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This issue of the *Cable* contains registration information regarding the December ICASE Topical Conference.

If this insert is not included in your copy, please contact the ISEAS Project at Indiana State University.



ISEAS

Cable

November 1996
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Supporting Special Education Administrators in Seeking Solutions

Words About the Future

[Editor's Note: Anne C. Lewis, formerly executive editor of Education USA, is a free-lance writer living in the Washington, D.C., area. Her commentary appeared in the March 1996 issue of *Phi Delta Kappan* and is reprinted with permission.]

It is mostly political rhetoric, I know. But the justification for decisions on the federal budget — that they are “to save the future of our children” — is so cynical that I wince every time I hear it.

Those who indulge in such symbolic semantics talk about bringing down the budget deficit. They rarely mention that they are doing so at the time that they are asking the poor and low-income working families to pay to fatten pocketbooks at the Pentagon and among the wealthy. They never say that cutting support for education and for other investments in human capital is part of the deal.

In some ways, federal education funding is also merely sym-

bolic — never enough to be a significant contribution except in schools in very poor neighborhoods. But federal education funding is very important as a way of getting the country to discuss educational priorities. For more than 20 years, the focus was on equity; in the 1980s, it shifted more toward the economy. Today, neither issue seems to be part of the budget conversations. Instead, each state is supposed to conduct a debate about priorities, pitting education against a host of other demands on state budgets at a time when most states are facing a dramatic rise in school enrollments. Decisions will be made without the influence of a national “standard” of concern.

This column has often described the impact of these shifting priorities on students now in school. But middle-income families will share in the struggle ahead. For example, Congress is considering raising the maximum Pell Grant

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by only \$100 even as it is cutting off eligibility to more than 360,000 students, most of whom will come from the lower end of the distribution of middle-income families. These changes are afoot despite the fact that the real value of the grants has decreased by more than 25% in the past 15 years.

Meanwhile, the income gap in weekly earnings between a high school graduate and a college graduate has grown to 65% (up from 27% in 1979). Even a single year of college — at two- or four-year institutions — increases annual earnings by between 5% and 13%.

If the plight of individual young people is not important, then those making the budget decisions ought to match their pronouncements about “saving-the-future-of-children” to a forecast of what will happen to the nation’s productivity.

Since the early 1970s, says Jeffrey Madrick, author of *The End of Affluence*, in a *New York Times* column, productivity in this country grew at an average rate of only 1%. Had it continued at the 2% level, American families would have earned an average of \$5,000 more last year, and “there

would be no federal deficit at all at current levels of government spending, but a rather substantial surplus from which to meet our social obligations or reduce taxes.”

What is happening, says Madrick, is not business as usual, “but a reversal of our national experience” that is severe enough to explain the malaise of the American public. The answer, Madrick says, is to place more resources, not less, into capital investments, research and development, and education.

Underscoring Madrick’s analysis is that of the Council of Economic Advisors. According to its chair, Joseph Stiglitz, during the past 30 years increases in educational attainment added as much as three-tenths of a percent per year to the nation’s economic growth, “meaning that education contributed about 20% to the growth in incomes” over the period. A well-educated work force, he explains, “can implement new ideas and innovations more quickly, generating technological advancements that are key to raising productivity and enhancing long-term growth.”

Let’s be crass about the value of education and look at statistics relating education to the costs of

nonproductivity. The council’s figures show that, for each individual who does not graduate from high school, the total costs of prison, parole, and welfare over his or her adult lifetime average about \$69,000. The costs drop to \$32,000 for each high school graduate who does not attend college and to just \$15,000 for each person who has attended college.

Economic arguments for education sometimes make us forget the enrichment that we enjoy — individually and as a society — from good education. But the agenda in Washington these days is fixated on money and the economy, so the justifications have to be about investments in education as a means of improving our productivity. Most of those attacking education spending as superfluous are young enough to anticipate sharing the “future” that they talk about with the children who will be trying to earn a living in it (and supporting the older generations’ retirement at the same time).

The consequences of cutting back on investments in education, Stiglitz points out, will not be felt tomorrow or even next year. But they will become more than rhetoric when the future becomes the present. □

Check us out on-line!

The ISEAS Project is now on the internet. Our web page address is <http://www.indstate.edu/iseas/iseas.html>

Along with information about our project and a link to the Indiana Department of Education, there is also a link to view the *Cable* on-line or an option to download the PDF version.



