



Bureau of Indian Education Advisory Board for Exceptional Children, Advisory Board meeting April 28-29, 2021

Advisory Board Minutes

Name of Committee: Bureau of Indian Education Advisory Board for Exceptional Students

Meeting Location: Due to the COVID-19 pandemic and for the safety of all individuals the entire Advisory Board meeting was conducted online.

Meeting Presentation: The entire meeting was conducted online using Zoom.Gov platform and teleconference.

Advisory Board Chair: Norman Shawanokasic, Chairperson

FACA Regulations: As an advisory board to a federal agency, the Board falls under the requirements of the Federal Advisory Committee Act (FACA; 5 U.S.C., Appendix 2). FACA aims to ensure that the advice of federal advisory committees is objective and available to the public, and the committee complies with cost control and recordkeeping requirements. The Advisory Board must comply with FACA regulations by:

- Making Advisory Board meetings open to the public,
- Publishing advance notice of upcoming meetings in the *Federal Register*,
- Recognizing a Designated Federal Officer (DFO) assigned by the BIE to support the Advisory Board.
- Ensuring that members avoid conflicts of interest, and limiting membership terms.

Day 1 - Wednesday, April 28, 2021

Start Time: 8:20 a.m. Mountain Standard Time (MDT)

Welcome, Call to Order, Board Roll Call – completed by the Designated Federal Officer (DFO)

1. Present - Norman Shawanokasic, Chairperson
2. Present - Brenda Anderson, Secretary
3. Present - Dr. Robin Blitz, M.D., Board Member
4. Present - Cynthia Frank, Board Member
5. Present - Dr. Perry Graves, Ed.D., Board Member
6. Absent - Marsha LaFollette, Board Member
7. Present - Dr. Harvey Rude, Ed.D., Board Member
8. Present - Teryl Running Horse, Board Member
9. Present - Katinee Chavez, Board Member
10. Absent - John Struck, Board Member
11. Present - Teresa McMakin, Board Member



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- Gallery: Jennifer Davis, DFO was present. The participants who attended the April 28, 2021 online advisory board meeting, their names are in the appendix section.
- The DFO provided a brief overview about the meeting purpose and objectives; the board authorizations; information about the public commenting sessions; and meeting reminders.
 - The BIE Advisory Board meeting is being recorded and all contents of the board meeting is considered a public record. All papers, records and information obtained from this meeting will be made available for public inspection, following the Freedom of Information Act (FOIA). All meeting Minutes are posted on the BIE website at www.bie.edu
 - Purpose of the Advisory Board Meeting, Target Audience, Meeting Objectives and Reviewed meeting agenda;
 - Mentioned the Authority for the Advisory Board: The Advisory Board is authorized and established by Public Law 108-446, The Individuals with Disabilities Education Improvement Act of 2004 (IDEA).
 - The Advisory Board is regulated by: The Advisory Board is regulated by The Federal Advisory Committee Act (FACA), as amended, 5 U.S.C. Appendix 2.
 - The BIE Advisory Board meeting is being recorded and all contents of the board meeting is considered a public record. All papers, records and information obtained from this meeting will be made available for public inspection, following the Freedom of Information Act (FOIA). All meeting Minutes are posted on the BIE website at www.bie.edu
 - The April 28-29, 2021 meeting will use the Mountain Daylight Time Zone (MDT).
 - Reviewed the schedule for the Public Comment sessions and the guidelines.
 - Summarized of the Advisory Board Agenda for April 28-29, 2021

Old Business, New Business - There was not enough time to review the old and new business. The Board will return to these topics in the afternoon when time permits. The presenters started their presentations as scheduled.

Presenters: Three BIE Tribal Education Department (TED) grantees were invited to provide a presentation to the Board. The TED grantees are, The Mississippi Band of Choctaw Indians, the Hopi Tribe and the Navajo Nation. The grantees were asked to respond to the following questions:

1. How has the implementation of your TED grant project benefitted the overall system of education for students and families on your reservation (e.g., changes to tribal education Code, expanded authority, enhanced support of federally supported programs and services, etc.), and more specifically the provision of special education services?
2. What are the most significant challenges that you encountered in the implementation of your project, and how did you address these challenges?



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3. What do you see as the role and responsibility of the BIE in supporting the effectiveness and positive outcomes of your TED grant priorities?
4. What recommendations can you provide to assist other tribes who are committed to exercising greater authority and autonomy for the education of Indian children on Indian lands?

8:30 - 9:30 a.m. MDT. Presenter 1 - The Mississippi Band of Choctaw Indians (MBCI) TED Grantee. Presenters: Tribal Chief Cyrus Ben and Sherry S. Tubby, Assistant Director of Schools

- A copy of the MBCI slide presentation is located in the Appendix section.
- An overview about tribe's past history as well as general information was provided such as: MBCI is the only federally-recognized Tribe in State of Mississippi, is an sovereign nation with more than 11,100 Tribal members, MBCI has eight tribal schools (six elementary schools, one middle school and one boarding high school) serving over 2,200 students, there are eight tribal communities, land areas, past storytelling, historical impacts of the Indian Removal Act, and the current Tribal Chief is Cyrus Ben.
- A review about the history of the tribe's TED grant that started in 2015 and the goals of the TED:
 1. Increase tribally enrolled students graduating from high school
 2. Substantially increase the number of Tribally-enrolled students who are ready to enter undergraduate institutions of higher learning
 3. Workforce Development to provide elevated career paths in Choctaw Communities
 4. Enhance and Sustain Choctaw cultural and language fluency
- Challenges were reviewed.
 - Aging facilities and Infrastructure
 - Connectivity in rural communities
 - Need for increase ISEP funding
 - Increase guidelines around COVID
- Positive Outcomes were reviewed.
 - MBCI has developed a partnership with the National Center on Education (NCEE) and the Economy to work on system design for our Education Programs and work on a Kellogg grant- which is Global and Competitive Grant.
 - The TED grant has increased communication and discussions between tribal programs.
 - TED Grant has helped MBCI build capacity.



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9:30 - 10:30 a.m. MDT. Presenter 2 - The Hopi Tribe TED Grantee. Presenter: Dr. Noreen E. Sakiestewa, Ed.D. Director

- A copy of the Hopi Tribe slide presentation is located in the Appendix section.
- The Hopi TED grant is helping with transitioning to a unified Hopi school system.
- A brief history about the Hopi Tribe's TED grant was provided.
 - Hopi Tribe began our TED Grant in 2016.
 - First, a Feasibility Study was conducted to look at options to improve education at Hopi's seven Tribally Controlled Schools (TCS). In May 2018, the Feasibility Study was completed. From May 2018 to July 2019, in-depth consultations were provided to all village communities and schools about the Feasibility Study results and options.
 - On Aug. 7, 2019, the Hopi Tribal Council adopted a Hopi Education Code creating a Hopi School System, which unifies all 7 Hopi TCS under the leadership of a single Hopi Board of Education.
 - The tribe is now in their transition phase to unify the Hopi school system and is scheduled to be completed in July 2023.
- A response for question 1 was provided. The tribe has accomplished many TED goals where students and families have already benefitted from these accomplishments, for example:
 - The Feasibility Study was completed and provides details about the needs and options for improving Hopi education and the schools covering all relevant subject areas, including Special Needs Education and Gifted and Talented Services.
 - The survey received over 600 responses from Community Members, Parents/Guardians, Administration/Teachers, and High School Students.
 - The Hopi Tribal Council exercised its sovereignty over Hopi education, and enacted the Hopi Education Code.
 - The Code unifies 7 Hopi schools under the leadership of the Hopi Board of Education; and brings improved educational services and opportunities, consistency, and accountability in our schools.
 - Special Needs Education is also specifically included in the Hopi Education Code, which calls for the creation of "a comprehensive program for special needs education" across all Hopi schools.
- A response for question 2 was provided. A review of the challenges were provided.
 - A challenge was reaching out to the communities and getting input from community members because the villages are remote.
 - Another challenge was some opposition that developed amongst school principals.
 - COVID-19 has impacted and slowed the implementation.



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- A response for question 3 was provided. A review of how the BIE can support the effectiveness and positive outcomes of the TED grant priorities. For example,
 - The BIE has met regularly (by phone and in person) with the tribe, although the pandemic did slow this communication.
 - BIE continues to provide technical advice and support at all phases of the implementation of the project and the new Hopi Education Code.
- A response for question 4 was provided. Recommendations were provide to assist other tribes with their TED grants for the education of Indian children on Indian land. For example,
 - Tribal officials should consult with their schools, parents, community members, and stakeholders on their education needs, goals, and priorities.
 - Encourage tribes to exercise sovereignty over their education systems, incorporate community input, and move forward to make informed decisions that will improve education for their children.

10:30 a.m. - Break (15 minutes)

10:45 - 11:45 a.m. MDT. Presenter 3 - The Navajo Nation TED Grantee. Presenter: Mr. Darrick Franklin, Education Program Manager, Department of Diné Education (DODE) and Dr. Wendy Greyeyes, Ph.D., Assistant Professor, University of New Mexico.

- The presenter did not provide a slide presentation. A verbal presentation was provided by reviewing the Navajo Nation Department of Education's website was provided <https://www.dineeducation.org/>

11:45 a.m. - 12:00 p.m. Public Commenting Session - (15 minutes)

12:00 - 1:00 p.m. (1 hour)

1:00 - 1:15 p.m. Public Commenting Session - (15 minutes)

- The public commenting session was provided for 15 minutes and three individuals provided comments.
- Hertha Woody, ESS Teacher, Leupp Schools, Inc. - is there a plan for trauma informed curriculum for BIE schools? If so, does it include social and emotional support? Do any BIE funded schools have any input for this area? Response provided by Dr. Thompson, DPA Acting Supervisory Education Specialist - Dr. Thompson will forward this request to a department that has possible resources and will return a response to Ms. Woody.
- Carrie Watahomigie, Education Program Specialist, ADD Navajo - I am requesting support from the advisory board to address the signature issues during the pandemic. For special education and items that require signatures due to limited face to face actions, signatures are necessary. I am requesting we take a look at a signature tool for all the BIE schools to purchase or consider. We don't have signatures for school board



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meetings, parent signatures on school documents, etc. I am concerned and want to avoid legal issues regarding no signatures on documents that do require signatures.

- Arlene Davis, Special Education Coordinator, Turtle Mountain Elementary School - In our community there has been positive events that have occurred despite negatives during the pandemic. Items such as collaboration between the states, schools and parents. Technology has increased and hotspots are in place for remote areas due to the extra funding the schools received. Our parents use Google Meets to participate in the meetings and our parent participation has increased using technology during the pandemic. Our school still needs a lot work, but the communication and collaboration has increase and helped us do a very good job for our students and parents. For parent training we use Google meets. For our schools we are open with 50% capacity and a lot of our students come to the school despite the pandemic. We are changing our school system for the better to meet the needs of all students in our schools.

