



UNITED STATES DEPARTMENT OF THE INTERIOR
Bureau of Indian Education
1849 C Street NW, MIB-3610
Washington, DC 20240

Recommendations Letter

September 22, 2023

IN REPLY REFER TO:

The Honorable Deb Haaland

Secretary of the United States Department of the Interior
1849 C Street NW
Washington, DC 20240

Dear Secretary Haaland:

This letter will outline the Bureau of Indian Education (BIE) Advisory Board for Exceptional Children concerns and recommendations regarding the provision of special education and related services to students within BIE funded schools. In doing so, we outline two primary concerns and related recommendations:

- I. Support for the active recruitment, hiring, and retention of special educators and related service providers for BIE funded schools.
- II. To ensure all students with disabilities, their families and their service providers within the BIE school system are provided with appropriate wellness support to address social, behavioral, emotional, and cultural needs.

The Office of Special Education Programs (OSEP) has determined that the BIE “needs intervention” to be compliant with regulations for implementing the requirements of Part B of the Individuals with Disabilities Education Act (IDEA). The Board has also reviewed the Government Accountability Office (GAO) report 20-358 released in May 2020 “Actions Needed to Ensure Students with Disabilities Receive Special Education Services”, listened to reports from stakeholders to include Tribally Controlled, Navajo region schools, Bureau Operated Schools, Indian Health Services and comments from the public to develop our recommendations for the 2023 annual report.



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The Advisory Board exceeded its charge of meeting twice annually by meeting four times this year. The Board continues to meet its obligation to provide an annual report to the Secretary of the Interior. Previous Advisory Board annual reports listed specific recommendations, with timelines and assigned duties, to improve the quality of education services for students with disabilities. The Advisory Board noted the same concerns that have arisen repeatedly. The BIE Director's Office sent an acknowledgement letter to the Advisory Board, that the BIE did receive a copy of the 2022 annual report.

The Advisory Board respectfully requests that the DOI Office of the Secretary or the BIE acknowledge receipt of this letter and the accompanying report in writing, and that the DOI Office of the Secretary or the BIE address the following concerns in a timely manner. We welcome the opportunity to meet and discuss with you to address these issues.

The Advisory Board recommends the BIE to address the following priorities to be implemented and completed by July 1, 2024. These recommendations are critical to ensure social-emotional wellness of students and staff, compliance, and timely delivery of services to students with special needs.

I. SUPPORT FOR THE ACTIVE RECRUITMENT, HIRING, AND RETENTION OF SPECIAL EDUCATORS AND RELATED SERVICE PROVIDERS FOR BIE FUNDED SCHOOLS

JUSTIFICATION: The Board continues to have significant and ongoing concerns regarding the need for qualified special educators and related services personnel for Tribally Controlled Schools and Bureau Operated Schools. As a result of our meetings this year, it has been brought to our attention that the hiring process has been a hindrance to the hiring of qualified staff due to delays in advertising openings, background check completion, and a job offer.

Specifically, the board recommends the following:

- A. Conduct a self-assessment (internally or use an outside contractor), of current processes to determine barriers leading to loss of qualified candidates due to the length of the hiring process.
- B. Inform all BIE funded schools of local job fairs and collaborate with them on recruiting efforts. Place effort on holding job fairs closer to the schools they are recruiting for, especially in rural areas.
- C. Collect data regarding the adequacy and quality of current housing arrangements for school staff in BIE school communities. Promote strategies for the development of



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- low cost, no cost housing or relocation support for educators who work at BIE funded schools. The availability of adequate living quarters is an essential component of effective recruitment and retention.
- D. Provide a range of options to fill special educator and related service provider positions including virtual delivery systems as deemed appropriate for the individual needs of the students.
 - E. Facilitate partnerships between BIE schools and educator preparation programs at Tribal colleges, Haskell Indian Nations University, Southwestern Indian Polytechnic University, and other institutions of higher education serving significant numbers of Native American college students to develop “grow your own” approaches and BIE pathway programs to educator preparation.
 - F. Promote loan forgiveness programs for educators, paraprofessionals and Related Service Providers including Occupational Therapists (OT), Physical Therapists (PT), Speech Language Pathologists (SLP), Applied Behavior Analysis (ABA) providers, School Psychologists, etc.
 - G. Continue robust public relations campaigns across the BIE system to promote the value of education and educators. The intent of this campaign would be to emphasize the positive aspects of education, particularly special education, and a career as an educator.

