders reviewed data, provided input on the determination criteria, and helped provide a focus for next year's monitoring. A copy of the evaluation was provided to the Board.
2. The **BIE Summer Institute** is scheduled for June 21-24, 2011 at the Grand Sierra Resort and Hotel in Reno, Nevada. The DPA special education staff will be making presentations on graduation rates, discipline, monitoring process, procedural safeguards, and use of Part B funding. Dr. Hamley reported that the Institute will emphasize school improvement. Board members should e-mail Ms. Bement if interested in attending the Summer Institute. The Institute is required for BIE-Operated schools and optional for Tribally Controlled Schools.
3. The **BIE Special Education Academy** is scheduled for September 12-15, 2011 at the Hyatt Regency Tampa in Tampa, Florida. The online registration link is live at <http://2011specialeducationacademy.com/> and the Board was encouraged to register.

Report from DPA Special Education Staff

1. Fiscal Accountability--Staff from the DPA special education unit and the BIE Administration have and are conducting on-site visits to review Part B funding to ensure that the funds are being used for what it was intended--services to students with disabilities.
2. Dr. Thompson provided a brief overview of the special education monitoring activities for SY 2011-2012. A manual is currently in progress.

Presentation: Riverside County Office of Education—Ann Vessey, Executive Director, Riverside County of Education, (951-826-6476)

Ms. Ann Vessey, Executive Director, Riverside County of Education made a presentation on how services are regionalized. Sherman Indian High School has a partnership with the Riverside County of Education. Students with the most significant disabilities are served (e.g., autism, intellectual disabilities). Expelled students have a re-entry plan developed. A Student Annual Needs Determination Inventory (SANDI)—a student assessment program for all students is utilized. Another program used is Steps for Success: Blueprints for Achievement.

Public Comment Session

1. A representative from the Circle of Nations (CON) School listened in.
2. The Minneapolis Line Office expressed concerns on lesson plans. General education teachers' lesson plans should include special education. Training needs should include developing quality lesson plans. Ms. Sue Bement will send sample lesson plans to the line office. Currently the CON School is using NASIS lesson plans. Ms. Denise Salyers commented that as part of the NASIS training, weekly conference calls are conducted with the schools. The BIE Summer Institute will also address this. In June, a major overhaul of the grade book will help schools bridge that gap. In response to the Advisory Board question on special education training, Ms. Salyers indicated that school administrators are not receiving a lot of training. The CON School commented that webinars provide by the DPA special education are very helpful and useful. The school suggested additional administrator training on these topics--legal issues, identification of students, IEPs, what to look for when you go in classroom, differentiated instruction, smart boards (a tool for teaching), how to include all learners , and accommodations/modifications. The school also asked when the results of the parent surveys will be available. They appreciated the opportunity for schools to provide public input during the Advisory Board meetings.

Pilot On-Site Monitoring Visits

1. Ms. Sue Bement reported that two pilot on-site monitoring visits were conducted at Pine Hill School (NM) and Nay-Ah-Shing School (MN). The visits included file reviews, classroom observations, and staff/student/parent interviews.
2. Dr. Eugene Thompson reported that two pilot on-site monitoring visits to Yakama Nation Tribal School (WA) and the Shoshone-Bannock Jr/Sr High School (ID) were conducted.
3. The Advisory Board advised that:
 - a. Perhaps parents can help provide input into the monitoring process.
 - b. The BIE special education staff should consider the Advisory Board to help review and provide input and advice into the forms/documents that may be used for the monitoring process.
 - c. Support for enforcement from higher management should be strengthened relative to schools that fail to provide free and appropriate public education and correct noncompliance findings in a timely manner. Problem solving can be helpful so that schools can comply with the special education regulations.

Native Assessment Tool for Innovation, Validation, and Education (NATIVE Star)

Ms. Sandra C. Poolaw (Kiowa/Choctaw) provided an overview of NATIVE Star--a web-based tool that guides the education line office and schools in charting their improvement and planning process by engaging in a culture of candor. The BIE worked with the Center on Innovation and Improvement (CII) to customize NATIVE Star for the BIE-Operated schools. Further information on NATIVE Star can be accessed through the BIE website at www.bie.edu and CII at <http://center ii.org/>. A demonstration on the online site was provided accompanied by a power point presentation. At this point NATIVE Star is voluntary for the schools.

The meeting recessed at 4:40 p.m.

May 6, 2011

The meeting reconvened at 8:40 a.m. Ms. Sue Bement served as the DFO for today's meeting. A tour of school was conducted by Mr. Carl Davis, Assistant Principal of Sherman Indian High School.