1:15 - 2:30 p.m. BIE Office of Sovereignty in Indian Education. Mr. Spike Bighorn, Program Manager.

The presenter was asked to respond to the following questions:

1. How has the implementation of the TED grant project benefitted the overall system of education for students and families on reservations who received the TED grants (e.g., changes to tribal education Code, expanded authority, enhanced support of federally supported programs and services, etc.), and more specifically the provision of special education services?
 - a. Response - The TED funding has provided the grantees opportunities to obtain services of contractors when needed to enhance their TED activities and they have also used the funding for board training.
2. What are the most significant challenges encountered in the implementation of the TED grants for students with disabilities and how will these challenges be addressed?
 - a. Response - I have not explored this area and will make this a priority for the next presentation.
3. What do you see as the role and responsibility of the BIE in supporting the effectiveness and positive outcomes of your TED grant priorities?
 - a. Response - The priority is to get the funding to the TED grantees as quickly as possible and to be available regarding training for the TED grantees. Most of the time the TED grantees do not ask for training. It appears that most of the TED grantees a self-sustaining and autonomous. The BIE is there to provide support the TED's and self-governance and to remove obstacles that may occur. The BIE wants to listen to the TED grant needs.
4. What recommendations can you provide to assist tribes who are committed to exercising greater authority and autonomy for the education of Indian children on Indian lands and addressing the provision of special education services?



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- a. Response - If the TED grant has a plan in place, it is the BIE's responsibility to provide funding and technical assistance to the tribe as quickly as possible.

Time was provided for questions from the Board to the presenter.

- Harvey Rude, Board member - How can the BIE be more focused on capacity building and sustainability of the effort of the various TED grantees beyond their funding cycles? The goal is to provide assistance and direction to the TED grantees. For sustainability for a tribe, this is a huge question. When the funding is provided to the tribe, when funding is gone, then some services will end.
- A participant asked a question about the Johnson O'Malley Program.

2:30 p.m. - Break (15 minutes)

2:45 - 4:00 p.m. MDT

- Board worktime - the Board reflected on today's presentations by discussing the points about the four presenters.
- Old Business - the DFO stated the April 2021 minutes were still being worked on and will be ready for the July 2021 meeting.
- New Business - there was new business mentioned.
- The remainder of the time the board worked on the agenda items for next meeting for July 2021.

4:00 p.m. - Recess for the day

Day 2 - Thursday, April 29, 2021

Start Time: 8:00 a.m. Mountain Standard Time (MDT)

Welcome, Call to Order, Board Roll Call – completed by the DFO

1. Present - Norman Shawanokasic, Chairperson
2. Present - Brenda Anderson, Secretary
3. Present - Dr. Robin Blitz, M.D., Board Member
4. Present - Cynthia Frank, Board Member
5. Present - Dr. Perry Graves, Ed.D., Board Member
6. Absent - Marsha LaFollette, Board Member
7. Present - Dr. Harvey Rude, Ed.D., Board Member
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11. Present - Teresa McMakin, Board Member



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- Gallery: The participants who attended the April 29, 2021 online advisory board meeting, their names are appendix section.
- The DFO provided a brief overview about the meeting purpose and objectives; the board authorizations; information about the public commenting sessions; and meeting reminders.

8:15 a.m. MDT, BIE Central Office Update. Presenter: Tony Dearman, BIE Director

- The presenter was asked to respond to the following questions:
 1. The Board would like to better understand how schools will be reopening in SY21-22.
 - a. Will schools return to face-to-face, or will some schools continue to operate remotely?
 - b. Will schools have the option to provide hybrid classes (remote and/or face to face) for students choosing not to return to the face to face? Would these hybrid classes be synchronous so all students would receive the same information at the same time?
 - c. Will students have one to one technology and curriculum to match in the event that schools are required to move from face to face to distance learning because of a surge in cases?
 2. Provide an overview of the BIE Strategic Direction document (2015 - 2023) and its relationship or linkage to the DPA, ERC's and special education initiatives.
 3. Provide input related to higher education (SIPI, Haskell, and tribal colleges) - How many of these schools offer training & degrees in special education and/or related services? How are these schools partnering with BIE funded schools in on-going professional development, recruitment of potential students in special education, and support of transition services for students with disabilities?

1a. BIE Director Response - The BIE has supported tribal leadership and has followed local health agencies to determine how we operate and return back to school safely. During the pandemic the BIE has worked closely with the tribes and health organizations. As tribe release some of their restrictions we are ready to return back to school. The schools have submitted three re-opening school plans. The federal government has placed a 25% limit on the capacity of people in buildings and the BIE has submitted a waiver for all BIE funded schools to go beyond the 25% capacity limit. We have to be ready to go, including summer school, to bring in more students. The BIE continues to support local conditions.

1b. BIE Director Response -The Office of Management and Budget (OMB) has directed the BIE to follow the U.S. Department of Education (DOE) Reopening Guidance document and the CDC guidance. On May 10-11, 2021 the BIE will be conducting consultation with tribe for items not within the DOE and CDC guidance, specifically for residential boarding schools. We need to conduct appropriate screenings for our students. Our education staff are not medical staff so we are coordinating with Indian Health Services to assist the BIE with our reopening plans for residential programs.



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1b. BIE Director Response - The BIE has a reopening plans at various locations that is always fluid. Our schools would be able to provide remote education. All of our schools have the Learning Management System (LMS) through remote learning. Some of our schools use packets depending on the local conditions. At the same time, the BIE has instructional hours to document and have had difficulties to conduct and especially track the instructional hours. We are working to ensure all of our schools can track and document the instructional hours.

1c. BIE Director Response - This has been the goal since the pandemic, to ensure every student has IT equipment and everything in their laptop is loaded with all the software that is needed for their academic needs. One problem that has come up is that some of our reservations do not have access to broadband to be able to conduct distance learning. The BIE is working with the federal government to ensure that our students in remote locations do have access to technology.

2. BIE Director Response - This year we started with a monitoring team and we have completed monitoring led by the Chief Performance Office. It's just not a monitoring, we are identifying various offices to assist the schools to help with their findings and provide technical assistance. In the past there has been a lot of turnover in the field leading to inconsistency. During the pandemic our staff has been stable and this is leading to consistency and helping with the monitoring.

3. BIE Director Response - We need to build our partnerships with the tribal colleges and universities. Now that the pandemic is declining the BIE will look into this topic and to follow up with this. One of the items that is being worked on is the professional development throughout or system. We are working to revamp our training system. We don't have a central location and we are structuring our system so that all of BIE knows where to go for training.

The following are comments and questions asked by the board members to the BIE Director:

Norman Shawanokasic, Board member

- What are you seeing about reopening of schools? BIE Director Response - We stand ready to open up in the instructional mode the tribal leaders would like to open up their schools on their reservations and to protect their local citizens.

Brenda Anderson, Board member

- When the schools do open are the school counselors trained to deal with students who are grieving? BIE Director Response - Supporting our students and our staff we want to make sure they have access to the items they need. In terms of assessment we don't



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think it is fair to test our student coming right out of the pandemic with a lot of losses they have endured. It's important to know we have academic counselors and a lot of our schools do not have behavior health counselors. After May 2021 we will have over 500 staff members who have completed a behavior health training class. We need to also need to protect the student's PII information when they need to access a behavior health counselor. We are working with the schools to help them with the counseling aspect. We also provide our employees have access the Employee Assistance Program.

Dr. Robin Blitz, Board member

- Do the schools have a school nurses? And are they involved with training the BIE is having? BIE Director Response - BIE schools have a few school nurses so it is important for the BIE schools work closely with Indian Health Services or tribal medical sites near the schools location. Our education staff were not allowed to do temperature screenings but we have worked through this, so now our staff can do temperature screenings.
- Are their vacancies for school nurses or is there just no positions for school nurses? BIE Director Response - A lot of our schools do not have school nurses on their organization charts due to funding. Some of our school are looking into getting a school nurse using the extra COVID relief funds, but these funds are limited and are not continuous. In addition to school nurses our schools also need Resource officers.

Dr. Harvey Rude, Board member

- What is the progress filling vacancies and moving people from acting capacity roles to permanent employee roles? BIE Director Response - In 2018 we were at 42% filled positions, now in 2021 we are currently at 73% filled positions. Our SES positions (TCS, Navajo and DPA) we are ready to move on this and are ready to review the applicants. We are identify areas in the organizational structure that are weakness and working on changing this. We are implementing recruitment incentives.

Norman Shawanokasic, Board member

- Comment - In prior years the position vacancies were high and I see the improvement in filling positions.
- What type of strategic plans is the BIE looking into for improving technology? BIE Director Response - The BIE is working with Indian Affairs office. We are currently mapping the broadband on the various reservations. The BIE needs IT support and has out grown the IT support. The BIE's IT support comes from Indian Affairs. February 2021 there was an inventory of computers on the network. Since then the BIE has worked with school leaders to get LMS. The BIE is separate from the BIA system and we cannot connect into the BIA system. We are working with Indian Affairs to help resolve our IT issues. We have 23 positions within the BIE that deal with all of BIE's IT issues. We need



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to make sure we have the IT support for property, imaging or each equipment before use and technical difficulties.

- Has culture and tradition been made a critical component of our journey? Has this issue been brought up in the BIE? BIE Director Response - Some tribes have asked if they can use the COVID funds for language and culture. Yes, they can. We have heard from our tribes that we need to provide more language and culture teachers and their pay equivalent to regular academic teachers. In the testimony I (BIE Director) provided, it is very important for our tribal languages and cultures to continue.

Dr. Harvey Rude, Board member

- Do you anticipate any sovereignty initiatives or efforts to promote robust activities so Tribal Education Departments can support BIE funded schools? BIE Director Response - A lot of what the BIE does is based on the appropriations provided by Congress. BIE's power comes from tribal leaders requesting needs for their children. If we have ideas coming from the field we can share with the BIE. Any funding that is earmarked for the tribes it will go to them.
- What is the budget looking like? BIE Director Response -The funding looks real good for the future, in addition with the COVID relief funds.

Comment by BIE Director - The BIE has had 283 employee separations at the school levels. Out of that there were 83 teachers leaving and 43 of them retired. The positive things we can say is that we have filled vacancies and we have 31 vacancies. Currently, 22 positions are being advertised and 6 have been selected and going through the background process. The BIE HR and schools have done a good job. As many staff as we have lost we are quickly filling the vacancies.