II. TO ENSURE ALL STUDENTS WITH DISABILITIES, THEIR FAMILIES AND THEIR SERVICE PROVIDERS WITHIN THE BIE SCHOOL SYSTEM ARE PROVIDED WITH APPROPRIATE WELLNESS SUPPORT TO ADDRESS SOCIAL, BEHAVIORAL, EMOTIONAL, AND CULTURAL NEEDS.

JUSTIFICATION: With the ongoing impact of COVID-19 through learning loss and an increase of special education referrals, and the stress of everyday life and events, there has been significant stress on children with disabilities, their families, and their service providers. Providing positive social, emotional, behavioral and cultural support to improve the wellness of all students, their families, and their service providers within the BIE school system is a necessity.

Specifically, the board recommends the following:

- A. Increase supports for families of children with disabilities to proactively reduce the possibilities of abuse and neglect (e.g., connecting parents to the state parent centers, encouraging activities with regional parent technical assistance centers,



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connecting parents with school-based resources, and sharing national resources such as the Center for Disease Control (CDC), American Academy of Pediatrics/healthychildren.org, Indian Health Services (IHS), etc.).

- B. Increase supports and services for students with disabilities in overall social-emotional and wellness (e.g., adequate personnel, certified/licensed personnel such as mental health providers, evidence based social-emotional learning curricula, trauma informed care and training for staff (schools, Education Resource Centers (ERCs), Associate Deputy Director (ADD) regions), coordination with Indian Health Services, the BIE Behavioral Health and Wellness Program, and partnership with other community resources).
- C. Increase support and services for special education personnel and related service providers in overall social-emotional and wellness (e.g., peer supported networks, capacity building, promotion of resiliency, trauma informed care and related training to adequately support students).
- D. Create proactive approaches for regular communication between the school staff and the parents/ guardians (e.g., phone calls, text messages, zoom meetings, website updates, letters, in-person conferences, open houses, etc.).
- E. Offer professional development and resources to BIE funded schools on proven behavioral interventions for all students, specifically those children with disabilities (Dialectical Behavior Therapy (DBT), Applied Behavior Analysis (ABA), behavior therapy, cognitive behavior therapy (CBT), family therapy, interpersonal psychotherapy, motivational interviewing, organizational skills training).

Timely implementation of the recommendations as outlined above are critical as the BIE works to ensure compliance and fidelity to federal regulations regarding the education of Indian students with disabilities. Furthermore, such actions strengthen the federal government's efforts to respect and honor the federal trust responsibility for Indian education.

The board has worked diligently to develop these recommendations. Thank you for taking action. Please inform the Designated Federal Officer, Jennifer Davis (Jennifer.davis@bie.edu) on behalf of the Advisory Board, if specific content in this letter needs further clarification.

Maec-waewaenen (Thank you),

Norman Shawanokasic, Chairperson



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Pilar Peltier, Vice-Chairperson

Teryl Running Horse, Secretary

Dr. Janet Slowman-Chee, Ed.D., Board Member

Monica Cleveland, Board Member

Leslie Finnearty, Board Member

Dr. Perry Graves, Ed.D., Board Member

Rachel Harrison, Board Member

Wendy Kroupa, Board Member

Gretchen Lehmann, Board Member

Leon K. Reval, Board Member

Brian Wagner, Board Member

Gretchen Wendell, Board Member

Dr. Elizabeth Younce, Ed.D., Board Member

cc: Honorable Bernie Sanders, Chair, U.S. Senate Committee on Health, Education, Labor and Pensions
Honorable Virginia Foxx, Chair, Committee on House Education and the Workforce
Dr. Miguel A. Cardona, Secretary of Education
Bryan Newland, Assistant Secretary, Office of the Assistant Secretary - Indian Affairs
Tony Dearman, Director, Education Deputy Director, Bureau of Indian (BIE)
Dr. Eugene Thompson, Supervisory Education Specialist, BIE