ADMINISTRATORS' CORNER

Cris Fulford, director of the ATTAIN Project, has announced a new address of 1815 North Meridian Street, Suite 200, Indianapolis, IN 46202. The telephone is 317/921-8766. □

ISEAS Steering Committee Meeting Minutes

September 25, 1996

[These minutes are considered unofficial until approval at the next meeting on October 23, 1996.]

Members Present: Brett Bollinger, Southeast Representative; Mary Jo Dare, Central Representative; Sheila Decaroli, East Representative; Muriel Downey, Northeast Representative; Patti Kem, North Central Alternate; Saundra Lange, Southwest Representative; Joan Machuca, Northwest Representative; Bob Marra, Director, Division of Special Education; and, Jeff Young, ICASE Representative

Staff Present: Gary Collings, ISEAS Executive Director; Cinda Long, ISEAS Program Specialist; and, Susie Thacker, ISEAS Executive Assistant

Others Present: ICASE Executive Committee and Gwenn Ringger, Northwest Roundtable

The meeting was called to order at 2:00 p.m. by Gary Collings as ISEAS Executive Director. An updated index of

highlights of Steering Committee minutes was distributed.

Approvals: Motion: Minutes from the June 13, 1996 meeting were presented. With a motion by Dare/Machuca the minutes were approved as written.

Mini-Grants: None of the roundtables have expenditures to date in their \$500 mini-grants.

Mini-Grant Applications: The procedure for applying for and implementing the \$500 mini-grants was reviewed. Collings asked that each roundtable submit a calendar of roundtable meetings scheduled. ISEAS will duplicate these calendars and make them available to other roundtables.

Reports by Roundtable:
Central - Central Roundtable met the morning of September 25. A calendar of meetings has been set. There will not be meetings in December or February. The ICASE roundtable topical was discussed. Although their topical was scheduled for May, they would like to change it to April. They would also like to change the focus to a mock hearing with attorneys and questions from the audience. The hearing would be

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Happy Birthday!

November 1
Susan Sullivan
South Bend
Community Schools

November 2
Jane Taylor-Holmes
Division of Special Education

November 4
Jacki Lynn
MSD of Pike Township

November 11
Tom Adams
Logansport Area Joint
Special Services

November 13
Chuck Ellis
South Central Area Special
Education Cooperative

November 14
Pam vonRahl
Mishawaka-Penn-Harris-
Madison Joint Services

November 20
Judy Cass
Division of Special Education



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videotaped and copies made available to anyone interested for only the cost of the tape. As this is an ICASE sponsored activity, these changes will be discussed at the ICASE Executive Committee meeting.

There was discussion at the meeting regarding speech and licensing. Also discussed was the Standards manual, especially in the area of autism.

Shirley Amond has asked if there is interest in a five-day training on signing in exact English.

Indianapolis Public Schools will tape a television show on Comcast Cable Network on attention deficit as a featured show for October. The show will be videotaped and offered to other cable channels.

East - The roundtable has met and started to work on the ICASE roundtable topical. They are also looking at computer generated IEPs with Tranquility Systems. Their calendar of meetings was submitted.

North Central - Cheryl Harshman will serve as alternate roundtable representative for North Central. A calendar of meetings of the year was submitted. Topics for meetings are alternative services (11/25/96) and collaboration techniques with Dr. Marilyn Friend (12/3/96)

North Central Roundtable will sponsor an ICASE Topical Conference on "Behavioral Management in the Schools" from

8:30 AM to 3:30 PM on October 14, 1996 at the Radisson - Lafayette. Margaret Bannon-Miller, attorney with Bose, McKinney and Evans, Indianapolis and Eric Hartwig, Ph.D., Marathon County Special Education, Wausau, Wisconsin will present. The issues to be addressed are suspension/expulsion - current legal trends from both a state and federal perspective, development of behavior management plans and their relationship to IEPs, and behavior management strategies.

Northeast - A calendar of meetings has been established. The roundtable is looking at topics for their ICASE roundtable topical.

Northwest - A tentative calendar of the roundtable's meetings for 1996-97 was submitted. Focuses for these meetings are roundtable planning (9/26/96), job stress (11/7/96), labeling (12/19/96), State Department relations-ongoing communication (2/6/97), incorporating special education into general education programs (3/13/97), and Section 504/ADA (4/24/97).

