

The Monthly Newsletter



Special Education Director's Welcome Message

As the 2023-2024 school year is ending, I want to say thank you to all BIE-funded school educators — general and special education teachers.

Teachers are amazing and responded to a special calling to teach each child and give it their best for student achievement. This commitment helps each American Indian/Alaska Native student graduate from high school, and enter college, employment, or other vocational training, and succeed to become leaders of their Tribal communities. We all had a special teacher in our life who helped us succeed.

Please join me in thanking our teachers for providing timely general and special education services.

Dr. Eugene Thompson (Diné)
Supervisory Education Specialist

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Submit a School Story for an Upcoming Newsletter Spotlight

We'd like to include celebrations, updates and success stories from BIE-funded schools. Consider highlighting a story or photos, with permission, from your school that can be included in an upcoming newsletter. [Click here to submit a story](#) and a member of the team will be in touch with you.

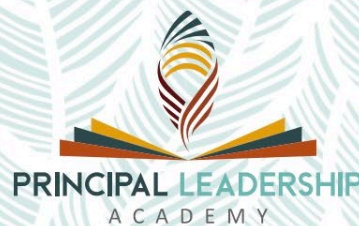
News & Updates:

From the Division of Performance & Accountability, Individuals with Disabilities Education Act Team

BIE is offering several summer trainings for educators, administrators and staff at BIE-funded schools. Register today: [Phoenix, AZ | June 25-27](#) or [Albuquerque, NM | July 16-18](#). School staff can attend one or the other but not both as the same information will be presented. The links also include the information needed for lodging. Please mention the Bureau of Indian Education event when booking rooms at the hotel. For more information about BIE's upcoming events, please check out <https://www.bie.edu/topic-page/bureau-indian-education-events>.

Phoenix, AZ
June 25-27, 2024

Albuquerque, NM
July 16-18, 2024



Annual School Determinations

The BIE, like states, issues annual determinations to all local education agencies, or BIE-funded schools, for the BIE. The DPA utilizes multiple measures, including compliance and results indicators, to calculate the determinations. DPA will issue FFY 2022 determinations, which uses FY 2022-2023 data, to all BIE-funded schools by the end of June.



Special Education Parent Survey Now Open

A big thank you to the schools who have begun or completed their special education parent surveys for the current year. BIE-DPA continues to offer a paper and online format (<https://www.surveymonkey.com/r/BIEParentSurvey>) for parents to complete the survey and provide their important input. As of date of this newsletter, more than 100 schools have submitted at least one completed survey for a parent of a student with a disability. View DPA's [chart tracking weekly submissions of the survey](#). For any questions regarding the survey, please contact [Melanie Star](#).

Update on Special Education Policies

The DPA Special Education Program staff are in the process of reviewing comments received during three Tribal consultations held this past October. The next steps currently underway include the following:

- Finalizing document (now through May 2024)
- Identifying timelines and tasks to support roll out including training (e.g., summer 2024 training)
- Dissemination to BIE-funded schools
- Initial Implementation (SY 2024-2025)



Recently team members from DPA, CAO and external partners met to coordinate supports and improvement initiatives focused on impacting student outcomes.

BIE Advisory Board for Exceptional Children

The BIE Advisory Board for Exceptional Children met April 25-26, 2024, in Albuquerque, New Mexico. This meeting was also open to the public.



Front Row - Dr. Janet Slowman-Chee, Board Member; Pilar Peltier, Board Vice-Chair; Margo DeLaune, BIE/DPA Associate Deputy Director; Dr. Elizabeth Younce, Board Member; Wendy Kroupa, Board Member; Rachel Harrison, Board Member; Jennifer Davis, BIE Advisory Board Designated Federal Officer.

Back Row - Brian Wagner, Board Member; Norman Schwanokasic, Board Chairperson; Leon K. Reval, Board Secretary; Dr. Eugene Thompson, BIE/DPA/Special Education Program, Supervisory Education Specialist; Ronald Worst, BIE/DPA/Special Education Program, Education Specialist.