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Advisory Board Introduction and Background

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

The Bureau of Indian Education (BIE), an agency within the Department of the Interior, oversees education for American Indian and Alaska Native students. Just as states must establish advisory boards to offer guidance on special education needs, the BIE is required to establish an advisory board for the same purpose. The BIE Advisory Board for Exceptional Children (Advisory Board), authorized by Part B, Section 611(h)(6) of the IDEA Reauthorization of 2004 (the Act, 200 U.S.C. 1400), represents the special education needs of all students with disabilities served by the BIE education system.

Currently, the BIE oversees a total of 183 elementary, secondary, residential, and peripheral dormitories across 23 states. There are 130 schools that are tribally controlled under P.L. 93-638 Indian Self Determination Contracts or P.L. 100-297 Tribally Controlled Grant Schools Act. The remaining 53 schools are directly administered by the BIE. Currently, the BIE education system serves approximately 49,000 elementary and secondary students; of these students, approximately 5,638 have disabilities.

BOARD RESPONSIBILITIES

The Advisory Board's duties, which are solely advisory, are to:

- assist in the coordination of services within the Bureau of Indian Affairs (BIA) and the BIE with other local, state, and federal agencies in the provision of education for infants, toddlers, and children with disabilities;
- advise and assist the Secretary in the performance of the Secretary's responsibilities as described in Section 611(h)(6) of the Act;
- develop and recommend policies concerning effective inter- and intra-agency collaboration, including modifications to regulations and the elimination of barriers to inter- and intra-agency programs and activities;



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- provide assistance and disseminate information on best practices, effective program coordination strategies, and recommendations for improved early intervention services or educational programming for Indian infants, toddlers, and children with disabilities; and
- provide assistance in the preparation of information required to be submitted under Section 611(h)(6) of the Act.

Annual Reporting

The Advisory Board is required by federal regulation (34 C.F.R.: 300.715) to submit an annual report describing its activities during the preceding year. The annual report identifies specific areas of need that the Advisory Board selected as priorities. The report advises BIE staff, the Secretary of the Interior, and Congress regarding programs, regulations, and policy development that will support and improve the education of American Indian and Alaska Native students with disabilities. This report is submitted in fulfillment of the annual reporting requirement for 2019.

BOARD MEMBERSHIP AND STAKEHOLDER GROUP REPRESENTATION

The Advisory Board currently has 14 out of 15 members. The Secretary of the Interior selects and appoints members who represent a wide range of stakeholders involved in or concerned with the education and provision of services to American Indian and Alaska Native children with disabilities. Stakeholder groups include:

- Native American persons with disabilities,
- Native American parents or guardians of children with disabilities,
- Teachers of children with disabilities,
- Service providers to children with disabilities,
- State and local education officials,
- Representatives of tribes or tribal organizations,
- Representatives from state interagency coordinating councils in states that contain reservations,
- Members representing entities of BIE or BIA.

Advisory Board members are appointed to terms of either 2 or 3 years, so that half of the membership terms expire after 2-years and the terms of the remaining members expire after 3-



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years. The Secretary of the Interior selects the Advisory Board chairperson. (Appendix 1: Advisory Board Members lists all members of the 2023 Advisory Board and indicates which stakeholder category each member represents).

FEDERAL ADVISORY COMMITTEE ACT (FACA) REGULATIONS

As an Advisory Board to a federal agency, the Advisory 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 that the committees comply 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.