DPA Updates

Dr. Jeffrey Hamley, Associate Deputy Director provided an update of the DPA activities:

1. **DPA organization and staffing**—Four NASIS staff moved from Administration to DPA; there are 2 new special education staff members; and 3 new DPA fiscal analysts' to Administration for fiscal monitoring functions. A motion was made to develop a fiscal monitoring plan and how special education and administration will implement the review process (*motion: Dianne T. Owens; second: Norman Shawanokasic; motion passed*).
2. **Response to OSEP**—Special Education submitted a written responses to OSEP on May 2, 2011 regarding the verification visit findings of November 2009 and previous OSEP audit of special education. When officially accepted by OSEP, this will bring closure and the Advisory Board will get a copy of that letter.
3. **Contracting/Acquisitions**—There is a problem of BIE contracts not being written to OMB standard of Performance Based Service Acquisitions (PBSA) which are resulting in numerous issues including cancellation. DPA Contracting Officer's Technical Representatives (COTRs) and Contracting Officers (CO) in BIA Acquisitions are not trained in PBSA practices and contracts take too long to get through the acquisitions process. PBSA training was provided to DPA and Acquisitions staff. A solution is closer collaboration between the BIE and BIA acquisitions which has resulted in the formation of a tiger team. Ongoing training in PBSA to DPA COTR's and BIA CO's are in process by using a learning community approach and a learning laboratory for work sessions.
4. **School Improvement Initiatives**
 - a. School improvement initiative (SSOS/Academy of pacesetting states, partnership with 15 other SEAs and CII, regular meetings via distance learning—WebEx; operations manual SY 2011-2012)
 - b. Native Star/CII (performance indicators (e.g., standards)
 - c. Northwest Evaluation Assessment Association (NWEA) which is a culture of data and data conversations. There will be a weeklong 2011 Fusion Conference in Portland, Oregon where DPA staff members will attend.
5. **Native Language Project**—This began as an oral language assessments for an alternative definition of the AYP. Current partners include the Navajo Nation, Miccosukee Indian School, and OSEC. Partnership expansion will include selected schools and tribes.

Native American Student Information System (NASIS)

Ms. Denise Salyers provided a demonstration of the special education module in the NASIS State edition. Every school is on the school data management system (e.g., attendance, book fees, schedules, special education module, etc.). Any changes require time to go through contracts and Infinite Campus. The NASIS special education module has completed two years now. All states will move to a federal graduation rate; therefore, may need to turn this feature off regarding written parent permission for release of records rather than having schools determine the release of records through NASIS. According to Ms. Salyers, NASIS does have permission to release records.

Panel Discussion—Special and General Education Teachers

The following staff members from Sherman Indian High School participated in the panel discussion: Ann-Marie Melendrez, Dawnes Sims-Stevenson, Lorna Hoffs, and Carl Davis, Assistant Principal. Students write about why they choose to attend the Sherman Indian High School (SIHS). Their reasons vary--opportunities to participate in education, clubs, move away from family, post-secondary opportunities, to get away from home, etc. The high school is a place to start over. The school has partnerships with local colleges, universities, and the Riverside County Office of Education. Response to Intervention (Roti) is tied closely with student teachers for reading. The pathways program is huge for the school which offer college and work choices for students. The school looks at what is possible for students to take home. Other highlights include:

- The reading coach is directly involved in the afterschool program which provides a high retention rate.
- The school provides a pre- and post-test for the students.
- The school currently serves 22 students with disabilities; overall, there are 250 students on campus. The school has a 85-minute block schedule four times a day.
- Technology-based learning is huge.
- Bridging with students has helped.

Board Work on Priorities

The Advisory Board continued their work on completing the priority sheet for the five priority areas for 2011--transition and drop out; closing the achievement gap (reading/math, AYP); parent involvement; communication and collaboration with Tribes; and tiered instruction/RTI. The final write ups will be submitted by September 12, 2011.

Next Steps

1. **School Principal training**—focus on special education issues for administrators; provide any follow-up on administrators' training.
2. **Dropout rate**-- confer with DPA special education unit on this.
3. **Board priorities**—submit final priority work sheets by September 12, 2011
4. **Next Meeting date**--September 12, 2011 (6:00-8:00 pm); September 13, 2011 (8:00-4:30 pm) during the BIE Special Education Academy in Tampa, Florida. A suggestion was made to have a Board panel discussion on the priorities.
5. **Resignation letter** —Ms. Dianne T. Owen's resignation from the Advisory Board became effective at the end of today's meeting. The members acknowledged her resignation and thanked her for her valuable contribution to the Board, the BIE, and the students and wished her well in her retirement.

With no further business items, the meeting adjourned at 4:34 p.m. (*motion: Dolores Childs-Fullen; seconded: Norman Shawanokasic; motion passed*).

Respectfully



Dr. Eugene R. Thompson
Secretary

CERTIFICATION



Dr. Billie Joe Kipp
President