The roundtable will have a Creative Problem Solving activity on how to meet needs of all planning districts. There has been some discussion that the structure of the roundtable is too large. Collings responded that any restructuring of a roundtable is an ICASE question and would require a constitutional amendment.

Southeast - The roundtable

met in August. The next meeting will be October 18 with Bob Marra attending. Focus for the November meeting will be ADD and computerized IEPs with Tranquility Systems.

Southwest - The roundtable has reorganized their calendar and will submit it to the Steering Committee. Lange noted there has been some concern in the roundtable about the cost of the computerized IEPs with Tranquility Systems.

Southwest would like to collaborate with Southeast on their ICASE roundtable topical. They will present this to the ICASE Executive Committee.

1996-97 ISEAS Calendar: The final 1996-97 ISEAS/ICASE calendar of meetings was reviewed.

Lighthouse Applications: Information regarding the ISEAS Lighthouse Visitation program was available, as well as an updated list of ISEAS Lighthouse visitation applications from 1980 to 1996.

Administrative Study Keyclub (ASK): Collings reviewed the purpose of ASK as being to provide financial assistance to bring together fellow directors to talk shop.

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1996-97 Events/Reports:

Report - New Directors/Mentors: Jeff Young reported that the New Directors' Workshop held August 15, 1996 at the Holiday Inn North, Indianapolis, was well received. The meeting was sponsored by the ICASE Past Presidents' Council and provided an opportunity to familiarize new directors and supervisors with such topics as the role of the special education administrator in the 1990s, Division of Special Education initiatives, ISEAS mentor program, special education finance, federal grants/applications, child count, Article 7, IDEA update, parent partnerships, Section 504, and administrative teams. Fifteen new directors and supervisors attended. Mentors have been confirmed for each of the new directors as shown in the shaded box.

The five new directors will meet with their mentors during the Fall ICASE conference.

OT/PT Topical Session:

Registration forms for the Eighth Annual ED-MED Conference to be held Thursday, October 24, 1996 at the Indianapolis Convention Center were distributed. ISEAS will sponsor one of the nine presentations. Vicki Hershman, State Coordinator for Partnerships for Assistive Technology with Indiana Schools (PATINS) will present. PATINS is a statewide project designed to provide training, resources and technical assistance to public school personnel and students who want access to adaptations and technology tools which enable students to control and direct their own lives. Registration forms

have been mailed to Indiana special education directors, OTs, and PTs. Jackie Nink Pflug will deliver the keynote address on "Learning to Live with a Traumatic Brain Injury". Jackie survived a gunshot wound to the head during the hijacking of Egypt Air #648.

Secretaries/Support Staff

Seminar: The annual Secretaries/Support Staff Seminar will be held Tuesday, November 12, 1996 at the Holiday Inn North, Indianapolis. Suggested focus topics and presenters for the seminar were discussed and a draft of the registration form reviewed. After consideration, it was determined the topics and presenters would be: (1) Conflict Resolution; (2) Parent/Public Relations with Mike Livovich; (3) Small Group Cracker Barrel Discussions on Selected Topics with Jeff Young, Mary Jo Dare, and Sheila Decaroli; and (4) Wellness in the Workplace. Registration forms will be mailed to those attending in past years and will be included in the CABLE newsletter. Participants will be asked to select and attend two of the four topics. Deadline for registration is November 5. The \$15 registration fee will include a luncheon.

LEASE Academy II: Members received an application and a copy of the booklet for the ISEAS LEASE Academy II. The Academy will be divided into two sessions: November 20-21, 1996 and January 20-21, 1997. The

NEW DIRECTOR

**Cheryl Corning
Linda Duncan
Darcy Hopko
Joan McCormick
Tammy Ummel**

MENTOR

**Brett Bollinger
Mike Livovich
Sheila Decaroli
Jeff Young
Ann Schnepf**

theme for the Academy is "Life in the Balance" and is hosted by ISEAS and presented by the Center for Organizational Resources (COR) of Ball State University. Registrations forms and booklets will be distributed to all directors at the Fall ICASE Conference. Those directors who are unable to pick up their booklets at the conference will receive theirs by mail. The registration deadline is October 18.

cc:Mail/GTEINS: Cinda Long reminded the Committee that the National and State e-calendars are still available on cc:Mail along with the selected newsgroups. If anyone knows of any conference they would like to have posted on the calendars or e-mail, they should contact her with the date, sponsor, location, fees, and conference contact.

