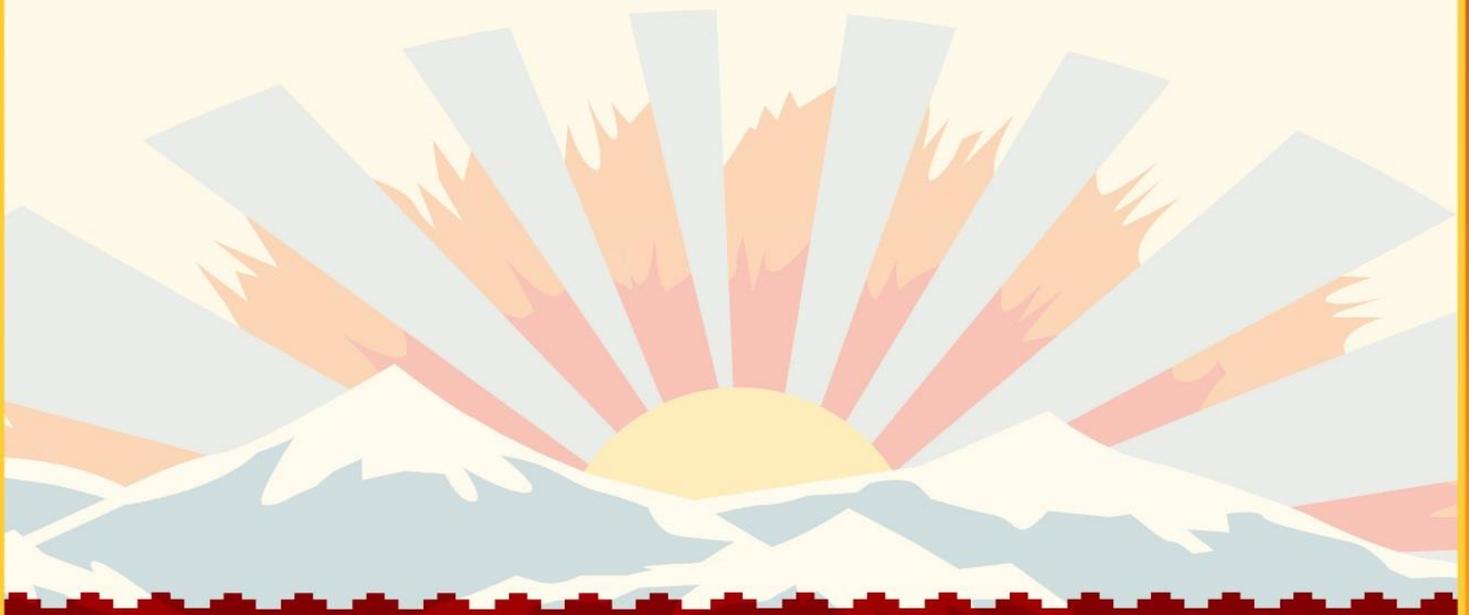




U.S. Bureau of Indian Education  
*National Advisory Board for Exceptional Children*

# Annual Report 2013

October 1, 2012 – September 30, 2013





# U.S. BUREAU OF INDIAN EDUCATION

## *Advisory Board for Exceptional Children*

Dear Colleagues:

It has been a pleasure to serve for a second year as the chair of the Bureau of Indian Education National Advisory Board for Exceptional Children. I extend my thanks to the fifteen members of the Advisory Board for their sincere commitment and ongoing engagement on behalf of students with disabilities served by the BIE education system.

In 2013, the Advisory Board met one time, on July 17 through 19, in Albuquerque, NM. During this meeting we reviewed the 2012 BIE Annual Performance Report and other reports from BIE staff, provided training for new Advisory Board members, and received comments from the public. In that meeting, the Advisory Board identified the following areas within the BIE special education system where significant needs exist:

- Contracts
- Secondary transitions
- Over-/under-identification
- Graduation and dropout
- Student outcomes
- Proficiencies
- Teacher retention
- Parent training
- Delivery of professional development

Of these priority issues, and based on data presented by the BIE Special Education Unit, the Advisory Board selected three topics for special attention and further development: (1) graduation and dropout rates; (2) proficiencies in reading, math, and science; and (3) secondary transition. These priority issues were addressed by Advisory Board subcommittees, and data-based justifications, recommended activities, and evaluation criteria for each priority are presented in this report.