Cynthia Frank, Board member

- How are we preparing for a possible resurgence of COVID? Are we ready if the situation does not improve?
 - BIE Director - with all the equipment and the data call we have complete, 92% of our students are receiving distance education. The majority of our school that did not have technology reverted to packets sent to students. We will be ready and have things in place to provide for our students. Our funding is protected for our schools.
- I'm concerned about the vaccines that may be provided to children. I am also concerned if the vaccines become mandatory. I am concerned about the side effects and how it will affect them in the long run.



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9:30 a.m. BIE Chief Academic Office Update. Presenter: Dr. Tamarah Pfeiffer, Supervisory Chief Academic Officer

- The presenter was asked to respond to the following questions:
 1. Provide an update and status of how the BIE's Standards, Assessments, and Accountability System (SAAS) Alternate Assessments is aligned with Alternative Academic Achievement Standards.
 2. What is the BIE's plan to rollout the SAAS at the school level?
1. Our first priority is to work with our school leaders to plan and prepare. Every community has the authority regarding the opening and closing of schools. The first thing we have learned while working with our local communities is the social-emotional support for our students and families. It is important to gauge where our students are at and not to go straight to testing. We want to find out what students can do what has happened to them before any testing is conducted. The BIE put out an RFP (A Request for Proposal (Federal Government RFP Process) is a tool used by the Federal Government to solicit proposals from interested bidders) and has put out the Multi-State Alternate Assessment (MSAA). A brief summary of the MSAA was provided.
2. We began summer 2020 with presentations to the tribes. Since beginning of fall semester 2021 we have provided 20 training sessions with 120 hours of important information about the MSAA. We have ensured schools have the technical assistance to meet the needs of the alternate assessments for the students. We are in the midst of our BIE alternate math and science assessment. We currently are working with 30 schools.

Dr. Robin Blitz, Board member

- Is there a standardized assessment tool that is being used for significant cognitive disabled students? The MSAA offers the accommodations for all students with disabilities. We only provide the MSAA to schools that have in-person capacity or hybrid. The student must be in the building to be assessed.
- For children with significant impairments is the assessment waived? No assessments have been waived for any states. The BIE is having tribal consultations about the BIE's flexibility of assessment waiver.
- How does a child who is non-verbal take the assessment? The BIE relies on the child's IEP team to make the determination if the child can or cannot take the assessment and any accommodations that are needed. We work closely with school leadership and the school IEP teams.

Dr. Harvey Rude, Board member

- Addressing the concept of learning loss and the various schools considering how to address this topic in the short term. Do you know of any systematic efforts of providing summer programming or voluntary or at the discretion of individual's school to address



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the concept of learning loss during the pandemic? I can speak with a few recommendations coming from the field. It depends on the school structure. Not to stop instruction, project around math or English learning, target graduates who may come up short on credits for credit recovery. We don't want schools to stop but recognize burn out. For SY 2021 possible Saturday academies may be provided, research based tutorial programs, targeting 4 to 6 weeks of intense formative assessment to look at where students are, begin instruction at their performance grade level such as where do we start and what gaps do children have to begin the instructional process. These are some recommendations provided.

When Dr. Tamarah Pfeiffer, Supervisory Chief Academic Officer completed her presentation the board continued to develop the July 28-29, 2021 meeting agenda.

10:30 a.m. - Break (15 minutes)

10:45 a.m. - 11:00 p.m. Public Commenting Session - (15 minutes)

- Crystal Becenti, Student Behavior Health Program Specialist, Navajo ADD office - I am a new employee and work with behavior program that Teresia Paul leads. I believe the BIE is addressing the social-emotional needs of students within the BIE system because my job and many other positions in different areas would not have been possible and our positions do exist. I am the only person who serves the Navajo region for the BIE funded schools.
- Hertha Woody, ESS Teacher, Leupp Schools - We have a trauma informed curriculum for our school and we have been meeting with parents, staff and students on a monthly basis since 2020. We've been taking step on how to build capacity on our project. We share what we are going through with the families. We have two psychologist and clinical counselors. Our work is challenging and it's good to hear the BIE has positions to help with the emotional and social trauma. We need more certified staff who know about trauma, social-emotional trauma to help our community, staff and parents. It would be great to talk with the BIE to receive assistance.
- Tammy Culver - I am new to BIE and I started with Bug-O-Nay-Ge-Shig School. I have been working with the area of trauma. I am trying to bring in mindfulness practice such as body scans and yoga to help the students to regulate their emotional states. I don't know if BIE would offer professional development in this area.

11:00 - 11:30 a.m. Board worktime

- The Board members reflected on the morning session.
- The board continued to develop the July 28-29, 2021 meeting agenda.

11:30 p.m. - 12:30 p.m. (1 hour)

12:30 - 12:45 p.m. Public Commenting Session - (15 minutes) - No comments from the public.



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12:45 - 2:00 p.m. Division of Performance and Accountability (DPA)/Special Education Program. Presenter: Dr. Eugene Thompson, Acting Supervisory Education Specialist.

- The presenter was asked to respond to the following questions:
 1. What is the return to learn plan for SY21.22?
 2. How will compensatory hours be determined?
 3. When/how will schools be providing compensatory services?
 4. What is the biggest initiative that schools need to focus on regarding transition for SY21.22?
 5. If school are moving to 1:1 technology and all electronic based curriculum what accommodations will be made for SWD who may have difficulties with this environment?
 6. Report on Indicator 14 data - Percent of youth who had IEPs who have been employed, enrolled in post-secondary school or both within one year of leaving high school.

- Slide presentation provided. A copy of the slides are located in the Appendix section. The following items were presented:
 - Provided a summary about the DPA organization chart as well as information about the DPA/IDEA Education Specialist and their assigned duty stations.
 - Reviewed the purposes of the Individual with Disability Education Act and the various laws for individuals with disabilities.
 - Reviewed the components of the BIE's General Supervision which states/BIE must ensure LEAs adhere to IDEA to improve outcomes for children with disabilities.
 - Discussed the Return to Learn Plan for SY 2021-22 and provided links to obtain additional information.
 - Discussed/provided in-depth information about Compensatory Education within the BIE.
 - Reviewed, "What is the Biggest Initiative that Schools Need to Focus on Regarding Reopening for SY 2021-2022?"
 - Reviewed, "If School are Moving to 1:1 Technology and all Electronic Based Curriculum What Accommodations will be Made for SWD who May Have Difficulties with This Environment?"
 - Provided detailed information about, "FFY 2019 SPP/APR Indicator 14 Data Percent of Youth who had IEPs who Have Been Employed, Enrolled in Secondary School or Both within One Year of Leaving High School."
 - Provided information about, "COVID Impacts on Post-school Outcomes—Reasons for Slippage."
 - Reviewed the BIE's State Systemic Improvement plan (SSIP)
 - Reviewed the details of the BIE's FFY 2020 IDEA Part B Grand Award
 - Provided a brief review about the, "Coordinated early intervening services (CEIS).

2:00 p.m. - Break (15 minutes)



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2:15 p.m. Board worktime. The Board worked on:

- The annual report priorities
- Developed the agenda for the July and September 2021 meetings. For both meetings they scheduled times slots on the agenda and provided information for the next presenters and formulated questions for the presenters. For the September 2021 meeting, the entire meeting will be dedicated to develop and finalize the annual report.

4:00 p.m. - Meeting adjourned



Bureau of Indian Education Advisory Board for Exceptional Children, Advisory Board meeting April 28-29, 2021

APPENDIX

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Bureau of Indian Education Advisory Board for Exceptional Children, Advisory Board meeting April 28-29, 2021

GALLERY: Individuals who attended the Wednesday, April 28, 2021 online meeting.

- Angelina Okuda-Jacobs
- Dr. Tamarah Pfeiffer, Chief Academic Officer, BIE Chief Academic Office
- Hertha Woody, ESS Coordinator/Teacher, Leupp Schools, Inc.
- Mary Ruth James-Goy/Education specialist/BIE-Navajo District
- Lena Begaye, ESS Lead Teacher
- Jordan Etcitty, Dine Bi Olta School Board Association
- Dr. Wynora Bekis
- Crystal Becenti, Student Behavioral Health Program Specialist, Navajo BIE District
- Margo DeLaune, Acting Associate Deputy Director/DPA
- Arlene Davis
- Kerry Radtke
- Dr. Eugene Thompson, Supervisory Education Program Specialist, DPA/Special Education Program
- Margo Delaune, Acting Associate Deputy Director, DPA Program

GALLERY: Participants who attended the Thursday, April 29, 2021 online board meeting.

- Dr. Eugene Thompson, Supv. Educ. Prog. Specialist, DPA/Special Education Program
- Margo Delaune, Acting Associate Deputy Director, DPA Program
- Due to technical issues with the Zoom.Gov platform, the names of all the individuals who attended the meeting was not fully captured. Only two names listed above were recorded for April 29, 2021.



Bureau of Indian Education Advisory Board for Exceptional Children 2021 Board Members

Member Name, Board Position & Location		Representing the Category of:	Term
1	Norman Shawanokasic , Chairperson Wisconsin	Representatives of Tribes or Tribal Organizations	07/09/2020 to 07/09/2023 3-Years
2	Brenda Anderson , Secretary Arizona	Representatives of Tribes or Tribal Organizations	04/01/2019 to 04/01/2022 3-Years
3	Dr. Robin Blitz, M.D. , Board Member Arizona	Service Providers to Children with Disabilities	07/09/2020 to 07/09/2023 3-Years
4	Cynthia Frank , Board Member New Mexico	Indian Parents or Guardians of Children with Disabilities	07/09/2020 to 07/09/2023 3-Years
5	Dr. Perry Graves, Ed.D. , Board Member Kansas	Teachers of Children with Disabilities	01/14/2021 to 01/14/2024 3-Years
6	Marsha LaFollette , Board Member Mississippi	Service Providers to Children with Disabilities	01/14/2021 to 01/14/2024 3-Years
7	Teresa McMakin , Board Member Montana	Local Education Officials	04/01/2019 to 04/01/2022 3-Years
8	Dr. Harvey Rude, Ed.D. , Board Member Colorado	Service Providers to Children with Disabilities	07/09/2020 to 07/09/2023 3-Years
9	Teryl Running Horse , Board Member South Dakota	Indian Persons with Disabilities	01/14/2021 to 01/14/2024 3-Years
10	Katinee Shawanokasic , Board Member Wisconsin	Indian Persons with Disabilities	04/01/2019 to 04/01/2022 3-Years
11	John Struck , Board Member Mississippi	Teachers of Children with Disabilities	07/09/2020 to 07/09/2023 3-Years
4 vacant board positions - The Call for Nominations closed 10/31/2020. The applicants who submitted the required documents before the closing date are currently being vetted.			