A web page has been established on the Internet for ISEAS with links to the Indiana Department of Education (IDEANet) and a link to view the July, August, and September CABLE's on-line. October's CABLE is ready and will be put on-line on October 1. Anyone interested in the address

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for the ISEAS page should contact Long or Collings after the meeting.

Long has been assisting the Division of Special Education in setting up a home page. Ultimately, they would like to download all their documents to a web page. Article 7, Functional Literacy Assessment Guidelines for Students who are Blind or Visually Impaired, Family Educational Rights and Privacy Act (FERPA) and the Parent-Citizen Handbook have already been translated into HTML format. The remainder of the Division's documents will be assigned to a page on the web as she receives them.

Marra commented the Division is encouraging cooperatives to set up their own e-mail post offices to free the Division phone lines for others. These post offices would include principals, supervisors, etc. in the cooperatives.

New Directory of Special Education Administrators: A copy of the new 1996-97 School Year Directory for Indiana Special Education Administrators was given to each member. Directories will be distributed at Fall ICASE and the Secretaries/Support Staff Seminar.

Conference Sponsorships/Reports: *Report - Midwest Special Education Leadership Conference:* Collings reported seven Indiana special education directors attended the Midwest Special Education Leadership Conference held in Breckenridge,

Colorado on June 25-28, 1996. As in the past, ISEAS sponsored the participation of the ICASE President-elect to attend the conference. Richmond presented a brief report.

NASDSE: The 59th Annual NASDSE Meeting will be held November 17-20, 1996 at the Royal Sonesta Hotel in New Orleans. The theme of the meeting is "Accountability in a World Class Education System for Individuals with Disabilities". Sheila Decaroli, Anderson, will represent ISEAS at the meeting. Muriel Downey volunteered as an alternate.

CEC: Salt Lake City will be the site for the International CEC Conference April 9-13, 1997.

LRP: The annual LRP Conference will be held May 4-7, 1997 in San Diego.

University Forum: *September 27, 1996 Meeting:* The ISEAS University Forum will hold its first meeting of the year on September 27 at the Radisson Roberts Hotel in Muncie.

Chairperson: The new chairperson for the 1996-98 term is Cathy Shea, Indiana University Southeast. Marlaine Chase, University of Evansville, will serve as vice-chairperson.

Other Business: ISEAS Final Report: Collings is beginning to bring together the ISEAS Final Report which is due October 30, 1996. He noted during the project year 1995-96 ISEAS hosted a total of 50 meetings

which included 770 participants.

IDEAS Videotape Series: The videotape series "Indiana Designs for Educating All Students, (IDEAS), is now completed and is being duplicated for distribution. The thirteen-tape series is facilitated by Marilyn Friend, IUPUI, and is expected to be ready in October.

"Who are the Children Being Born Today": Anyone interested in using this video may contact the ISEAS office.

"Look Who's Laughing": This video is currently with Joan Machuca, Northwest Indiana.

Speakers Bureau: ISEAS has received a number of calls for recommendations on presenters on Inclusion. Collings asked if there was a need for a list of possible local presenters to be sent to directors. Representatives were asked to talk with their roundtables and the subject would be discussed again at the October 23 Steering Committee meeting.

Next Meeting:

- October 23, 1996
- ISEAS Office
- 8:00 AM - Coffee and Rolls
- 8:30 AM - ISEAS Steering Committee Meeting (to be followed by Division Report and ICASE Executive Committee Meeting) □



ISEAS University Forum

September 27, 1996

Members Present: Cathy Shea (IUS), David Mank (ISDD), Cathy Pratt (ISDD), Jane Swiss (St. Francis), Ann Smith (ICASE), Bob Marra (DOE), Mary Beth Janes (ISDD), Lyle Lloyd (Purdue), Henry Schroeder (ISDD), Jim Murray (ICASE), Bill Littlejohn (Blumberg), Lew Polsgrove (ISDD), Judith Smith (Purdue-Calumet), Gary Collings (ISEAS).

Others Present: Mike Livovich (ICASE)

Prior to the meeting the members had an informal discussion over lunch with Mike Livovich regarding personnel training and professional development needs from the field perspective.