I thank you for this opportunity to better the education of students served by the BIE school system.

Sincerely,

Jonathan Stout, Ph.D., Advisory Board Chair  
Assistant Professor of Special Education  
Department of Special Education  
Lock Haven University



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## *Advisory Board for Exceptional Children*

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### **Introduction and Background on the Advisory Board**

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The Individuals with Disabilities Education Act (IDEA, P.L. 108-446) guarantees free and appropriate public education to all children with disabilities in the United States. To provide guidance for states and other agencies that deliver special education and related services for children with disabilities, IDEA requires the establishment of advisory panels to represent stakeholders such as educational and program administrators, teachers, individuals with disabilities, and parents of children with disabilities. These advisory panels offer input on priorities and unmet needs in special education.

Just as states are required to establish these advisory panels to offer guidance on special education needs, the Bureau of Indian Education (BIE), the federal agency that oversees education for American Indian and Alaska Native students, is required to establish an advisory panel for the same purpose. The BIE advisory panel, authorized by Part B, Section 611(h)(6) of the IDEA Reauthorization of 2004 (200 USC 1400), is called the Bureau of Indian Education Advisory Board for Exceptional Children, and it represents the special education needs of all students with disabilities served by the BIE education system.

Across the U.S., there are 184 elementary and secondary BIE schools in 23 states, located on 63 reservations. Of these schools, 122 are administered by tribes and tribal school boards under contract or grant with BIE, and the remainder are administered by BIE directly. The BIE education system currently serves approximately 49,000 elementary and secondary students, with approximately 6,400 students with disabilities. It is the responsibility of the Advisory Board for Exceptional Children to represent the needs and priorities of students with disabilities within this nationwide population of students served by the BIE system.

### **Board Responsibilities**

The Department of the Interior is the parent agency of the BIE. The Advisory Board offers its recommendations and guidance on the education needs of BIE students with disabilities to the Assistant Secretary – Indian Affairs, through the BIE Director. The Advisory Board’s duties are:

- to assist in the coordination of services within BIA and BIE, and with other local, state, and federal agencies;
- to develop and recommend policies for effective agency coordination and to eliminate barriers to collaborative activities within and among agencies;
- to identify and disseminate best practices, program coordination strategies, and recommendations for improved early intervention services or educational programming; and
- to assist with data and reporting as necessary (described under Section 618) on student populations who receive or need special education services.

### **Annual Reporting**

The Advisory Board is required by federal regulation (34 CFR: 300.715) to submit an annual report containing a description of the activities of the advisory board for the preceding year. It identifies areas of need within the BIE that are viewed as priorities in the education of Indian children with disabilities.



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## *Advisory Board for Exceptional Children*

The report serves to provide advice to the BIE staff, Secretary, and Congress regarding programs, regulations, and the development of policy needed to support and improve the education of Indian students with disabilities.

This report is submitted in fulfillment of those requirements for 2013.

### **Board Membership and Stakeholder Group Representation**

The Advisory Board has 15 members who are appointed by the Secretary of the Interior. These members are chosen to represent a wide range of stakeholders who are involved in or concerned with the education and provision of services to Indian infants, toddlers, children, and youth with disabilities. The stakeholder groups include:

- Indian persons with disabilities;
- Indian parents or guardians of children with disabilities;
- teachers of children with disabilities;
- service providers to children with disabilities;
- state and local educational officials;
- representatives of tribes or tribal organizations;
- representatives from State Interagency Coordinating Councils in states that have reservations; and
- other members representing other divisions and entities of the BIA.