Roster updated 6/17/2021

(OMB) for the information collection described below. In accordance with the Paperwork Reduction Act, HUD is requesting comment from all interested parties on the proposed collection of information. The purpose of this notice is to allow for 30 days of public comment.

DATES: *Comments Due Date:* May 10, 2021.

ADDRESSES: Interested persons are invited to submit comments regarding this proposal. Written comments and recommendations for the proposed information collection should be sent within 30 days of publication of this notice to *OIRA_submission@omb.eop.gov* or *www.reginfo.gov/public/do/PRAMain*. Find this particular information collection by selecting "Currently under 30-day Review—Open for Public Comments" or by using the search function.

FOR FURTHER INFORMATION CONTACT: Anna P. Guido, Reports Management Officer, QMAC, Department of Housing

and Urban Development, 451 7th Street SW, Washington, DC 20410; email her at *Anna.P.Guido@hud.gov* or telephone 202-402-5535. This is not a toll-free number. Person with hearing or speech impairments may access this number through TTY by calling the toll-free Federal Relay Service at (800) 877-8339. Copies of available documents submitted to OMB may be obtained from Ms. Guido.

SUPPLEMENTARY INFORMATION: This notice informs the public that HUD is seeking approval from OMB for the information collection described in Section A.

The **Federal Register** notice that solicited public comment on the information collection for a period of 60 days was published on December 11, 2020, at 85 FR 80134.

A. Overview of Information Collection

Title of Information Collection: State Community Development Block Grant (CDBG) Program.

OMB Approval Number: 2506-0085.

Type of Request: Reinstatement with change.

Form Number: HUD-40108.

Description of the need for the information and proposed use: The Housing and Community Development Act of 1974, as amended (HCDA), requires grant recipients that receive CDBG funding to retain records necessary to document compliance with statutory and regulatory requirements on an on-going basis. The statute also requires [Section 104(e)(2)] that HUD conduct an annual review to determine whether states have distributed funds to units of general local government in a timely manner. Additionally, Section 916 of the Cranston-Gonzalez National Affordable Housing Act of 1990, prescribes a consultation with representatives of the interests of the residents of the colonias.

Information collection	Number of respondents	Frequency of response	Responses per annum	Burden hours per response	Annual burden hours	Hourly cost per response	Annual cost
• Record-keeping: State	50	1	50	126.00	6,300	\$41.78	\$263,214.00
Local Government 24 CFR 570.490	3,500	1	3,500	26.13	91,455	41.78	3,820,989.90
• Timely Distribution, HUD Form 40108	50	1	50	2.60	130	41.78	5,431.40
• Colonias Consultation Sec. 916 of NAHA	54	1	54	4.00	216	41.78	9,024.48
Total					98,101		4,098,659.78

B. Solicitation of Public Comment

This notice is soliciting comments from members of the public and affected parties concerning the collection of information described in Section A on the following:

- (1) Whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information will have practical utility;
- (2) If the information will be processed and used in a timely manner;
- (3) The accuracy of the agency's estimate of the burden of the proposed collection of information;
- (4) Ways to enhance the quality, utility, and clarity of the information to be collected; and
- (5) Ways to minimize the burden of the collection of information on those who are to respond; including through the use of appropriate automated collection techniques or other forms of information technology, e.g., permitting electronic submission of responses.

HUD encourages interested parties to submit comment in response to these questions.

C. Authority

Section 3507 of the Paperwork Reduction Act of 1995, 44 U.S.C. Chapter 35.

Anna P. Guido,
*Department Reports Management Officer,
Office of the Chief Information Officer.*
[FR Doc. 2021-07329 Filed 4-8-21; 8:45 am]
BILLING CODE 4210-67-P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

[212A2100DD/AAKC001030/
A0A501010.999900 253G]

Advisory Board of Exceptional Children

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice of meeting.

SUMMARY: The Bureau of Indian Education (BIE) is announcing that the Advisory Board for Exceptional Children (Advisory Board) will hold an online meeting. The purpose of the meeting is to meet the mandates of the

Individuals with Disabilities Education Act of 2004 (IDEA) for Indian children with disabilities. Due to the COVID-19 pandemic and for the safety of all individuals, it will be necessary to conduct an online meeting.

DATES: The BIE Advisory Board meeting will be held Wednesday, April 28, 2021 from 8 a.m. to 4 p.m. Mountain Daylight Time (MDT) and Thursday, April 29, 2021 from 8 a.m. to 4 p.m. Mountain Daylight Time (MDT).

ADDRESSES: All Advisory Board activities and meetings will be conducted online. See the **SUPPLEMENTARY INFORMATION** section of this notice for information on how to join the meeting. Public comments can be emailed to the DFO at *Jennifer.davis@bie.edu*; or faxed to (602) 265-0293, Attention: Jennifer Davis, DFO; or mailed or hand delivered to the Bureau of Indian Education, Attention: Jennifer Davis, DFO, 2600 N Central Ave., 12th Floor, Suite 250, Phoenix, AZ 85004.

FOR FURTHER INFORMATION CONTACT: Jennifer Davis, Designated Federal Officer, Bureau of Indian Education, 2600 N Central Avenue, 12th Floor,

Suite 250, Phoenix, AZ 85004,
Jennifer.davis@bie.edu, or (202) 860-
7845 or (602) 240-8597.

SUPPLEMENTARY INFORMATION: The Advisory Board was established under the Individuals with Disabilities Act of 2004 (20 U.S.C. 1400 *et seq.*) to advise the Secretary of the Interior, through the Assistant Secretary-Indian Affairs, on the needs of Indian children with disabilities. The meeting is open to the public.

The following items will be on the agenda, reports regarding special education from:

- BIE Central Office—explain how BIE funded schools will be reopening in SY21–22. Will schools return back face to face or will some schools continue to operate remotely?

- BIE/Division of Performance and Accountability (DPA)/Special Education Program. What is the return to learn plan for SY21.22? How will compensatory hours be determined? And when/how will schools be providing compensatory services?

- The BIE's Office of Sovereignty in Indian Education—How has the implementation of the Tribal Education Department (TED) grant project benefitted and transformed the overall system of education for students and families on reservations who received the TED grants with BIE funded schools within their reservations, and more specifically the provision of special education services?

- Three Tribal Education Department (TED) grantees—The Mississippi Band of Choctaw Indians TED, The Hopi Tribe TED and the Navajo Nation TED—will provide an overview of their TED grant project, how has the implementation of the TED grant project had benefitted and transformed the education for students and families on their reservation, and more specifically the provision of special education services.

- The Chief Academic Office—explain how the BIE's Standards, Assessments, and Accountability System (SAAS) Alternate Assessment is aligned with Alternative Academic Achievement Standards, and what is the BIE's plan to rollout the SAAS at the school level?

- Four Public Commenting Sessions will be provided during both meeting days.

- On Wednesday, April 28, 2021 two sessions (15 minutes each) will be provided, 11:45 a.m. to 12:00 p.m. MDT and 1:00 p.m. to 1:15 p.m. MDT. Public comments can be provided via webinar or telephone conference call. Please use the same online access codes as listed below for the April 28th meeting.

- On Thursday, April 29, 2021 two sessions (15 minutes each) will be provided, 10:45 a.m. to 11:00 a.m. MDT and 12:30 p.m. to 12:45 p.m. MDT. Public comments can be provided via webinar or telephone conference call. Please use the same online access codes as listed below for the April 29th meeting.

- Public comments can be emailed to the DFO at Jennifer.davis@bie.edu; or faxed to (602) 265-0293, Attention: Jennifer Davis, DFO; or mailed or hand delivered to the Bureau of Indian Education, Attention: Jennifer Davis, DFO, 2600 N Central Ave. 12th Floor, Suite 250, Phoenix, Arizona 85004.

To Access the Wednesday, April 28, 2021 Meeting

You can join the meeting on April 28, 2021 through any of the following means:

- *Join ZoomGov Meeting using:* <https://www.zoomgov.com/j/1615820038?pwd=ZUx4OUh0QTRBNiROeFVEUnowZFZlZz09>
- *One tap mobile:* Meeting ID: 161 582 0038 Passcode: 582787, +16692545252,, 1615820038#,,,,*582787# US (San Jose) or +16692161590,, 1615820038#,,,,*582787# US (San Jose)
- *Dial by your location:* Meeting ID: 161 582 0038 Passcode: 582787, +1 669 254 5252 US (San Jose), +1 646 828 7666 US (New York), +1 669 216 1590 US (San Jose), +1 551 285 1373 (U.S.)
- *Find your local number:* <https://www.zoomgov.com/u/algTdAoA>

To Access the Thursday, April 29, 2021 Meeting

You can join the meeting on April 29, 2021 through any of the following means:

- *Join ZoomGov Meeting using:* <https://www.zoomgov.com/j/1619098985?pwd=dnk5Mm1nZGxVcCtYOGJWkzhsRmp5dz09>
- *One tap mobile:* Meeting ID: 161 909 8985 Passcode: 829448, +16692545252,, 1619098985#,,,,*829448# US (San Jose) or +16468287666,, 1619098985#,,,,*829448# US (New York)
- *Dial by your location:* Meeting ID: 161 909 8985 Passcode: 829448, +1 669 254 5252 US (San Jose), +1 646 828 7666 US (New York), +1 669 216 1590 US (San Jose), +1 551 285 1373 (U.S.)
- *Find your local number:* <https://www.zoomgov.com/u/ab1dFrL5sA>

Authority: 5 U.S.C. Appendix 5; 20 U.S.C. 1400 *et seq.*

Bryan Newland,
Principal Deputy Assistant Secretary—Indian Affairs.

[FR Doc. 2021-07320 Filed 4-8-21; 8:45 am]

BILLING CODE 4337-15-P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

[212A2100DD/AAKC001030/
AOA501010.999900253G]

Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs; Correction

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice; correction.

SUMMARY: On January 29, 2021, the Bureau of Indian Affairs (BIA) published in the *Federal Register* the current list of 574 Tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs by virtue of their status as Indian Tribes. The document contained three names that the named Tribes have requested we update.

FOR FURTHER INFORMATION CONTACT: Laurel Iron Cloud, Bureau of Indian Affairs, Office of Indian Services, Division of Tribal Government Services, Mail Stop 4513-MIB, 1849 C Street NW, Washington, DC 20240. Telephone number: (202) 513-7641.