Marra noted from the town meetings which he has been attending around the state that business leaders are describing what attributes they are expecting from graduates of the school system. There seems to be a parallel in finding out what the special education administrators are looking for in university teacher education graduates.

1. **Introductions** - Cathy Shea, chairperson, called the meeting to order and made introductions. The May 3, 1996 minutes were accepted as mailed with a correction to a position as noted under the Purdue report. An

index of Forum meeting minutes from September 1989 to May 1996 was distributed.

2. **Agenda Revision** - Shea asked that members divide into 3 discussion groups: distance education, rally planning, professional development. Each group was asked to take thirty minutes on their assigned topics. Highlights from each of the small group meetings were as follows:

a. **Distance Education - ACTION: Janes and Polsgrove will prepare a Listserv of internet addresses of all Forum members and as many other state IHE special educators as possible.** Swiss and Janes will review previous materials, contact Allen Parelius and offer recommendations at a future meeting as to direction on dissolution of committee.

b. **Rally** - Based on discussions with past rally committee members, Shea recommended the Faculty Rally not be done this school year in the previous format (at the IFCEC convention). She suggested realigning resources to support a meeting with "high profile" leaders e.g. the Deans of our Schools of Education. Judith Smith had compiled a paper of Suggestions and Considerations from previous feedback from members for the Spring Rally.

Shea made a second suggestion that we rotate the location of select Forum meetings to each of the four state universities throughout the school year. The idea would be that the respective university faculty members could

join with the Forum for a dialogue in the AM perhaps to include local directors. The focus of the AM session might be about the university's Professional Development Schools. After lunch the Forum members would have a standard meeting without the faculty. December meeting might be the first such rotated location.

c. **Professional Development** - Swiss recommended that a joint meeting with members of the ICASE Executive Committee and representatives of the Forum to discuss and outline personnel needs with implications for training programs be arranged. Livovich noted that the next meeting of the executive committee was scheduled for October 23 in Indianapolis. He offered to contact Daena Richmond, president of ICASE, to see if her agenda could include this dialogue. Forum members who volunteered to attend were Shea, Pratt, Lloyd and Swiss.

A second suggestion was made from the group to explore a future meeting with Deans of the respective universities to discuss the status of teacher training and personnel preparation needs. Marra offered to make arrangements for such a meeting through Stan Jones at the Commission for Higher Education if desirable. **ACTION: Littlejohn was asked to check with the ISU dean to see if there are existing meeting dates of deans from across the state. ACTION: Organize a planning committee for this**

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activity at next meeting.

A third suggestion was for Forum members to attend their local Roundtable meeting.

3. **IPSB Report** - Ann Smith attended the August 15 meeting of the Indiana Professional Standards Board as a Forum representative and member of a panel of experts to react to the draft paper presented by the Exceptional Needs Advisory Group. The advisory group will make revisions based on the feedback from this session. The next draft will be available prior to public hearings which may be held in November. Ann Smith distributed her handout paper as presented at the session which outlined her responses to a set of questions in regard to the first draft of the exceptional needs group. **ACTION: members agreed that Ann Smith should continue as the contact person and Cathy Shea will join her as an additional Forum representative. ACTION: Shea will disseminate copies of draft to members needing one.**

4. **Transition Paper** - Shea reported that Pat Rogan sent her a note that the advisory council for the Indiana Transition Initiative will complete a final edit on October 1. Rogan will have the final draft paper available for the next meeting of the Forum.

5. **Division Report** - Marra was not able to stay for the complete session. Collings reported that the collaboration/co-teaching videotapes scripted by Marilyn Friend are being duplicated for dissemination. He was

not aware, however, if sets would be available for each university. Collings distributed the 1996-97 ISEAS directory.

6. **University Reports** - J. Smith (Purdue-Calumet) commented that her department had Marilyn Scannell and John Baker from the Indiana Professional Standards Board (IPSB) at their faculty retreat. She now has a better understanding of the standards process.

David Mank (ISDD) expressed that he was pleased to be in Indiana and now working with the Forum members.

Shea (IUS) said her campus is now able to check the sex offender registry for all students. This registry is on the WWWeb. Contact Shea for the Internet address if interested.