The Advisory Board chair is selected by Secretary of the Interior. Advisory Board members are appointed on staggered terms of 2 or 3 years, so that one half of the membership expires after 2 years and the terms of the remaining members expire after 3 years.

The current Advisory Board chair is Dr. Jonathan Stout. For a full list of members of the Advisory Board during 2013, along with the category of stakeholder that each member represents, please see Appendix 1. Advisory Board Members.

### **FACA Regulations**

As an advisory board to a federal agency, the BIE Advisory Board for Exceptional Children falls under the requirements of the Federal Advisory Committee Act (FACA; 5 USC, Appendix 2). The goal of FACA is to ensure that the advice of federal advisory committees is objective and available to the public, as well as to ensure compliance of the advisory committees with cost control and record keeping requirements. The Advisory Board has several primary responsibilities to ensure that it complies with FACA regulations, including:

- Advisory Board meetings must be open to the public;
- BIE must publish advance notice of upcoming meetings in the *Federal Register*;
- a Designated Federal Officer (DFO) from BIE must be assigned to support the Advisory Board;
- Board members must avoid conflicts of interest; and



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## *Advisory Board for Exceptional Children*

- Board members must have limited membership terms.

With the assistance of the board's DFO, Sue Bement, Education Programs Specialist with BIE, the Advisory Board has maintained compliance with these requirements in 2013.

## 2013 Advisory Board Meetings

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The Advisory Board generally meets two to three times per year, as is necessary to complete their work. However, only one meeting was held in 2013:

- July 17-19, 2013, in Albuquerque, New Mexico

The meeting began on July 17 with an orientation for new members. On July 18 and 19, the Advisory Board received an annual update on the activities of BIE's special education programs throughout the year, including data-based presentations on indicators in various areas of performance. On the final day, the Advisory Board identified three priority areas for focus, which are discussed in detail in the next section.

Another Advisory Board meeting was planned for October 2013, but had to be postponed because of the federal government shutdown, which occurred October 1 through 16, 2013.

## Priorities Addressed

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For 2013, the Advisory Board identified three priority areas to address by voting on a total of suggested eight topics at the July 2013 meeting. Advisory Board members separated into three subcommittees to address the selected priorities and to provide more in-depth guidance and recommendations. The work of these subcommittees is reported in the following three sections.

Each priority contains the following subsections:

- **Subcommittee members:** Advisory Board members who volunteered to address this priority.
- **Justification:** highlights of the relevant data supporting the selection of this topic as a priority issue for focus.
- **Board IDEA Duty:** the board duty that this priority relates to, as defined in IDEA Section 300.714, the authorizing legislation for the Advisory Board.
- **SPP/APR Indicators:** the indicator that this priority addresses. Like states, BIE must have a State Performance Plan (SPP) to address targets for the 20 nationally identified performance and compliance indicators included under IDEA. For BIE as well as states, yearly outcomes in comparison to these indicator targets are reported in the Annual Performance Report (APR).
- **Priority Goal:** the target outcome for activities under this priority.
- **Activities to Reach Goal:** recommended activities to address this priority area.
- **Evaluation:** criteria to help determine when the priority goal has been reached.
- **Board Recommendations:** final comments from the subcommittee and the Advisory Board on this topic.



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## *Advisory Board for Exceptional Children*

### Priority 1: Graduation and Dropout Rates

#### Subcommittee Members

- Norm Shawanokasic, Chair
- Susan Faircloth
- Rose Dugi
- Ken Wong

#### Justification and Data

- 55.1% of graduates in the BIE system are students with Individualized Education Plans/Programs (IEPs).
- 10.81% of all students drop out (PK-12) of the BIE system; 13.1% of these students are students with disabilities.

#### Board IDEA Duty

34 CFR: 300.714(2) – Advise and assist the Secretary of the Interior in providing special education services and programs in BIE schools.

#### SPP/APR Indicators

- (1) Graduation rates
- (2) Dropout rates

#### Priority Goal

Increase graduation rates to maintain compliance with BIE's annual target goal; decrease dropout rate to meet annual target goal.