SUPPLEMENTARY INFORMATION:

Corrections

In the *Federal Register* of January 29, 2021, in FR Doc. 2021-01606, on page 7556, in the second column, correct the name of “Poarch Band of Creeks [previously known as the Poarch Band of Creek Indians of Alabama]” to read “Poarch Band of Creek Indians [previously known as the Poarch Band of Creeks, and as the Poarch Band of Creek Indians of Alabama]”.

On page 7555, in the third column, correct “Kewa Pueblo, New Mexico [previously listed as Pueblo of Santo Domingo]” to read “Santo Domingo Pueblo [previously listed as Kewa Pueblo, New Mexico, and as Pueblo of Santo Domingo]”.

On page 7554, in the third column, correct “Arapaho Tribe of the Wind River Reservation, Wyoming” to read “Northern Arapaho Tribe of the Wind River Reservation, Wyoming [previously



Online Meeting: Bureau of Indian Education Advisory Board for Exceptional Children April 28-29, 2021

Purpose of the Meeting: The Bureau of Indian Education (BIE) Advisory Board members will be provided information from various presenters regarding the BIE's Special Education Program and to fulfill the requirements of meeting at least a minimum of two meetings per year.

Supplementary Information: This meeting is being held under the provisions of the Federal Advisory Committee Act (FACA) of 1972 (5 U.S.C., Appendix, as amended), the Government in the Sunshine Act of 1976 (5 U.S.C. 552b, as amended), and Public Law 108-446 Individuals with Disabilities Education Improvement Act of 2004, Part B, Sec. 611(a)(6); Sec. 612(a)(21)(A).

Online Meeting & Time Zone: Due to the COVID-19 pandemic and for the safety of all individuals the BIE Advisory Board meeting will be conducted online. **The Mountain Daylight Time (MDT) zone will be used for this meeting.** Arizona (excluding the Navajo Nation) uses the PDT zone. The Navajo Nation uses the Mountain Daylight Time zone (MDT).

DAY 1 - Wednesday, April 28, 2021 8:00 AM - 4:00 PM (MDT)

Online ZOOM Meeting Access Information

Join ZoomGov Meeting: <https://www.zoomgov.com/j/1615820038?pwd=ZUx4OUh0QTRBNiROeFVEUnowZFZlZz09>

One tap mobile: Meeting ID: 161 582 0038 Passcode: 582787

+16692545252,,1615820038#,,,,*582787# US (San Jose)

+16692161590,,1615820038#,,,,*582787# US (San Jose)

Dial by your location: Meeting ID: 161 582 0038 Passcode: 582787

+1 669 254 5252 US (San Jose), +1 646 828 7666 US (New York)

+1 669 216 1590 US (San Jose), +1 551 285 1373 (U.S.)

Find your local number: <https://www.zoomgov.com/u/algTdAoA>

8:00 a.m. MDT	<p>BIE Advisory Board meeting</p> <ul style="list-style-type: none"> • Welcome, Call to Order & Roll Call - Norman Shawanokasic, Chairperson • Webinar Logistics, Meeting Purpose, Regulations, etc. (Jennifer Davis, DFO) • Old Business - Review meeting minutes of last meeting • New Business
8:30 a.m. 9:30 a.m.	<p>The Mississippi Band of Choctaw Indians/Tribal Education Department (TED) Grantee Presenter: Ms. Sherry S. Tubby, Assistant Director of Schools</p> <ol style="list-style-type: none"> 1. How has the implementation of your TED grant project benefitted the overall system of education for students and families on your reservation (e.g., changes to tribal education Code, expanded authority, enhanced support of federally supported programs and services, etc.), and more specifically the provision of special education services? 2. What are the most significant challenges that you encountered in the implementation of your project, and how did you address these challenges? 3. What do you see as the role and responsibility of the BIE in supporting the effectiveness and positive outcomes of your TED grant priorities? 4. What recommendations can you provide to assist other tribes who are committed to exercising greater authority and autonomy for the education of Indian children on Indian lands?



Online Meeting: Bureau of Indian Education Advisory Board for Exceptional Children April 28-29, 2021

9:30 a.m. 10:30 a.m.	<p>The Hopi Tribe/Tribal Education Department (TED) Grantee Presenter: Dr. Noreen E. Sakiestewa, Ed.D., Director</p> <p>The presenter will respond to the same four questions as listed on page 1 for the Mississippi Band of Choctaw Indians TED.</p>
10:30 a.m.	Break (15 minutes)
10:45 a.m. 11:45 a.m.	<p>The Navajo Nation/Tribal Education Department (TED) Grantee Presenter: Mr. Darrick Franklin, Education Program Manager, Department of Diné Educ. (DODE)</p> <p>The presenter will respond to the same four questions as listed on page 1 for the Mississippi Band of Choctaw Indians TED.</p>
11:45 a.m. 12:00 p.m.	<p>Public Commenting Session - (15 minutes)</p> <p>You can join by webinar or dial in using your phone. Use the Online Go-To-Meeting Access Information found on page 1 of this agenda.</p>
<p>Request for Public Comments: The BIE Advisory Board is seeking comments from the public regarding the concerns, issues to improve the special education program for students with disabilities within the BIE school system. Three-minutes will be provided for each commenter. When commenting provide your name, the agency you represent, and your city and state. Please provide as much information as possible about your topic. To ensure confidentiality refrain from using student or individual names. Written statements being submitted in response to the agenda announced in this notice must be received by the DFO at least five calendar days prior to the first day of the meeting date.</p> <p>Public Comments can also be sent to the Designated Federal Officer (DFO) at any time using: Email: Jennifer.davis@indianaffairs.gov; or FAX: (602) 265-0293 Attention: Jennifer Davis, DFO; or U.S. Postal or Hand Delivered to: Bureau of Indian Education, Attention: Jennifer Davis, DFO, 2600 N. Central Ave., 12th Floor, Suite 250, Phoenix, AZ 85004</p>	
12:00 p.m. 1:00 p.m.	Lunch (1 hour)
1:00 p.m. 1:15 p.m.	<p>Public Commenting Session - (15 minutes)</p> <p>You can join by webinar or dial in using your phone. Use the Online Go-To-Meeting Access Information found on page 1 of this agenda.</p>
1:15 p.m. 2:30 p.m.	<p>BIE Central Office Update - (Central Office Representative)</p> <ol style="list-style-type: none"> 1. The Board would like to better understand how schools will be reopening in SY21-22. <ol style="list-style-type: none"> a) Will schools return to face-to-face, or will some schools continue to operate remotely? b) Will schools have the option to provide hybrid classes (remote and/or face to face) for students choosing not to return to the face to face? Would these hybrid classes be synchronous so all students would receive the same information at the same time? c) Will students have one to one technology and curriculum to match in the event that schools are required to move from face to face to distance learning because of a surge in cases? 2. Provide an overview of the BIE Strategic Direction document (2015 - 2023) and its relationship or linkage to the DPA, ERC's and special education initiatives.



Online Meeting: Bureau of Indian Education Advisory Board for Exceptional Children April 28-29, 2021

	3. Provide input related to higher education (SIPI, Haskell, and tribal colleges) - How many of these schools offer training & degrees in special education and/or related services? How are these schools partnering with BIE funded schools in on-going professional development, recruitment of potential students in special education, and support of transition services for students with disabilities?
2:30 p.m.	Break (15 minutes)
2:45 p.m. - 4:00 p.m.	Board worktime - reflection on day one, work on annual report priorities and work on next meeting agenda.
4:00 p.m.	Recess

DAY 2 - Thursday, April 29, 2021 8:00 AM - 4:00 PM (MDT)

Online ZOOM Meeting Access Information	
<p>Join ZoomGov Meeting: https://www.zoomgov.com/j/1619098985?pwd=dnk5Mm1nZGxVcCtYOGJWKzhsRmp5dz09</p> <p>One tap mobile: Meeting ID: 161 909 8985 Passcode: 829448 +16692545252,,1619098985#,,,,*829448# US (San Jose) +16468287666,,1619098985#,,,,*829448# US (New York)</p> <p>Dial by your location: Meeting ID: 161 909 8985 Passcode: 829448 +1 669 254 5252 US (San Jose), +1 646 828 7666 US (New York) +1 669 216 1590 US (San Jose), +1 551 285 1373 (U.S.)</p> <p>Find your local number: https://www.zoomgov.com/u/ab1dFrL5sA</p>	
8:00 a.m. 8:30 a.m. MDT	<p>BIE Advisory Board meeting</p> <ul style="list-style-type: none"> • Call to Order & Roll Call - Chairperson • Review the agenda, Work on 2020 priorities
8:30 a.m. 9:30 a.m.	<p>BIE Office of Sovereignty in Indian Education (Mr. Spike Bighorn, Program Manager)</p> <ol style="list-style-type: none"> 1. How has the implementation of the TED grant project benefitted the overall system of education for students and families on reservations who received the TED grants (e.g., changes to tribal education Code, expanded authority, enhanced support of federally supported programs and services, etc.), and more specifically the provision of special education services? 2. What are the most significant challenges encountered in the implementation of the TED grants for students with disabilities and how will these challenges be addressed? 3. What do you see as the role and responsibility of the BIE in supporting the effectiveness and positive outcomes of your TED grant priorities?




Online Meeting: Bureau of Indian Education Advisory Board for Exceptional Children April 28-29, 2021

	4. What recommendations can you provide to assist tribes who are committed to exercising greater authority and autonomy for the education of Indian children on Indian lands and addressing the provision of special education services?
9:30 a.m. 10:30 a.m.	BIE Chief Academic Office (Supervisor or Program Representative) 1. Provide an update and status of how the BIE's Standards, Assessments, and Accountability System (SAAS) Alternate Assessments is aligned with Alternative Academic Achievement Standards. 2. What is the BIE's plan to rollout the SAAS at the school level?
10:30 a.m.	Break (15 minutes)
10:45 a.m. 11:00 a.m.	Public Commenting Session - (15 minutes) You can join by webinar or dial in using your phone. Use the Online Go-To-Meeting Access Information found above on page 3 of this agenda.
11:00 a.m. 11:30 a.m.	Board worktime - reflection of morning session
11:30 a.m. 12:30 p.m.	Lunch (1 hour)
12:30 p.m. 12:45 p.m.	Public Commenting Session - (15 minutes) You can join by webinar or dial in using your phone. Use the Online Go-To-Meeting Access Information found on page 3 of this agenda.
12:45 p.m. 2:00 p.m.	BIE Special Education Program (Acting Supervisory Education Specialist or Representative) 1. What is the return to learn plan for SY21.22? 2. How will compensatory hours be determined? 3. When/how will schools be providing compensatory services? 4. What is the biggest initiative that schools need to focus on regarding transition for SY21.22? 5. If school are moving to 1:1 technology and all electronic based curriculum what accommodations will be made for SWD who may have difficulties with this environment? 6. Report on Indicator 14 data - Percent of youth who had IEPs who have been employed, enrolled in post-secondary school or both within one year of leaving high school.
2:00 p.m.	Break (15 minutes)
2:15 p.m. - 4:00 p.m.	Board worktime - reflection on day two, work on annual report priorities and develop next meeting agenda.
4:00 p.m.	Adjourn

Questions about the BIE Advisory Board: Contact: Jennifer Davis, Designated Federal Officer (DFO)
Office: (602) 240-8597 | Mobile: (202) 860-7845 | FAX: (602) 265-0293 | Email: jennifer.davis@bie.edu

The Motto of the Choctaw Tribal Schools

Alla M_omat Ikkána Chih.