The current Designated Federal Officer (DFO), Jennifer Davis has assisted the Advisory Board in maintaining compliance with these requirements. The DFO is an Education Specialist, Bureau of Indian Education, Division of Performance and Accountability, who is a full-time Federal employee appointed in accordance with Agency procedures. The DFO will approve or call all Board and subcommittee meetings, prepare and approve all meeting agendas, attend all Board and subcommittee meetings, adjourn any meeting when the DFO determines adjournment to be in the public interest, and chair meetings when directed to do so by the Assistant Secretary-Indian Affairs.



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Advisory Board Meetings

The Advisory Board met four times this year to complete its work for FY 2022-2023 (October 1, 2022 through September 30, 2023). The last meeting that occurred in September 2023, there were no travel restrictions, which provided availability for a hybrid meeting, allowing individuals to attend either in-person or online. The following is a summary about each Advisory Board meeting:

JANUARY 19-20, 2023 (ADVISORY BOARD HYBRID MEETING: CHANDLER, AZ)

This was the first meeting for 2022-2023. The Advisory Board received updates from the following entities:

1. **Dr. Eugene Thompson, the Supervisory Education Specialist**, provided information about Indicator 3 (assessment data for the FFY 2021 State Performance Plan/Annual Performance Report (SPP/APR) Part B), the Coordination of Services Plan and activities in the current plan that have been implemented, SY2022-2023 monitoring activities, updates regarding the updating of the Policy and Procedures Handbook, and the listed priorities and recommendations within the 2022 Annual Report report.
2. The three **BIE's Associate Deputy Director (ADD) Regions - Bureau Operated Schools (BOS), Tribally Controlled Schools (TCS) and the Navajo Region Schools (BOS and TCS)** described the challenges and needs their schools have in delivering quality special education services, the open/vacant positions do you have in your region? (i.e., related services, special education teachers, special education paraprofessionals), the activities that are being planned in their regions for SY22-23 to ensure special education and related services are being adequately supported and how the Education Resource Center's within their regions are involved with projects and activities.
3. **Tony Dearman and Juanita Mendoza** from **BIE Central Office** provided updates on staffing shortages, the hiring process, IHS and behavior supports and internet connectivity.
4. **Dr. Francis Arpan from Haskell Indian Nations University (HINU) and Tamarah Pfiesser from Southwest Indian Polytechnic Institute (SIPI)** presented on the challenges of preparing educators for schools serving significant numbers of Native American students in BIE funded schools, an overview of the educator and related service provider preparation programs at the post-secondary institutions of higher education, Haskell Indian Nations University (HINU) and the Southwestern Indian



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Polytechnic Institute (SIPI), and input about recommendation #1: “Effective and Consistent Implementation of BIE Systems Workforce Plan”.

5. **Audrey Duran from BIE Human Resources** discussed the status of unfilled educator positions and turnover from last year for educator positions at the school level and how the BIE recruits and retains personnel to fill position vacancies.

APRIL 13-14, 2023 (ADVISORY BOARD HYBRID MEETING: ALBUQUERQUE, NM)

For the second meeting, the Advisory Board received the following updates:

1. **Captain Carol Lincoln from Indian Health Services (IHS)** spoke on the MOU between IHS and the BIE regarding the provision of support services. **Dr. Eugene Thompson** provided copies of the MOU to members of the Board who were present in the room. The MOU coordinates services, resources and personnel between IHS and the BIE’s national and local offices, and with state and local education agencies, and other entities to facilitate Free Appropriate Public Education to Indian children with disabilities residing on or near reservations. Dr. Thompson noted that the Coordinated Service Plan (CSP) mentioned in the MOU is being developed and should be ready soon.
2. The board heard from a panel of **Special Education Directors and Coordinators** which included **Jay B. Twitchell, Lianne Hemstreet, and Dr. Elizabeth S. Younce**. The Panel responded to questions about the effects of COVID on providing special education services, identification, and their ability to retain educators and service providers.
3. The board heard a second panel discussion of **School Leadership** including a Superintendent, two Principals and an Assistant Principal. The participants of the panel were **Jennifer Blackbear, Lillian Kim Franklin, Olivia Penaloza and Dr. Marilou Areno**. The panel answered questions regarding the provision of special education services, the relationship between special education and general education and their use of data to drive decisions related to interventions, transition services, collaboration and general decision making related to the provision of special education and related services.
4. The board heard a panel discussion on the **four-day school week** by panelists **Dr. Eric Gutierrez and Dr. Michelle Thomas**. The panel answered questions about how the four-day school week affects students, parents, special education services and what the effects are on hiring in regards to retention and recruitment. The panel discussed their lack of struggle to recruit and retain and the creative ways in which