Swiss (St. Francis) reported that they have now filled their full-time faculty position. Her campus is in the second phase of merging all program sections into a single department. They will next begin to merge courses and field experiences.

Lloyd (Purdue) commented that they are still recruiting for a faculty member in transition and secondary-age students (not assistive technology as mistakenly noted in the May 3 minutes). He observed that personnel preparation grants were more competitive. Lloyd distributed a list of AAC continuing education offerings via IHETS which he requested be attached to the minutes. He suggested that the Forum consider

coordinating such IHETS offering from the various institutions of higher education.

Polsgrove (IU) presented names of three new faculty members as retirement replacements for Spicker, Fink, and Gushkin. He reported that the School of Education is doing an internal analysis of all of its programs.

Littlejohn (Blumberg) recognized Henry Schroeder's past contribution to the University Forum. He noted Schroeder's willingness to take on assignments and involve the ISDD staff as resources. Littlejohn reported the Center has been funded for a third year to train facilitators in Creative Problem Solving.

7. **Other Business** - A copy of the July 12, 1996 memo regarding substitute certificates from Elizabeth Schurtz, director of teacher licensing, was distributed.

Janes reminded the Forum that the Assistive Technology Task Force is ready to report and requests to be placed on a future agenda. **ACTION: Shea to put Assistive Technology on next agenda.**

8. **Next Meeting** - November 1 (Friday) at 11:00 AM in the ISEAS office.

9. **Calendar of Future Meetings** - December 6, 1996; No January meeting; February 7, 1997; March 7, 1997; April 4, 1997; and May 2, 1997 □





Information from ICASE

ICASE Executive Committee Meeting Minutes

September 25, 1996

Radisson Hotel Roberts - Muncie

[These minutes are considered a draft until approved at the next scheduled meeting.]

Members Present: Daena Richmond, Jan Rees, Gary Collings, Jeff Young, Mike Livovich, Patti Kem, Judy Flowers, Joan Machuca (NW), Muriel Downey (NE), Mary Jo Dare (C), Sandra Lange (SW), Brett Bollinger (SE), Sheila Decaroli (E)

Members Absent: Russ Dawson, Phyllis Craig (NC)

Others Present: Bob Marra, Roger Williams, Susie Thacker, Cinda Long, Gwenn Ringger

I. Approvals

A. **MOTION: After a motion by Young/Machuca the August 15, 1996 minutes were approved as submitted.**

B. Rees introduced the new expenditure report format. **MOTION: After a motion by Kem/Bollinger the August 31, 1996 treasurer's report showing a balance of \$32,989.86 and the docket of outstanding bills**

totaling \$1,064.75 were approved as submitted.

Rees commented that the IRS is satisfied with the ICASE not-for-profit status but the Indiana secretary of state has not yet accepted her information. She is confident that the issues with the secretary of state will also be successfully addressed. Dare asked that the minutes reflect the compliments of the Executive Committee in Jan's persistence with this task.

II. Strategic Plan: 1996-97

A. Goal I: Encourage communication, support, and promotion of administrators of special education

1. Report: Colleague Accomplishments - Kem noted she will have a form to distribute tomorrow to collect information about accomplishments of administrators. She typically sends flowers to immediate family and cards to others. **MOTION: Kem complimented Livovich on serving as CASE secretary this past year and nominated him to continue in this position. After a second by Machuca the motion unanimously carried.**

2. Report: Membership - Flowers reported that there were 181 pre-registrations for tomorrow's conference. Rees raised the question of how to differentiate between special

guests or non-members for registration fees. The answer seemed to be whether the individual would be eligible for membership.

Flowers submitted three names for approval under Honorary status. **MOTION by Young/Livovich that Ron Lewis, Bob Baltzell, and Henry Schroeder be granted Honorary (HCASE) status was approved. MOTION by Dare/Livovich that Greg Dale and Paul Peralda of Baker and Daniels law firm be invited for Patron (PCASE) membership was approved.**

3. Report: COCASE Issues - Flowers noted there was confusion with the COCASE language in the constitution which caused problems for the treasurer with membership renewals. As a result there are currently 142 members. The COCASE problem seems to be the inclusion of supervisors/coordinators. A discussion followed. Livovich offered his clarification that we gave supervisors/coordinators the option of either being Active members OR COCASE members. Other than the director COCASE members are not of active status. Rees suggested that without this interpretation we will likely lose members. **MOTION: Livovich**

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moved that the president present the COCASE issue to the general membership for discussion at the business meeting. Died for lack of a second. The discussion will be taken by Flowers to the membership committee for discussion at the roundtables.