All children will learn.

Adapted from PP Created by Sherry S. Tubby & Jay Wesley for Choctaw Tribal School Presentation for the 34th Annual Mississippi Department of Archives and History Social Studies Teachers Workshop (2019)





Mississippi Band of Choctaw Indians

- MBCI is the only federally-recognized Tribe in State of Mississippi
- A sovereign nation with more than 11,100 Tribal members
- The Choctaw Tribal Schools have six elementary schools, one middle school and one boarding high school serving over 2,200 students
- Eight Tribal Communities
- Current Tribal Chief is Cyrus Ben



The Mississippi Band of Choctaw Indians

- **Choctaw Tribal Council – 17 representatives elected from the eight Tribal communities**
- **Council works through a specialized committee system with 15 committees, including Education, to meet Tribal needs.**
- **Education Committee meets to discuss and recommend policy and budgets for full Tribal Council approval.**
- www.Choctaw.org www.choctawtribalschools.com


Chief Phillip Martin
1979-2007

The Choctaw Tribal Schools all began as part of the Bureau of Indian Affairs school system. Under Tribal Chief Phillip Martin's Choctaw Self-Determination doctrine, the Mississippi Band of Choctaw Indians, in 1989, contracted and began operating the schools as a Tribal school system. The Tribe has celebrated over 30 years of tribal control of their own schools!!

Cypress Swamp 122.0 Choctaw Storytelling

Choctaw students participated in a history learning event at different sections of the Natchez Trace, which is a national parkway operated by the National Park Service.

Grant funded by Connecting with our Homelands NPS

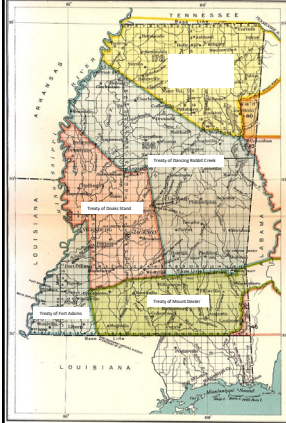


The Alligator dance was described by Bartram, 1791: "It was one that participants wore masks, in this dance "They have masks made like the head of this animal, one or two distinguish themselves thus, while five or six others take masks of different animals which the alligator commonly eats, and then they make a thousand grotesque antics."

The use of animal masks has been mentioned in the "Natchez Hello Club," a community Christmas gift giving event and in the telling of animal stories which have long been used as fables, to teach lessons of life.

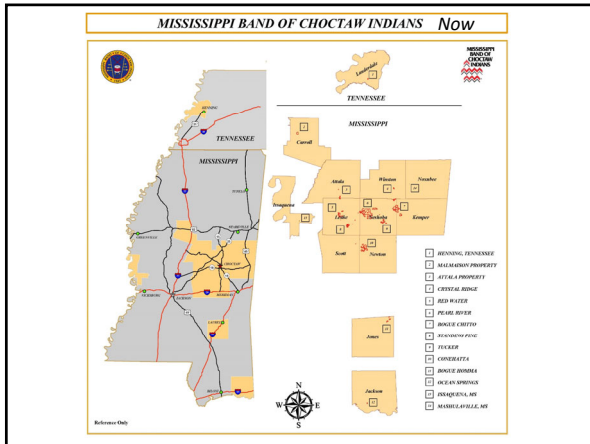
Choctaw Lands - Past

Nine major treaties between the United States and Choctaw. The treaties below are the six that dealt with land and the eventual removal of Choctaw from their ancestral lands.



- 1801 - Treaty of Fort Adams: 2,641,920 Acres
- 1803 - Treaty of Hoe Buckintoga: 2,641,920 Acres (AL)
- 1805 - Treaty of Mount Dexter: 4,142,720 Acres
- 1816 - Treaty of Fort. St. Stephens: 10,000 Acres (AL)
- 1820 - Treaty of Doak's Stand: 5,169,788 Acres
- 1830 - Treaty of Dancing Rabbit: 10,423,130 Acres

You must know your history in order to impact your future!



Today's Tribal members are descendants of the brave Choctaw who refused to be removed in 1830. Withdrawing to the swamps and forests of east central Mississippi, they lived in separation and discrimination for over a century.

In their isolation they maintained and nurtured their language and traditional culture.

Choctaw Family 1908, Neshoba County

History of Tribal Leaders Who Valued Education

Chief Mushulatubbee (circa 1830)

Value of Education

On April 19, 1819 the first school opened for the Choctaw in Mississippi. Chief Mushulatubbee, accompanied by other leaders, brought family members to these schools.

At the time of the Removal following the Treaty of Dancing Rabbit Creek (1830) the Choctaw were said to have had the best school system in the south. It would be almost a century before the Choctaw of Mississippi could once again boast about their own educational system.

Indian Removal Policy & Dawes Act

In 1894, the Dawes Commission was established to register Choctaw and other families of the Indian Territory. The final list included 18,981 citizens of the Choctaw Nation, 1,639 Mississippi Choctaw, and 5,994 former slaves (and descendants of former slaves), most held by Choctaws in the Indian/Oklahoma Territory. Following completion of the land allotments, **the U.S. proposed to end tribal governments of the Five Civilized Tribes.**

Indian Removal Policy & Dawes Act

This act propelled an "official search for a federal definition of Indian-ness."

VII Williamson-Mississippi Choctaw Refused Field Card #1614, Schedule #1685

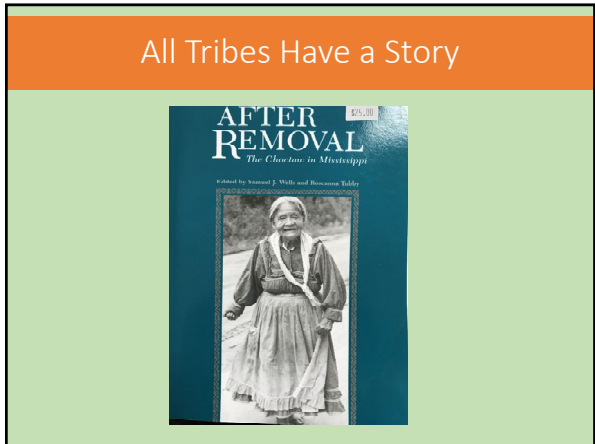
INDIAN CENSUS ROLL

Page 55

Chieftain of the Mississippi Choctaw ... title of the ... Choctaw Agency

Enumeration, as of June 30, 1907, taken by E. J. Snodice, Superintendent.

Census number	Name	Sex	Age	Color	Marital status	Date of arrival		Place of birth	Remarks
						Mo	Year		
1286	Subby	M	1909	Full	Head				
1287	Henry	F	1911	*	Wife				
1288	William Tom	M	1908	*	Head				
1289	Henderson	M	1896	*	Wife				
1290	Haggie	F	1905	*	Wife				
1291	Sam	M	1914	*	son				
1292	Otie	M	1904	*	Wife				
1293	W. C.	M	1905	*	Wife				
1294	Gladys Mae	F	1927	*	Wife				
1295	Charlie	M	1899	*	Head				
1296	Bessie	F	1901	*	Wife				
1297	Katie Sam	F	1921	*	Wife				
1298	Alice	F	1924	*	Wife				
1299	Jack	M	1905	*	son				
1300	J. O.	M	1907	*	Wife				
1301	Ellis	M	1908	*	orphan				
1302	Anderson	M	1894	*	Head				



- Our students are impacted by historic neglect and discrimination:**
- 29.9% live below the federal poverty level
 - 82.7% of CTS students qualify for the federal free-reduced lunch program
 - 40.6% of those over 25 have no high school diploma
 - 46.4% of those over 25 are not in the labor force
 - Sometimes lack of opportunity has pushed our special education numbers to higher levels.

<https://www.ed.gov/news/press-releases/fact-sheet-equity-idea>

Children of color—particularly African-American and **American Indian youth**—are identified as students with disabilities at substantially higher rates than their peers.

- Tribal Controlled Schools
- Contracting to control your own schools should be in your story.
 - Impacting your Tribe's legacy through education.
 - Preparing students to be successful citizens as tribal members and successful citizens in a global economy.
 - Tribal Sovereignty – Tribal Control – Tribal Accountability.

- From 1989 to Today
- MBCI Division of Education supports the Choctaw Tribal School system.
 - MBCI Finance and Human Resource Departments support our own financial system.
 - MBCI Office of the Attorney General offers legal services on behalf of our system.
 - MBCI Tribal Government – Tribal Chief and Tribal Council support our system.
- It takes everyone working together to build a healthy and thriving system.**

2015 TED Grant

- **Increase tribally enrolled students graduating from high school**

Choctaw Virtual Learning Center
 Drop Back In Program
 Innovative, Flexible and Accommodating
 Blended Learning Approach

Student stories: Student on a bike, Parent attending CVLC with her daughter and a mother dying of cancer got to see her son graduate from high school.

2015 TED Grant

- **Substantially increase the number of Tribally-enrolled students who are ready to enter undergraduate institutions of higher learning**

Partnered with our Tribal Scholarship Program-survey
 Focus groups with Boys and Girls Club and CCHS
 Gathering data to impact positive outcomes

Stories: Choctaw stickball / gaming hook; engineering program with focus on special education and solar car; careers

2015 TED Grant

- **Workforce Development to provide elevated career paths in Choctaw Communities**

CAREER DEVELOPMENT PLANS – Training
 Increased career fairs and updating job descriptions

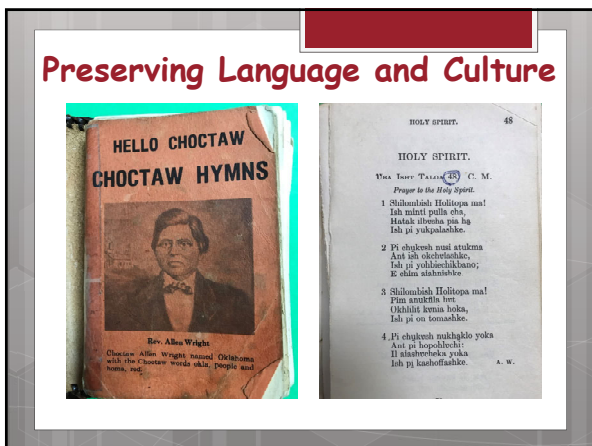
Stories: Students making connections with software engineers; being workforce ready; supporting tribal members to get training/ education to move into positions.