#### Activities to Reach Goal

Activity	Timeline	Responsibility
1. Investigate and recommend dialogue regarding the possibility of calculating a 6-year graduation rate versus a 4-year graduation rate for students with disabilities.	October 2013 through November 2014	BIE Division of Performance Accountability (DPA) data staff
2. Investigate and recommend the possibility of separating out students with disabilities who transfer from those who exit and do not re-enroll in BIE schools when calculating dropout rates.	October 2013 through November 2014	DPA data staff



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### **Evaluation**

1. Report will be generated and delivered to the Advisory Board with data on schools and states who report on a 4-year rate versus a 6-year rate for students with disabilities.
2. Report will be generated and delivered to the Advisory Board containing data supporting the areas, grade levels, and disability categories that are affected by dropout rates.

### **Board Recommendations**

1. The Advisory Board recommends the BIE and BIE schools consider using a 6-year graduation rate instead of a 4-year graduation rate for students with disabilities in developing annual targets aimed at reducing the dropout rates for students with disabilities. Information on annual progress will be accessible to the public.
2. The BIE will target professional support resources to those schools that have experienced the highest dropout rates among students with disabilities. Annual improvement efforts and targets in these high needs schools will be assessed.
3. The BIE will partner schools that experienced high dropout rates for students with disabilities with peer schools that experienced a lower dropout rate. Through this process, professional exchange and mentoring will be encouraged to address the dropout challenges.

## **Priority 2: Proficiencies in Reading, Math, and Science**

### **Subcommittee Members**

- Jessica Wilson-Lucero, Chair
- Dr. Jonathan Stout
- Dolores Childs-Fullen
- Ethleen Iron Cloud-Two Dogs

### **Justification and Data**

The SPP/APR data showed that the proficiencies in reading, math, and science did not meet the target for the reporting year. Information from the BIE Data Summit indicated that, as a whole, 41.8% of general education students performed within the proficient range in reading and 17.43% of the special education students scored within the proficient range in reading. In the mathematics assessment, 35.5% of the general education population scored within the proficient range and 17.0% of special education students reached proficiency. It is important to note that it is difficult to compare data due to the fact that the BIE has schools in 23 different states, all of which have differing average levels of performance and SPP targets. Under Title 1 of the ESEA, the BIE must follow the Adequate Yearly Progress definition of the state in which a school is located. The BIE may want to consider adapting a consistent assessment that aligns with the common core in order to ensure that all students being measured with a consistent standardized assessment, and that they are also receiving information based on a clear understanding of what students are expected to learn.

### **Board IDEA Duty**

34 CFR: 300.714(2) – Advise and assist the Secretary of the Interior in providing special education services and programs in BIE schools.



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### SPP/APR Indicators

(3) State Wide Assessment: Participation and Performance

### Priority Goal

By school year 2014-2015, students with IEPs will increase proficiencies in reading, math, and science. This will be accomplished by school staff, as well as adults in the home and community, using research-based best practices.

### Activities to Reach Goal

Activity	Timeline	Responsibility
1. Identify best practices for the school, and adults in the home and community. Communicate to all work group members and DPA.	Summer 2013 through Fall 2013	Work group members
2. Narrow the findings of the best practices. Create a communication plan to deliver the findings to the appropriate departments within the BIE.	Winter 2013 through Spring 2014	Work group and chair
3. Collect feedback and review data of the best practices for possible implementation.	School year 2014-2015	Work group and chair

### Evaluation

1. Collections of the recorded emails detailing best practices.
2. Survey sent to the schools in order to better understand barriers that schools and families may be facing regarding proficiency levels.
3. Communication plan that outlines best practices to be utilized in the school needs to be created which will incorporate how to effectively disperse the needed information to schools.

