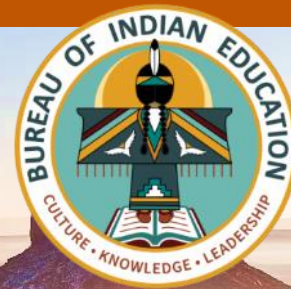


The Monthly Newsletter



Special Education Director's Welcome Message

Welcome to the BIE-DPA Special Education Program Monthly Newsletter!

November is National Native American Heritage Month. BIE-DPA joins the Department of Interior in recognizing this month and its theme Celebrating Tribal Sovereignty and Identity. More information is available at this webpage: <https://www.bia.gov/NNAHM>.

We share gratitude with you, our school communities, who include students and their families traditions, languages, food, Tribal attire, clans and kinship, and stories of Native American, Alaska Native, Native Hawaiian and affiliated Island communities into your lessons daily. Please join in acknowledging one another and your school's educators as we celebrate Tribal Sovereignty and identity.

Dr. Eugene Thompson (Diné), Supervisory Education

Featured Article:

BIE's Advisory Board for Exceptional Children

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The purpose of the BIE's Advisory Board for Exceptional Children is to improve special education and related services for children with disabilities within the BIE school system and to assist the Secretary of the Interior in performing their duties under the IDEA by advising on the needs of Indian children with disabilities. The Board's annual report can be accessed at [this site](#). Each Advisory Board meeting includes a specific portion of time for public comment. Consider making a public comment during the next Advisory Board meeting scheduled for January 18-19, 2024.



Jennifer Davis serves as the Federal Designated Officer (DFO) supporting the board members. The DFO approves or calls all Board and subcommittee meetings; prepares or approves all meeting agendas; attends all Board and subcommittee meetings; adjourns any meeting when the DFO determines adjournment to be in the public interest; and chairs meeting when directed to do so by the Assistant Secretary-Indian Affairs.

[Submit a School Story for an Upcoming Newsletter Spotlight](#)

We'd like to include celebrations, updates, and success stories from BIE-funded schools. Take some time to consider highlighting a story or photos, with permission, from your school that can be included in an upcoming newsletter. Click the **orange** button above and a member of the team will be in touch with you.

News & Updates:

From the Division of Performance & Accountability (DPA)



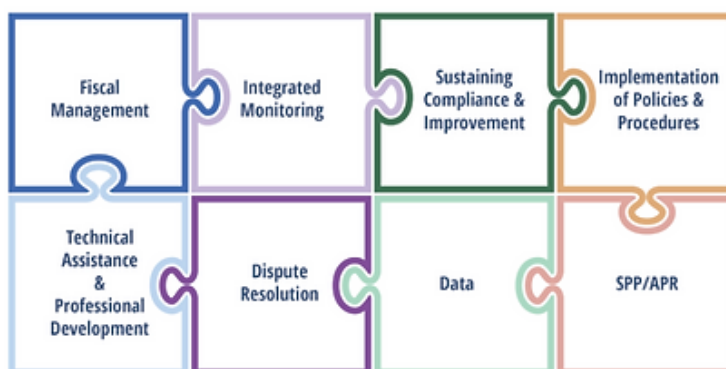
The DPA-IDEA Team participated (see picture above L to R: Jennifer Davis, Part B Data Manager; Margo DeLaune, Associate Deputy Director, DPA; and Ronald Worst, Education Specialist) in the 2023 National Indian Education Association (NIEA) convention held in

Albuquerque last month. DPA IDEA staff and members of the BIE's Advisory Board for Exceptional Children offered a poster session to disseminate information on BIE's Advisory Board for Exceptional Children. Topics included highlights of the Board's work, its membership and upcoming vacancies. The Advisory Board provides guidance and advice to the BIE on special education matters. Board members include parents of students with disabilities, individuals with disabilities, school officials, educators and related service providers.