2015 TED Grant

- **Enhance and Sustain Choctaw cultural and language fluency**

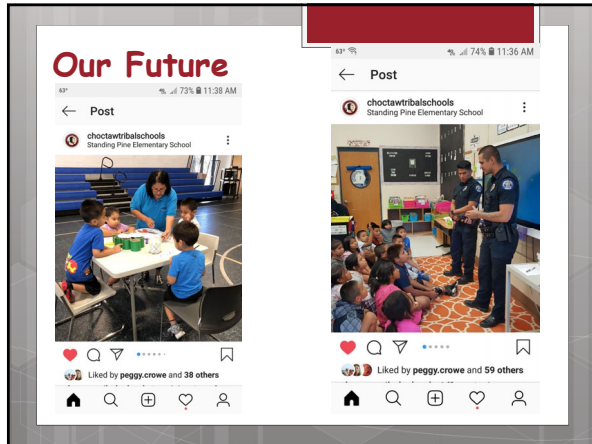
ANA & DOE grant writing support
 Tribal funding support when grant ended
 Continuing to search and support grant writing

Stories: Tribal Members coming together to agree to disagree and move forward with dialect differences to boost language acquisition; Seeking grant to develop a modern Choctaw dictionary; Choctaw Language Board to certify language teachers; grieving the loss of tribal elders/fluient speakers during COVID.



Tribal Education Department is the heart of your Educational focus for your Tribe.

- Equip with visionary/passionate leaders
- Support with tribal funds, when possible
- Utilize elders and their wisdom, youth and their energy to impact your programs
- Success occurs when an opportunity is in place for everyone to succeed



**AdvancED Engagement Review 2019
Now Cognia
State and Regional Accreditation**

Index of education quality
was **316.29**
(275 and above is the goal)

Challenges

- Aging facilities and Infrastructure
- Connectivity in rural communities
- Need for increase ISEP funding
- Increase guidelines around COVID

POSITIVE OUTCOMES & LOOKING FORWARD
Total System Design

Currently MBCI has developed a partnership with NCEE - National Center on Education and the Economy to work on system design for our Education Programs and work on a Kellogg Grant- which is Global and Competitive Grant.

TED Grant Increased communication and discussions between tribal programs. TED Grant has helped MBCI build capacity.

FOLLOW US ON SOCIAL MEDIA

@CHOCTAW TRIBAL SCHOOLS

YAKOKI!

Material Resources:

My World Interactive-8th grade Text Conflict with American Indians and Additional Topics pp. 360-367

Natchez Trace Writing Task

Natchez Trace Parkway—Parkway Highlights in Mississippi—1 page/2 sides (students should have with them on field trip.)

National Archives Microfilm Publications—Indian Census Rolls

The Choctaw Before Removal. ISBN 1-57806-685-9. Edited by Carolyn Keller Reeves.

The Choctaw After Removal. ISBN 1-57806-684-0. Edited by Samuel J. Wells & Roseanna Tubby.

Links:

www.choctaw.org

choctawculturallegacy.com

<https://www.okhistory.org>

<https://accessgenealogy.com/native/tree-us-indian-census-rolls.htm>

<https://www.nps.gov/natr/learn/photosmultimedia/videos.htm>

www.nps.gov/natr

www.facebook.com/NatchezTraceParkwayNPS

HOPI TRIBE TED GRANT

1

Transitioning to Unified Hopi School System

BIE Advisory Board for Exceptional Children
April 28, 2021

Presenter: Dr. Noreen E. Sakiestewa
Director, Hopi Department of
Education and Workforce Development &
TED Grant Project Director

BRIEF HISTORY OF HOPI TRIBE'S TED GRANT

2

- Hopi Tribe began our TED Grant in 2016.
- First, we conducted a Feasibility Study looking at options to improve education at Hopi's seven Tribally Controlled Schools.
- In May 2018, the Feasibility Study was completed.
- From May 2018 to July 2019, we conducted many in-depth consultations on the Feasibility Study's results and options in all our village communities and schools.
- On Aug. 7, 2019, the Hopi Tribal Council adopted a Hopi Education Code creating a Hopi School System, which unifies all seven of our Tribally Controlled Schools under the leadership of a single Hopi Board of Education.

CURRENT WORK OF HOPI TRIBE'S TED GRANT

3

- We are now in the transition phase to the unified Hopi School System.
- Key stakeholders and a "Transition Team" of 45 Hopi school administrators, teachers, staff, and professionals are working to implement the Hopi Education Code.
- The new Hopi Board of Education will be seated in a few months to begin leading the transition effort.
- The transition is scheduled to be completed in July 2023.

BIE Question 1: How has the implementation of your TED grant project benefitted the overall system of education for students and families on your reservation, and more specifically the provision of special education services?

4

We have accomplished many of our goals in the implementation of our TED Grant, and our students, families, and schools have already benefitted from these accomplishments, *for example*:

- We completed a 400+ page Feasibility Study, which examined in detail the needs and options for improving Hopi education and our schools covering all relevant subject areas.
- The Feasibility Study included a survey of many issues related to Hopi education needs.
- The survey received over 600 responses from Community Members, Parents/Guardians, Administration/Teachers, and High School Students.

Continue - BIE Question 1: How has the implementation of your TED grant project benefitted the overall system of education for students and families on your reservation, and more specifically the provision of special education services?

5

- We used the results and options developed in the Feasibility Study to conduct dozens of consultation meetings with students, families, school teachers and staff, and our village communities.
- Taking all this input into consideration, the Hopi Tribal Council exercised its sovereignty over Hopi education, and enacted the Hopi Education Code.
- The Code unifies our seven Hopi schools under the leadership of the Hopi Board of Education.
- The Code will bring improved educational services and opportunities, consistency, and accountability in our schools.

Continue - BIE Question 1: How has the implementation of your TED grant project benefitted the overall system of education for students and families on your reservation, and more specifically the provision of special education services?

6

- Hopi Board of Education will work closely with the 45 member "Transition Team" to develop district-wide curriculum, academic standards, policies and procedures, and Hopi language and cultural programming.
- Transition Team is divided into six issue area sub-teams (exs: Educational Services, Facilities & Transportation, and Community Support).
- These sub-teams will work with other school staff and stakeholders to help develop policies for their issue area.
- Our schools are also for the first time regularly collaborating and working together both on the transition effort, but also on current issues facing their schools, *for example*, all school Principals meet every week to discuss issues and share information and resources regarding their schools.

Continue - BIE Question 1: How has the implementation of your TED grant project benefitted the overall system of education for students and families on your reservation, and more specifically the provision of special education services?

7

Focus and Need for Exceptional Education Services:

- The Feasibility Study and consultations with schools and communities identified that Exceptional Education, including Special Needs Education and Gifted and Talented Services, are a significant need of our Hopi students.
- Transition Team includes three Exceptional Education teachers and professionals two with PhDs in Education and one with a Masters in Special Needs Education.
- Special Needs Education is also specifically included in the Hopi Education Code, which calls for the creation of "a comprehensive program for special needs education" across all Hopi schools.

Continue - BIE Question 1: How has the implementation of your TED grant project benefitted the overall system of education for students and families on your reservation, and more specifically the provision of special education services?

8

Exceptional Education Services planned for the unified Hopi School System with a district-wide approach:

- Identify related service professionals like a school psychologist, physical therapists, speech therapists, etc. who are local and can be hired for the district as a whole and not as separate providers for each school.
- Grow Your Own (GYO) initiatives for exceptional education teachers through partnerships with universities, like Northern Arizona University.
- Streamlining systems of support (for example: assistive technology, professional development, related services, and parent outreach and support) for students receiving services from K 12.
- Increased efficiency with documentation and data tracking.

BIE Question 2: What are the most significant challenges that you encountered in the implementation of your project, and how did you address these challenges?

9

During the Feasibility Study and the consultation phase of our project, one of the challenges was reaching out to our communities and getting input from community members because our villages are so remote.

- We resolved this by increasing radio and newspaper announcements, community notices, and school notices to parents, and by conducting many in-person meetings in the villages.

Leading up to the enactment of the Code, one of the challenges was some opposition that developed amongst school principals.

- We resolved this with direct consultation meetings with Tribal Council members and Principals and going over the draft Code line by line.

Continue BIE Question 2: What are the most significant challenges that you encountered in the implementation of your project, and how did you address these challenges?

10

COVID 19 has impacted and slowed our implementation a bit.

- We have resolved by using online platforms and technological tools to conduct meetings, keep our communities informed, draft documents, and share information.
- We have moved our completed transition date back by one year to July 2023.
- Because of difficulties with communicating with the public and building interest, we are considering changing the first Hopi Board of Education to an appointed Board, and holding the first Hopi Board of Education election in 2024.

BIE Question 3: What do you see as the role and responsibility of the BIE in supporting the effectiveness and positive outcomes of your TED grant priorities?

11

- The BIE has been an extremely beneficial partner in our ability to accomplish the transition to a unified Hopi School System.
- BIE has met with us regularly (by phone and in person), although the pandemic did slow this communication somewhat.
- BIE continues to provide technical advice and support at all phases of the implementation of our project and our new Hopi Education Code.

BIE Question 4: What recommendations can you provide to assist other tribes who are committed to exercising greater authority and autonomy for the education of Indian children on Indian land?

12

- Tribal officials should consult with their schools, parents, community members, and stakeholders on their education needs, goals, and priorities.
- Utilize feasibility studies, surveys, community meetings online and in-person, and consultants to develop best practices, capacity building, and gather input.
- Encourage tribes to exercise sovereignty over their education systems, incorporate community input, and move forward to make informed decisions that will improve education for their children.
- Build relationships with and gain insights from other tribes who have created successful education systems.
- Maintain consistency in consultants, staff, and leadership over the course of the project period so that they do not lose valuable expertise and experience of the project.

CLOSING REMARKS

13

- The Hopi Tribe is currently in the middle of the transition of our TED Grant project period and the creation of a unified Hopi School System.
- Even with some delays due to the COVID-19 pandemic, we are making tremendous progress in our transition.
- We encourage Tribal governments to exercise their sovereignty to make decisions to build and improve comprehensive education systems for their children.
- We also encourage the BIE and tribes to “think outside the box” and envision how tribal schools and Exceptional Education programs can best reflect tribal culture, languages, and our unique learning systems.