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they utilize their “extra” day to provide tutoring services, professional development and respite.

JUNE 22-23, 2023 (ADVISORY BOARD HYBRID MEETING: CHEMAWA INDIAN SCHOOL, SALEM, OR)

For the third meeting, the Advisory Board received the following updates:

1. The board visited **Chemawa Indian School** and met with a panel of their leadership including their **School leadership team, teachers, school improvement team, and parent advisory board**. Panel participants, **Amanda Ward, Ryan Cox, Rob Alvarez, and Amy Layton**, discussed their successes with compliance, effective team work, and their success with supporting students who needed academic support, both in special education and general education. They stressed their concerns about the BIE hiring process and staff shortages that could result in compliance issues if not addressed. They had 41 open positions at the time of our visit which prevented them from serving more students, despite the facilities ability to serve many more students. There is an effort at Chemawa to increase parent involvement and to overcome some of the difficulties that come with collaborating with parents who live all over the country.
2. A panel of representatives from **BIE Off Reservation Board Schools (ORBS)** as represented by **Amanda Ward (Chemawa Indian School), Ryan Cox (Chemawa Indian School), and Robbin Sanders (Riverside Indian School)** discussed their struggles with COVID, getting students to engage with the virtual classroom and the process of providing access to those opportunities. They discussed the issues with truency and student attendance both during and after the pandemic.
3. **BIE Special Education Program. Dr. Eugene Thompson, Supervisory Education Specialist** updated the board on the GAO report and the 7 recommendations that were listed in the report as well as an update on the BIE Special Education Policy and Procedure manual which is now complete and posted online. Dr. Thompson also provided updates on the upcoming data meetings.
4. The board took a tour of **Chemawa Indian School**, led by **Pilar Peltier**. The board gained knowledge of student life at the school, the services available to the students, the unique challenges of COVID, the difficulties with hiring qualified staff, and greater knowledge of the school culture. Chemawa was adorned with beautiful student artwork, and incorporated unique learning spaces where students could



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gain valuable experiences. Chemawa is an impressive example of what can be achieved when education is guided by culture and tradition.

SEPTEMBER 21-22, 2023 (ADVISORY BOARD HYBRID MEETING: WASHINGTON D.C.)

This was the last meeting for FY 2022-2023 and the following items occurred:

1. **OSEP Leadership** provided information regarding how can OSEP more directly support the BIE's work in providing special education services that result in positive outcomes for children with disabilities across the BIE school system and how do the OSEP-funded technical assistance centers improve special education services for the BIE. They discussed their perception of progress the BIE has been making in the areas of equity and data collection and how can OSEP supports promoting equity in student access to educational resources, opportunities, and welcoming environments. OSEP shared the progress of the BIE in addressing performance accountability expectations and the collaborations that currently exist between OSEP and the BIE, grant opportunities, and predictions they had about future collaboration.
2. The **BIE Office of the Director (Juanita Mendoza** on behalf of Tony Dearman) provided updates on rural school internet access, and updates regarding the workforce plan. They intend to send an organizational chart as soon as it's completed. They discussed the hiring process and what their limitations are regarding hiring as well as the steps they are taking to improve the process. They discussed BIE and U.S. Department of Education collaboration, the long-term picture of retaining qualified educators, the concerns that have been identified over the past year, and the work has been done since the last tribal consultation in 2021 on updating the Indian School Equalization Program (ISEP) regulations.
3. **Audrey Duran from BIE Human Resources** responded to the inquiry the board made regarding the hiring process and giving more power to the schools. She informed the board that the schools are already overwhelmed, they do not have access, nor the knowledge to create compliant postings. Even if the schools did their own postings, they would still need to be audited which would delay the process further. Staff has been hired, more training has been provided to staff, and there has been development of webinars to teach applicants how to properly apply for a federal job.