BIE's General Supervision Responsibility

BIE, like all state education agencies, must have a system of general supervision in place to monitor the implementation of IDEA. The BIE's General Supervision System is designed to support practices that improve academic achievement and functional outcomes for children with disabilities; to use multiple methods to identify and correct noncompliance; to use a variety of mechanisms to encourage and support improvement; and to enforce compliance.

Dispute resolution includes processes for mediation, due process hearings and state complaints. Under the IDEA, parents and schools may file a complaint and request a due process hearing or mediation to address concerns. State complaints can be made by anyone, including organizations and individuals. More information about these processes, BIE's model forms and the procedural safeguards can be accessed at:

<https://www.bie.edu/topic-page/dispute-resolution>.

Spotlight

Getting to Know Members of the DPA IDEA Team



My name is Delphina Dayish, Ed.D. I am a member of the Navajo (*Dine'*) Nation. For my Navajo relations, my Navajo clans are: *Tl'aashchi'I* (Red Cheek) born for *Oozei Taschiini* (Hopi People of Red Running into the Water). I am proud that I am a coal miner's daughter. I hold a Bachelor of Arts in Education/Bilingual Education and two master's degrees in education and education leadership. I recently earned a Doctorate Degree in Leadership for Change with a Dual Language Education concentration.

I hold several licensures in New Mexico and Arizona. These include a Level Three-B K-12 Administrative Licensure for the State of New Mexico; a Standard Professional Principal, PreK-12 (with ESL PreK-12) License for the State of Arizona; a Level Three-A Instructional Leader 6-12 Secondary License for the State of New Mexico; a Standard Professional Secondary, 6-12 License; a Standard Professional Mild/Moderate Special Education, K-12 License; a Gifted/Talent Licensure PreK-12 Licensure, TESOL Licensure (NM); and English as a Second Language (ESL), PreK-12 for the State of Arizona. I am a former Department Head and School Principal for the BIE Schools on the Navajo Nation. Prior to coming to DPA, I have taught in the public school system in grades K-12, including special education and gifted education. I have also taught special education at the college level.



I am a mother, grandmother, wife and an educator. Currently, I work with the DPA-IDEA program as an Education Specialist. I live on the Navajo Reservation with my husband, Leo Dayish. We have three boys included two sons who are United States Veterans with the Air Force and Army, and we have five grandchildren. In my free time, I enjoy listening to powwow music and Native American church songs. I also enjoy beadwork as a hobby. With all my experiences, I enjoy helping and supporting schools within the BIE in Special Education.

Tips and Tricks

LRP

BIE-DPA partners with LRP Publications to provide valuable resources for teachers and staff at all BIE-funded schools.



The DirectSTEP eCourses are one option available at no charge for BIE-funded schools. This course explains best practices and the legal requirements for behavior management, autism, IDEA eligibility, IEPs and more. These courses also teach educators how to handle critical education issues to obtain positive outcomes

while applying education laws to the day-to-day world of teaching and learning. If your staff need assistance, contact LRP training staff toll-free at 1-800-515-4577 ext 6515 or via email at directstep@lrp.com. If you have questions, contact [Jennifer Davis](#).

NASIS

To determine if there are syncing issues within NASIS' IEP module, the DPA team has created a validation report. To access the Validation Report, go to Data Integrity Tools > Data Validation > Data Validation Report. In the "Data Validation Group" dropdown, select "IEPs not Syncing," then click "Generate Report." For questions or additional support, consider reaching out to your assigned DPA-IDEA Education Specialist or a NASIS Specialist. Check out this [NASIS webpage](#) to learn more about helpful resources and trainings.