BIE's General Supervision Responsibility

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

BIE's General Supervision System consists of eight components related to the implementation of IDEA; the components inform one another as well as the system as a whole. The components are as follows:



1. Data
2. Dispute Resolution
3. Fiscal Management
4. Implementation of Policies & Procedures
5. Integrated Monitoring Activities
6. State Performance Plan/Annual Performance Report (SPP/APR)
7. Sustaining Compliance & Improvement
8. Technical Assistance and Professional Development

Getting to Know Members of the DPA IDEA Team



Hello I am Melanie Star, a Dakota, my Indian name is Wacinyanpi Win (Reliable woman) passed down from my Mom, Sharlene Iron Road. I grew up in Mandan, ND and I'm an enrolled member of the Standing Rock Sioux Tribe of North and South Dakota. I married my best friend, Woodrow Star III who is the biggest Kansas City Chiefs fan while I am Vikings fan, SKOL!

I have one son, Troy Jr. & my daughter-in-law, Sunshine, who is the best Mom to our three little blessings my grandchildren, Troy III, Storm, and Mila (see picture on the right). I have my Master's in education focusing on Special education. I was a classroom teacher (FACE program, Kindergarten, 5th, K-5 Special education, and gifted & talented Coordinator) for 25 years before I started with BIE. I enjoy working with my co-workers and the work I do for our Native schools throughout the country. My favorite part is being able to meet our educators from our schools in person and hearing the amazing things they are doing for our Native students.



A Reminder on IDEA Funds

From federally funded technical assistance centers, we share this recently developed *Quick Reference Guide on Timely Expenditure of IDEA Funds* (National Center for Systemic Improvement, Center for IDEA Fiscal Reporting, Center for IDEA Early Childhood Data Systems, and Early Childhood Technical Assistance Center, 2023). In this brief, we are reminded when obligations are made. Take a few minutes to review the information below about when IDEA funds are considered obligated and for the full resource go to this [webpage](#).

TABLE 2. WHEN OBLIGATIONS ARE MADE³

If the obligation is for—	The obligation is made—
a. Acquisition of real or personal property	On the date on which the State or subgrantee makes a binding written commitment to acquire the property.
b. Personal services by an employee of the State or subgrantee	When the services are performed.
c. Personal services by a contractor who is not an employee of the State or subgrantee	On the date on which the State or subgrantee makes a binding written commitment to obtain the services.
d. Performance of work other than personal services	On the date on which the State or subgrantee makes a binding written commitment to obtain the work.
e. Public utility services	When the State or subgrantee receives the services.
f. Travel	When the travel is taken.
g. Rental of real or personal property	When the State or subgrantee uses the property.
h. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E—Cost Principles	On the first day of the grant or subgrant performance period.

The DPA IDEA Team provides a number of supports to all BIE-funded schools. The IDEA Education Program Specialists provide technical assistance to their assigned schools and are available to customize support to meet your school team's needs. Check out the BIE's special education staff by accessing this webpage: <https://www.bie.edu/landing-page/special-education>.

Upcoming Events

NASIS Special Education Training on IEP Changes

October 31-November 2, 2023; November 14-16, 2023

Join Infinite Campus and BIE NASIS staff to learn about changes that recently went into effect to support IEP team's development and revision to IEPs.

Supplemental Education Programs (SEP) – [November's SEP webinar calendar](#)

Recorded Events

Click the hyperlinks below to access the recordings.