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4. **Dr. Eugene Thompson** from the **Division of Performance and Accountability (DPA)/ BIE Special Education Program** spoke about NASIS, data collection and the SPP/APR. Dr. Thompson discussed some upcoming meetings, conferences and other events.
5. The three **BIE's Associate Deputy Director (ADD) Regions - Bureau Operated Schools (BOS), Tribally Controlled Schools (TCS) and the Navajo Region Schools (BOS and TCS)** represented by **Dr. Cheri Poitra, Cheryl Johnson, Katharine Ford, Joann Fields and Gloria Yepa** presented on the services provided for BIE funded schools, an update on the 2022-2023 school year, successes, challenges, ongoing goals, and other items that would be pertinent to the Advisory Board, as well as what type of activities they intend to provide for their regions in the upcoming 2023-2024 school year. They discussed the ISEP review findings regarding special education.

FY2022-2023 expenses to conduct four board meetings are as follows:

1. **Payments to Non-Federal Board members:** Zero cost. The BIE does not pay (i.e. stipend) non-federal board members to attend any advisory board meetings nor pay any non-federal employee to work on tasks for the advisory board).
2. **Payments to Federal Board members:** Zero cost. The BIE does not pay (i.e. stipend) federal board members to attend any advisory board meetings nor pay any federal employee to work on tasks for the advisory board).
3. **Payments to Federal Staff:** \$4,725.63 Costs to federal staff (who are not advisory board members) such as the Designated Federal Officer and other federal employees, required or requested to provide reporting materials to the Advisory Board members. Usually, this will be salary (including benefits) for days a federal employee attended Advisory Board meetings or completed Board work. An approximate hourly pay figure was used to calculate the total hourly pay for federal employees required or were requested to attend this board meeting to provide reporting materials to the Advisory Board members.
4. **Payments to Consultants:** \$127,097.42 The BIE used a Contractor to assist with the planning and set up of the board meeting and travel assistance for the board members and completion of reports (minutes and annual report). The name of the Contractor is the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University. The contractor's payment costs represents payments for management, training, and technical assistance for the Advisory Board. The Contractor is not an appointed member, nor are they federal employees, and the payments are not reimbursement for travel expenses.



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5. **Travel Reimbursement For Non-Federal Board Members:** \$28,836.38 There are four non-federal board members who consistently traveled to all four board meetings.
6. **Travel Reimbursement For Federal Board Members:** \$2,725.00 There is one board member who is a federal employee, and traveled to three of the four total board meetings.
7. **Travel Reimbursement For Federal Staff:** \$10,463.00 Costs represent payments by the federal government to any Federal employee required to travel to attend this board meeting to provide required board oversight or provide materials to the Advisory Board members.
8. **Travel Reimbursement For Consultants:** \$10,400.00 Costs are for the consultant who traveled to the meetings to set up and prepare for each board meeting.
9. **Other Costs:** \$7,800.00 The BIE used the required Federal Register Notice (FRN) to advertise all meetings. Other costs are for conference room rental costs. One site was conducted on federal property, therefore conference room costs did not apply.