Recorded Events

NASIS Micro Training Series

- Session 1 – [Secondary Transition Components](#); Passcode: +s6iAmpN
- Session 2 – [Secondary Transition Components Continued](#); Passcode: \$s*QCW9X
- Session 3 – [NASIS Module IEP Editors](#); Passcode: *205YAKq
- Session 4 – [New Look IEP module changes](#); Passcode: @zOb4sw&
- Session 5 – [NASIS Infinite Campus IEP review Micro Training](#); Passcode: 01tSbwY%
- Session 6 – [IEP Module Team Meeting Participants Page](#); Passcode: C4bK8m.h
- Session 7 – [IEP Module Problem Solving](#); Passcode: +!I^V8HQ
- Session 8 – [IEP Module Open Discussion](#); Passcode: !bc2*2L&

Part B Application

The SY 2024-2025 IDEA Part B School Application package contains the instructions and forms needed for completion of your School's IDEA Part B Application. Your completed IDEA Part B Application and supporting documents must be submitted to DPA (via Native Star) on or before June 30, 2024.

The following Part B documents are in [Native Star](#):

- SY 2024-2025 IDEA Part B School Application Packet
- Guidance for the IDEA Part B Application
- PowerPoint on Completing the School IDEA Part B application for SY 2024-2025
- Allowable Costs for IDEA

DPA staff conducted a pre-recorded

webinar: [https://www.zoomgov.com/rec/share/8L5YnoGdXrY-2SQ-](https://www.zoomgov.com/rec/share/8L5YnoGdXrY-2SQ-Cyyj7ihSxsH8HW0KA_ER1KjXyXZXRso3dmXSNNCyz16Vq2qO.2UHNgQAcwIFDnIfu?pwd=x4eD6MuBwZ_xDTRwT0gNI-AVNmQw50b)

[Cyyj7ihSxsH8HW0KA_ER1KjXyXZXRso3dmXSNNCyz16Vq2qO.2UHNgQAcwIFDnIfu?pwd=x4eD6MuBwZ_xDTRwT0gNI-AVNmQw50b](https://www.zoomgov.com/rec/share/8L5YnoGdXrY-2SQ-Cyyj7ihSxsH8HW0KA_ER1KjXyXZXRso3dmXSNNCyz16Vq2qO.2UHNgQAcwIFDnIfu?pwd=x4eD6MuBwZ_xDTRwT0gNI-AVNmQw50b). The passcode is: 0MpcMv%D.

If you have any questions, please contact [Laura Tsosie](#) or [Jennifer Davis](#). They can direct you to your assigned DPA education specialist to provide you additional technical assistance, including office hours that they will schedule for their assigned schools.

Supporting Secondary Transition

The National Technical Assistance Center on Transition: the Collaborative is a federally funded technical assistance center. They recently highlighted a resource to decrease drop-out rate for minority male youth with disabilities from culturally and ethnically diverse backgrounds and shared a [School Completion Toolkit](#). [Sign up to stay in touch](#) with NTACT:C's helpful resources.

If you are interested in or are already working with transition-age individuals with disabilities, the Transition Education and Services Certificate program at Utah State University is for you! Prepare for or enhance your career working with youth and students with disabilities as they transition from secondary education to postsecondary participation in employment, education and living. Applications are now being accepted for Fall enrollment. Apply here:

<https://applynow.usu.edu/RecruitNewWFE/Account/Login?ReturnUrl=/RecruitNewWFE>.

Important Upcoming Due Dates

What	When	Where	For support or questions, reach out to
Parent Surveys	June 30, 2024	Parent surveys are completed either online at https://www.surveymonkey.com/r/BIEParentSurvey or returning a paper/pencil copy to the school.	Melanie Star
Initial Evaluations	June 30, 2024	DPA reports initial evaluation completion rates annually. To support this collection, DPA requests BIE-funded schools to complete this form for all initial evaluations completed between July 1, 2023, and June 30, 2024.	Ronald Worst or your assigned Education Specialist
Summary of Performance	Spring 2024	Summary of Performance should be completed this spring before the student exits high school	Ronald Worst
IDEA Part B Application	June 30, 2024	SY 2024-2025 IDEA Part B School Application is due in Native Star.	Your assigned Education Specialist
Post-School Outcomes	Sept. 30, 2024	DPA reports these data annually following school's conducting interviews with students who left a BIE-funded high school during SY 2022-2023. Please capture the former student's response on this form .	Ronald Worst