Data Collections

- Indicator 11 – [Initial Evaluation Data Collection](#); Passcode: Ua6N9*cH

NASIS Micro Training Series

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

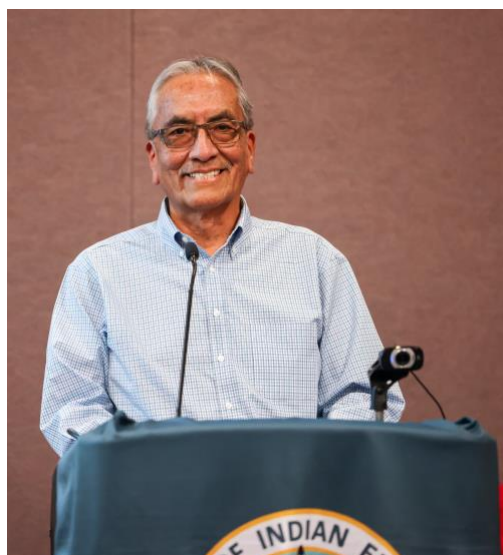
Spotlight

Tribal Consultation

The BIE is responsible for ensuring that its implementation of Part B of the Individuals with Disabilities Education Act (IDEA) is consistent with federal law. BIE is proposing to update its IDEA policies and procedures that apply to BIE-funded schools.

Tribal Consultation was held on October 13 virtually and in person on October 18 and October 25. More information including the draft policies are

available at: <https://www.bie.edu/landing-page/consultations-initiatives>. Consider providing a written comment before the November 13 deadline. Written comments are accepted by emailing consultation@bia.gov or US postal mail to Juanita Mendoza, 1849 C Street, NW, MS 3609 Washington, D.C. 20240.



Tips and Tricks

Coordinated Early Intervening Services (CEIS)

CEIS are services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment. CEIS activities include: (1) professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and (2) providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Annually, the BIE submits CEIS lag data (prior year's data) in May to the U.S. Department of Education. In May 2023, the BIE reported SY2021-2022 CEIS data. There were 23 BIE funded schools who implemented CEIS, serving 1,174 general education students, with 51 of those students becoming eligible for special education services. A total of \$1,216,430 of Part B funds were used to support CEIS activities. In May of 2024, SY2022-2023 CEIS data will be reported for 23 BIE funded schools who requested to use Part B funds for CEIS activities.

The option to implement CEIS is voluntary for all BIE-funded schools. Consider applying for SY 2024-2025 (up to 15% of Part B IDEA funds), when the Part B IDEA application is open for submission.

Local School Performance Plan

In [Native Star](#), all BIE-funded schools with special education programs submit a Local School Performance Plan (LSPP) which includes Improvement Activities. The improvement activities should demonstrate efforts to continually make improvements. The documentation should include how the activities for selected SPP/APR indicators will lead to positive outcomes for students with IEPs. The first progress checkpoint is due December 30, 2023 with a second and final progress checkpoint due March 30, 2024.

LRP

BIE-DPA provides free access to LRP publications for all BIE-funded schools. Consider registering today for 1-hour, self-paced courses available. All staff including teachers, administrators, paraprofessionals, education technicians and food service can self-register by going to: <https://dc-bie2020-ds.lrp.com>. Customized training is also available to all BIE-funded schools at request by reaching out to [Jennifer Davis](#).

The image is a promotional banner for DirectSTEP eCourses. At the top left is the Bureau of Indian Education logo with the tagline "Doing What's Best for Students!". Below it is the DirectSTEP logo, which includes a computer mouse icon and the text "Direct Specialized Training for Education Professionals". On the right side of the banner is a photograph of a man in a light blue shirt sitting at a desk with a computer monitor, smiling. A dark blue horizontal bar at the bottom of the banner contains the text "To access the eCourses go to <https://dc-bie2020-ds.lrp.com>". Below this bar are three light blue buttons with rounded corners: "Fresh updated, engaging content", "One-hour format", and "Can be used on most media devices".

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

outcomes while applying education laws to the day-to-day world of teaching and learning. If your staff need assistance, contact LRP training staff toll-free at 1-800-515-4577 ext 6515 or via email at directstep@lrp.com.

NASIS

The Bureau of Indian Education (BIE), in partnership with Infinite Campus, collaborates on the Native American Student Information System (NASIS). NASIS is a centralized system for supporting school administrators, teacher, staff, students, parents/guardians, and Central Office staff. NASIS contacts are included below for your reference.