CONTACT INFORMATION

14

Dr. Noreen E. Sakiestewa
Director, Hopi Department of Education and
Workforce Development
BIE TED Grant Project Director
Hopi Tribe
P.O. Box 123
Kykotsmovi, AZ 86039
Email: NSakiestewa@hopi.nsn.us
Phone: (928) 734-3501 (office)


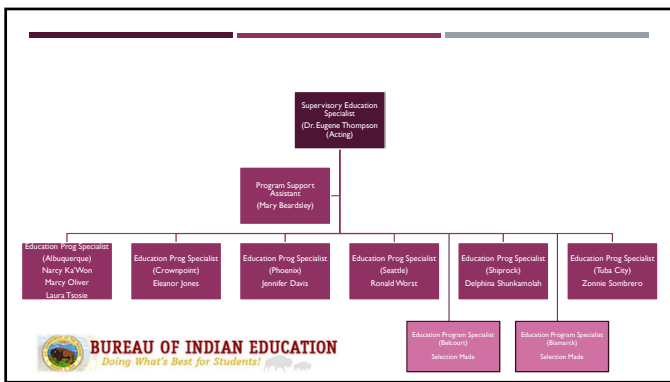
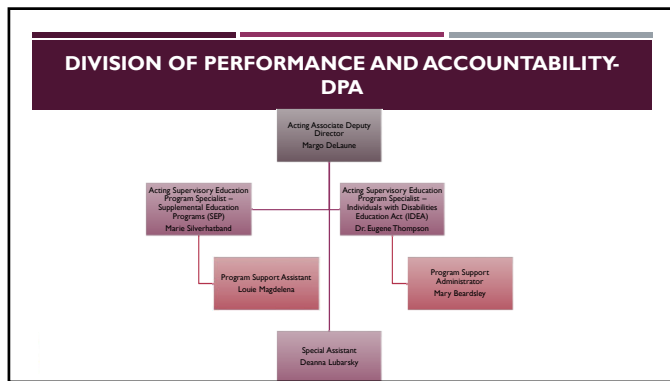
QUESTION & ANSWER

15

*Questions
and
Discussion*


BIE Special Education Program

Dr. Eugene R. Thompson
 April 29, 2021
 Acting Supervisory Education Specialist
 BIE Division of Performance and Accountability

IDEA Purpose

- Ensure all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- Ensure rights of children with disabilities and parents of such children are protected;
- Assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- Assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- Ensure educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services;
- Assess, and ensure the effectiveness of, efforts to educate children with disabilities.




Laws

- The Individuals with Disabilities Education Act (IDEA) of 2004, P.L., P.L. 114-95 (amended)

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.


Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

- Other laws:
 - Rehabilitation Act of 1973, Section 504
 - Americans with Disabilities Act of 1990





Components of General Supervision

A general supervision system consists of the many mechanisms by which states ensure LEAs adherence to IDEA and improved outcomes for children with disabilities.



Return to Learn Plan for SY 2021-22

- <https://www.bie.edu/>
- <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- Continuity of Learning (draft)
- Return to School





Compensatory Education Can be in the Form of:

- Reimbursement for out-of-pocket education expenses (i.e. online tutoring)
- Additional prospective services or support (extension of time assignments, videos with accurate captioning, sign language interpreting, accessible reading materials, speech through video conferencing)
- A more supportive education setting (i.e., residential, day school placement)


Appropriate compensatory education services is an IEP team decision

Schools have flexibility in fashioning offers of compensatory educational services




How Is Compensatory Hours Determined?

- IEP Teams must make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations (March 12, 2020 guidance)
- If during the 2019-2020 school year, an IEP closed its schools to slow or stop the spread of COVID-19 and did not provide any education services to the general student population, then the LEA was not required to provide services to students with disabilities (U.S. Department of Education guidance)



Enrichment Materials


- Providing enrichment materials either online or in printed form, phone contact to discuss any academic materials, email contact to discuss academic materials, technology-based virtual instruction, or a combination of these, constitutes providing "education services," and triggers obligations to provide a FAPE
- Accordingly, many BIE-funded schools have likely incurred an obligation to provide compensatory services during the time that school facilities have been closed due to COVID-19



How/When Will Schools be Providing Compensatory Services?

Demonstrating Compliance with USDE'S guidance


- All schools must engage with families to determine whether compensatory education is appropriate
- All schools should contact families of students with disabilities and either attempt to schedule IEP meetings to discuss compensatory services as soon as possible, or notify families that the school will schedule IEP meetings to discuss compensatory education once school commences in the fall
- IEP meetings can be held remotely



What is the Biggest Initiative that Schools Need to Focus on Regarding Reopening for SY 2021-2022?

Considerations for transition back to school:

- **Keep FAPE obligation at forefront of decision-making**
 - Determine appropriate implementation of students' IEPs
 - Make appropriate planning decisions based on individual student needs and circumstances
 - Use innovative staffing structures to support local review, planning, and implementation needs
 - Provide responsive and appropriate services to students with disabilities based on their individual circumstances and needs
- **Take into account needs of individualized students**
- **Continue to implement and modify brick and mortar, virtual and hybrid learning plans**
 - Addresses student-specific needs arising from the transition back into school buildings;
 - Considers whether or not a student has experienced a regression of skills and/or lack of progress; and
 - If regression and/or lack of progress is present, identifies opportunities for recovery, including additional, new, or different services and accommodations.




If School are Moving to 1:1 Technology and all Electronic Based Curriculum What Accommodations will be Made for SWD who May Have Difficulties with This Environment?

Considerations

- Accommodations that change the way information is presented to students
- Accommodations that change the way students complete assignments
- Accommodations that can help with scheduling, timing, and organization

Resources

- Center for Parent Information & Resources Accommodations - <https://www.parentcenterhub.org/accommodations/>
- Office of Special Education Programs (OSEP)
 - Continuity of Learning During COVID-19 - <https://osep.ed.gov/whatwork/continuity-learning-during-covid-19>
 - Evidence-Based & Promising Practices to Support Continuity of Learning for Students with Disabilities - <https://osep.ed.gov/whatwork/osep/sites/default/files/SWDLearning-Providers-508.pdf>
- CAST UDL Guidelines - <https://udlguidelines.cast.org/>



FFY 2019 SPP/APR Indicator 14 Data

Percent of Youth who had IEPs who Have Been Employed, Enrolled in Secondary School or Both Within One Year of Leaving High School

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A. Enrolled in higher education	38	184	25.26%	26.00%	20.65%	Did Not Meet Target	Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school	90	184	67.53%	47.00%	48.91%	Met Target	No Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment	137	184	82.47%	75.00%	74.46%	Did Not Meet Target	Slippage


COVID Impacts on Post-school Outcomes—Reasons for Slippage

Challenges

- 30% of high schools did not document any attempts made to contact their schools' SY 2018-19 leavers
- Data collected by school staff from their homes and not at the school buildings
- School locations and lack of internet connectivity
- Some school staff may have been unable to attend the scheduled training or could not access the webinar due to internet connectivity
- Additionally, some students either started education or employment but did not meet criteria to be included due to the duration of time in education or employment.

Improvements

- Improvement in representativeness for all groups (i.e. disability categories, gender, dropouts)
- New data collection tool and corresponding webinar on completing the survey
- Flexibility to schools during distance and hybrid learning - extensions were provided as well as delaying the collection window



STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)


State Identified Measurable Result (SIMR)

- Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment

Theory of Action


```

    graph LR
      A["If, BIE"] --> B["Then,"]
      B --> C["Then,"]
      A --- D["• Marks the value of staying in school  
• Provides professional development in improving transition planning and services  
• Increases school's use of data for program improvement"]
      B --- E["• Number of Youth Graduating from High School increases"]
      C --- F["• Number of Youth Engaged in Post-School Education or Employment increases"]
    
```




FFY 2020 IDEA PART B GRANT AWARD

<ul style="list-style-type: none"> FFY 2020 Part B Award: \$99,028,205 \$19,805,641 (20% for ages 3-5 years) <ul style="list-style-type: none"> Distributed to tribes or tribal organizations to provide for the coordination of assistance for special education/related services; used for child find, screening, other procedures for early identification of children 3-5, parent training, and provisions of direct services. \$79,222,564 (80% for 5-21 years; includes 5% for admin) Part C Award: \$5,888,889 	<ul style="list-style-type: none"> FFY 2019-- Part B Award: \$97,500,263 \$19,500,053 (20% for 3-5 years) \$78,000,210 (80% for 5-21 years; includes 5% for admin) Part C Award: \$5,802,469
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COORDINATED EARLY INTERVENING SERVICES (CEIS)

- CEIS is a set of coordinated services to help children who need additional academic or behavioral support to be successful in school
- Services can include professional development and educational and behavioral evaluations, services, and supports
- Under IDEA, the provision of CEIS can be voluntary or mandatory; CEIS is voluntary for all BIE-funded schools.
- Voluntary CEIS is defined by regulation at 34 ACFR 300.226. Regulations allow LEAs to use up to 15 percent of their Section 611 and Section 619 funds to implement voluntary CEIS



DPA Special Education Contacts

Staff	Title	Location	E-mail	Cell No.
Dr. Eugene Thompson	Acting Supervisory Education Specialist	Albuquerque, NM	Eugene.Thompson@bie.edu	202-860-5812
Mary Beardley	Program Support Assistant	Albuquerque, NM	Mary.Beardley@bie.edu	202-860-5721
Jennifer Davis	Education Program Specialist	Phoenix, AZ	Jennifer.Davis@bie.edu	202-860-7845
Eleanor Jones	Education Program Specialist	Crowpoint, NM	Eleanor.jones@bie.edu	202-860-7885
Nancy Ka'Won	Education Program Specialist	Albuquerque, NM	Nancy.Kawon@bie.edu	202-860-5417
Marcy Oliver	Education Program Specialist	Albuquerque, NM	Marcy.oliver@bie.edu	202-860-7586
Zonnie Sombbrero	Education Program Specialist	Tuba City, AZ	Zonnie.Sombbrero@bie.edu	202-860-7883
Delphina Shunkamoloh	Education Program Specialist	Shiprock, NM	Delphina.Shunkamoloh@bie.edu	202-860-5808
Laura Tossie	Education Program Specialist	Albuquerque, NM	Laura.Tossie@bie.edu	202-860-5286
Ronald Worst	Education Program Specialist	Seattle, WA	Ronald.Worst@bie.edu	202-860-4242



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Doing What's Best for Students!