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BIE Advisory Board for Exceptional Children Current 2023 Membership Roster

NORMAN SHAWANOKASIC, CHAIRPERSON | TERM: 7/10/2023 TO 7/10/2026 | STATE: WISCONSIN
REPRESENTING CATEGORY: TRIBAL REPRESENTATIVES OR TRIBAL ORGANIZATION REPRESENTATIVES

PILAR PELTIER, VICE-CHAIRPERSON | TERM: 2/10/2022 TO 2/10/2025 | STATE: OREGON
REPRESENTING CATEGORY: BIA EMPLOYEES CONCERNED WITH THE EDUCATION OF CHILDREN WITH DISABILITIES

TERYL RUNNING HORSE, SECRETARY | TERM: 1/14/2021 TO 1/14/2024 | STATE: SOUTH DAKOTA
REPRESENTING CATEGORY: INDIAN PERSONS WITH DISABILITIES

JANET SLOWMAN-CHEE, Ed.D., BOARD MEMBER | TERM: 9/14/2023 TO 9/14/2026 | STATE: ARIZONA
REPRESENTING CATEGORY: INDIAN PARENTS OR GUARDIANS OF CHILDREN WITH DISABILITIES

MONICA CLEVELAND, BOARD MEMBER | TERM: 3/15/2023 TO 3/15/2026 | STATE: ARIZONA
REPRESENTING CATEGORY: INDIAN PARENTS OR GUARDIANS OF CHILDREN WITH DISABILITIES

LESLIE FINNEARTY, BOARD MEMBER | TERM: 2/10/2022 TO 2/10/2025 | STATE: NORTH DAKOTA
REPRESENTING CATEGORY: TEACHERS OF CHILDREN WITH DISABILITIES

PERRY GRAVES, Ed.D., BOARD MEMBER | TERM: 1/14/2021 TO 1/14/2024 | STATE: KANSAS
REPRESENTING CATEGORY: TEACHERS OF CHILDREN WITH DISABILITIES

RACHEL HARRISON, BOARD MEMBER | TERM: 4/18/2023 TO 4/18/2026 | STATE: OKLAHOMA
REPRESENTING CATEGORY: TEACHERS OF CHILDREN WITH DISABILITIES

WENDY KROUPA, BOARD MEMBER | TERM: 4/18/2023 TO 4/18/2026 | STATE: SOUTH DAKOTA
REPRESENTING CATEGORY: LOCAL EDUCATION OFFICIALS

GRETCHEN LEHMANN, BOARD MEMBER | TERM: 2/10/2022 TO 0/10/2025 | STATE: NORTH DAKOTA
REPRESENTING CATEGORY: SERVICE PROVIDERS TO CHILDREN WITH DISABILITIES

LEON K. REVAL, BOARD MEMBER | TERM: 9/14/2023 TO 9/14/2026 | STATE: NEW MEXICO
REPRESENTING CATEGORY: INDIAN PARENTS OR GUARDIANS OF CHILDREN WITH DISABILITIES



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BRIAN WAGNER, BOARD MEMBER | TERM: TERM: 11/4/2022 TO 11/4/2025 | STATE: SOUTH DAKOTA
REPRESENTING CATEGORY: TRIBAL REPRESENTATIVES OR TRIBAL ORGANIZATION REPRESENTATIVES

GRETCHEN WENDELL, BOARD MEMBER | TERM: 2/10/2022 TO 0/10/2025 | STATE: SOUTH DAKOTA
REPRESENTING CATEGORY: LOCAL EDUCATION OFFICIALS

ELIZABETH YOUNCE, Ed.D., BOARD MEMBER | TERM: 9/14/2023 TO 9/14/2026 | STATE: NORTH CAROLINA
REPRESENTING CATEGORY: LOCAL EDUCATION OFFICIALS

TWO ADVISORY BOARD MEMBERS SERVED DURING FFY 2023, AND THEIR TERMS EXPIRED IN 2023.

ROBIN BLITZ, M.D., BOARD MEMBER | TERM: 7/9/2020 - 7/9/2023 | STATE: Arizona
REPRESENTING CATEGORY: STATE INTERAGENCY COORDINATING COUNCILS

HARVEY RUDE, Ed. D., VICE-CHAIRPERSON | TERM: 7/9/2020 - 7/9/2023 | STATE: COLORADO
REPRESENTING CATEGORY: SERVICE PROVIDERS TO CHILDREN WITH DISABILITIES