Name & Title	Contact	Assignments
Rebecca Izzo-Manymules Supervisory Education Specialist	Rebecca.izzo@bie.edu 703.282.0328 (Mobile) 505.563.5274 (Office)	Chief Academic Office
Cole Bowers NASIS Specialist	Cole.bowers@bie.edu 703.282.5646 (Mobile)	Tribally Controlled Schools ADD: <ul style="list-style-type: none"> • Bismarck ERC Schools • Kyle ERC Schools • Nashville ERC Schools
Valerie Jones NASIS Specialist	Valerie.jones@bie.edu 703.340.7417 (Mobile)	Navajo ADD: <ul style="list-style-type: none"> • Chinle ERC Schools • Crownpoint ERC Schools • Window Rock ERC Schools • Albuquerque ERC Schools
Susan McCabe NASIS Specialist	Susan.mccabe@bie.edu 703.282.2043 (Mobile)	Bureau Operated Schools ADD: <ul style="list-style-type: none"> • Belcourt ERC Schools • Phoenix ERC Schools • Tuba City ERC Schools • Chinle ERC School (Chilchinbeto) • Albuquerque ERC Schools
Sandra Poolaw NASIS Specialist	Sandra.poolaw@bie.edu 703.282.1936 (Mobile)	<ul style="list-style-type: none"> • Seattle ERC School (Lummi HS) • Shiprock ERC School (Navajo Preparatory School) • Flandreau ERC School (Sequoyah HS)
Katherine Renville NASIS Specialist	Katherine.renville@bie.edu 703.282.5270 (Mobile)	Tribally Controlled Schools ADD: <ul style="list-style-type: none"> • Minneapolis ERC Schools • Flandreau ERC Schools • Albuquerque ERC Schools • Pine Ridge ERC Schools
Cheryl Rodriguez NASIS Specialist	Cheryl.rodriguez@bie.edu 703.282.5932	Tribally Controlled Schools ADD: <ul style="list-style-type: none"> • Seattle ERC School (Lummi HS) • Shiprock ERC Schools • Albuquerque ERC Schools

Supporting Secondary Transition

Did you know that DPA IDEA utilizes an 8-component checklist created by an OSEP-funded technical assistance center to assess secondary transition compliance annually for all BIE-funded high schools? The components are as follows:

1. Are there appropriate postsecondary goals that cover education or training, employment, and, as needed, independent living?
2. Are the postsecondary goals updated annually?
3. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?

4. Are there transition services in the IEP that will reasonably enable the student to meet their post-secondary goals?
5. Do the transition services include courses of student that will reasonably enable the student to meet their postsecondary goals?
6. Are there annual IEP goals related to the student’s transition services needs?
7. Is there evidence the student was invited to the IEP meeting where transition services were discussed?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?

Unmet Needs

Reminder applications for Unmet Needs are due via email to [Laura Tsosie](#) by November 17. Unmet Needs applications are available for schools who special education funds (15% ISEP Academic Base Funds, IDEA Part B Carry-over from previous year, and Current IDEA Part B allocation) are insufficient to cover the needs of student with disabilities. Unmet Needs are also available to schools whose enrollment of students with disabilities increases significantly after the October 28, 2022 Child Count due to transfer and new placements in special education.

Wellness Wednesdays

[Wellness Wednesdays](#) are optional, drop-in webinars that will teach you about a range of topics related to wellness and self-care. Active participation is encouraged, and we will feature new presentations and activities each month.

Important Upcoming Due Dates

What	When	Where	For support or questions, reach out to
Unmet Needs	November 17, 2023	Application due to Laura Tsosie .	Your assigned DPA Education Specialist
Initial Evaluations	November 30, 2023	All initial evaluations completed during SY 2022-2023 due via Smartsheet form .	Your assigned DPA Education Specialist

What	When	Where	For support or questions, reach out to
Local School Performance Plan	December 30, 2023	First Progress Checkpoint due in Native Star.	Your assigned DPA Education Specialist