### Board Recommendations

The Advisory Board frequently addresses priorities that relate to student achievement that can be measured through standardized assessment, graduation rate, parent involvement, research-based instruction, transition planning, and a variety of other topics. However, BIE schools continue to experience proficiency rates well below the identified indicator goals. Current and past peer-reviewed research indicates many possible best practices that may relate to student outcomes on standardized assessments. However, it is difficult to delineate the information into a communication plan that directly addresses specific barriers school may be facing. Research needs to be conducted through the use of a survey and possibly other means to help highlight targeted areas. Without this information, there is no way of knowing whether a communication plan will be effective and will include information that is relevant to schools.



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### **Priority 3: Secondary Transition**

#### **Subcommittee Members**

- Juan Portley, Chair
- Marilyn Johnson
- Luvette Russell
- Paula Seanez

#### **Justification and Data**

Research clearly indicates the development of high quality, individualized transition plans better prepare students for successful entry and completion of their postsecondary pursuits. The Part B State Performance Plan Indicator 13 states: “Percent of youth 16+ with an IEP with measurable, annual IEP goals and transition services.” The Indicator 13 score of 77% for the BIE falls far below the federal standard of 100%, and it remains one of the few consistent indicators missed by the BIE. Equally important is that only 40% of students who exit high school are engaged in some form of college training, vocational training, or employment one year out of high school.

With new training scheduled for the Transition Institute, BIE high schools will have more detailed knowledge and tools to assist students with higher quality transition plans (Activity #1). Several sessions within the Institute will cover the program development focused on strategies to assist students’ work readiness and while complying with the Common Core requirements of Career Readiness standards (Activity #3).

Schools will have hands-on training with the web-based transition tool from the Postsecondary Outcomes Center as well as the upgraded review tool from the National Secondary Transition Technical Assistance Center used for the review process (Activity #1).

Finally, collaboration with outside agencies is critical for parents and students to navigate postsecondary pursuits successfully. Thus, connecting with other DPA personnel outside of special education and EPICS to collaborate on parent and educator trainings already occurring in our schools will ultimately support the school-based efforts to improve student outcomes (Activity #2).

#### **Board IDEA Duty**

34 CFR: 300.714(2) – Advise and assist the Secretary of the Interior in providing special education services and programs in BIE schools.

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

- (13) Post School Transition Goals in IEP
- (14) Participation in Postsecondary Settings One Year After Graduation



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### Priority Goal

To improve secondary transition processes that result in students who are better prepared for productive postsecondary outcomes. An auxiliary product should result in improved Indicator 13 scores as well as increased student engagement in postsecondary pursuits one year out of high school (Indicator 14).

### Activities to Reach Goal

Activity	Timeline	Responsibility
1. Training <ul style="list-style-type: none"> <li>a. Train/implement National Post-School Outcomes Center (NPSO) tool</li> <li>b. Train/implement Transition planning tool</li> <li>c. Train/implement Form B review tool</li> </ul>	Training for school staff provided in SY 2013-2014  Review Indicator 13 for 2014 scores	DPA staff and federal entities, such as National Secondary Transition Technical Assistance Center (NSTTAC), National Dropout Prevention Center for Students with Disabilities (NDPC-SD), and NPSO
2. Collaboration <ul style="list-style-type: none"> <li>a. Develop parent training</li> <li>b. Collaborate with Valerie T. with the Parent Engagement Tool</li> <li>c. Explore collaboration (newsletter or training) with EPICS (Education for Parents of Indian Children with Special Needs)</li> </ul>	Communicate with Parent Engagement Tool by November 2013  EPICS contact by December 2013  Evaluate number of sites trained Spring 2014	DPA staff  EPICS contacts (Dr. Portley and Dr. Johnson)
3. Courses <ul style="list-style-type: none"> <li>a. Encourage and guide schools to develop an underclassman pre-vocational course</li> <li>b. Teach Common Core CR standards</li> <li>c. Pre-vocational skills training</li> <li>d. Transition Assessments</li> <li>e. Student-centered transition planning practices</li> </ul>	Rollout November 2013  Evaluate Spring 2014	DPA staff



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### **Evaluation**

1. Training
  - a. Evaluation of site plans after transition institute.
  - b. Evaluate progress in spring 2014.
  - c. Indicator 13 scores and corrections.
2. Collaboration
  - a. Number of parent trainings conducted at each site.
  - b. Number of parents reached overall at local site trainings.
3. Courses
  - a. Evidence of course map and number of schools that developed and delivered course to underclassman.

### **Anticipated Membership Vacancies for 2013-2014**

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The membership appointments are staggered so that one half of the membership expires after 2 years and the terms of the remaining members expire after 3 years. Of the current 15 Advisory Board members, six members' terms will expire in late 2013. Members leaving the board in 2013 represent the following categories of stakeholders:

- BIA Employees
- Indian Persons with Disabilities
- Indian Parents/Guardians of Children with Disabilities (3)
- Local Education Officials
- Service Providers (2)
- State Interagency Councils
- Teachers of Children with Disabilities

New board members will be needed to fill these seats.

### **Dissemination of the Report**

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As required in IDEA, the Advisory Board's enabling legislation, this annual report shall be submitted to the Secretary of the Interior and to Congress, through the director of the Bureau of Indian Education. The report will be made available to the Assistant Secretary – Indian Affairs and disseminated to all schools within the BIE system. Finally, the report will also be posted and available for download at the BIE website at <http://www.bie.edu>.



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## *Advisory Board for Exceptional Children*

### Appendix 1. Advisory Board Members

Member	Representative Category	Term	End Date
Dr. Jonathan Stout, Chair Lemont, PA jstout1@lhup.edu Woodman340@gmail.com	Teacher of Children with Disabilities and Service Provider	3 years	11/2014
Dr. Juan Portley, Vice Chair Santa Fe, NM j.portley@hotmail.com	Service Providers	3 years	11/4/2013
Dr. Rosemarie Smith Dugi Secretary Billings, MT rdugi@msubillings.edu	Indian Persons with Disabilities and Indian Parents/Guardians of Children with Disabilities	2 years	11/2013
Delores Childs-Fullen Chandler, AZ dgjfullen@aol.com	Indian Parents/Guardians of Children with Disabilities	3 years	11/4/2013
Maureen Diaz Henderson, NV mdiaz@interact.ccsd.net mdiaz@cox.net	Indian persons with Disabilities and Indian Parents/Guardians of Children with Disabilities, Teachers and Local Education Officials	2 years	1/2015
Dr. Susan Faircloth Holly Springs, NC susanfaircloth@gmail.com	Service Provider	3 years	1/2016
Ethleen Iron Cloud-Two Dogs Porcupine, SD eictd@gwtc.net	Indian persons with Disabilities and Indian Parents/Guardians of Children with Disabilities	2 years	1/2015
Dr. Marilyn Johnson Pueblo of Acoma, NM Marilyn.johnson@bie.edu	Indian Parents/Guardians of Children with Disabilities	3 years	11/2014
Dr. Billie Jo Kipp Browning, MT drkipp@bfcc.org	Service Providers	3 years	11/2014
Jessica Lucero-Wilson Pocatello, ID jlucero@sbtribes.com	Indian Parents/Guardians of Children with Disabilities and Tribal Representative	2 years	1/2015
Luvette Ann Russell Tucson, AZ LAR51046@aol.com	Indian Parents/Guardians of Children with Disabilities	2 years	11/2013
Paula Sorrell Seanez Window Rock, AZ paulaseanez@nndode.orgula	State Interagency Councils and Service Providers	2 years	11/2013



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Norman Shawanokasic Keshena, WI nshawanokasic@menominee.edu	Tribal Representative	3 years	1/2016
Beth Ann Tepper Burnsville, MN Btepper723@hotmail.com	Local Education Officials, BIA Employees, and Teachers of Children with Disabilities	2 years	11/2013
Dr. Kenneth Wong Providence, RI Kenneth_Wong@Brown.edu	Service Providers and State Education Officials	2 years	1/2015