B. Goal II: Promote the improvement of the education profession

1. Report: Roundtable Development - Livovich informed the group of the following regional training activities - North Central (Behavior Management - October 14), Northeast (Adaptations with Dave Ebeling - June 1997), East (Adaptations with Dave Ebeling - April 22, 1997), Central (Mock Hearing - April 1997), Southeast (Co-teaching with Marilyn Friend - December 4, 1996), Southwest (Co-teaching - may collaborate with Southeast), Northwest (yet to be determined). Livovich asked that each roundtable determine their costs, set the registration fee and provide details to him; he will forward information to ISEAS so a registration insert can be included in the Cable newsletter.

C. Goal III: Support the acquisition of adequate funding at local, state, and federal levels to meet the needs of children and youth with disabilities

1. Discussion: Legislative Agenda - Richmond commented that Sharon Henderson and Tom Doyle are at a federal legislative conference in to Washington D.C. this week. She called on Roger

Williams to give an overview of legislative plans for this coming session. He offered suggestions to make contact with local representatives and invite them to visit local school programs. The representatives need to know what is working and any items of local need. General legislation to be monitored includes: parental rights, alternative schooling for disruptive students, and transfer tuition. Williams referred to the proposed legislation on assistive device consumer protection (SB 236) commonly referred to as a "lemon law". ATTAIN and COVOH have asked ICASE to support this legislation.

Young asked that the legislative committee leave the APC aspect of the formula alone this year, but join with other associations in seeking an increase in the general fund formula. Livovich raised the concern of the increasing OHI count being compounded by ADD/ADHD. Marra noted the majority of students on state alternative services were also diagnosed as ADD/ADHD. He has been asked by the state superintendent to conduct the broad based ADD/ADHD study in behalf of the Department of Education as required by the General Assembly with a 1999 deadline.

D. Goal IV: Encourage the development of an infrastructure to support persons with disabilities in their local communities

1. Report: COVOH Update - Richmond attended their last meeting and had been asked to seek an ICASE endorsement for

SB 236 as noted in the above legislative discussion.

E. Goal V: Promote collaboration with Department of Education and the Division of Special Education

1. Report: Division of Special Education - Marra reported that the Collaboration/Co-Teaching videotapes with Marilyn Friend are being duplicated for distribution to directors in October. He noted that the Division endorsed LRE related program "How to Adapt Instructional Curriculum", which has been developed through ISDD with involvement of Sharon Henderson, is being put on CD-ROM for use by teachers.

Lange inquired about the Employment Training Specialist training program that often has a limited enrollment which makes it difficult to get staff involved. Marra noted that the delivery of training may need to be refocused more to the local/region. He will discuss this in more detail on Friday along with several other topics such as the CHINS preschool survey and the CSPD process. Decaroli brought up the implications of home schooling and special education. Marra proposed home schooling as a topic which cuts across other fields of education which could benefit from a broad base of discussion. Livovich asked for future discussion on students which are returning from hospital-based programs with no evidence of credits.

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F. Other Business - Young reported that there were 15 participants at the August 15 New Directors meeting presented by the Past Presidents' Council. The participants included the following five new directors: Cheryl Corn- ing, Linda Duncan, Darcy Hopko, Joan McCormick, and Tammy Ummel.

G. Next Meeting:

October 23, 1996

Location: ISEAS Office

Time: 8:00 AM Coffee &
Rolls

8:30 AM ISEAS Steering
Committee Meeting

10:00 AM Division Report

11:00 AM ICASE Executive
Committee Meeting

ICASE Business Meeting Minutes

September 27, 1996

Muncie, Indiana

[These minutes are considered a draft until approved at the next scheduled meeting.]

Officers Present: Daena Richmond, President; Jeff Young, Past-President; Russ Dawson, President-elect; Jan Rees, Treasurer; Gary Collings, Secretary

1. Minutes - Richmond called the meeting to order at 8:15 a.m. and requested a motion to approve the March 7, 1996 minutes. **MOTION: Jozwiak/Bollinger motion for approval of the minutes carried.**

2. Treasurer's Report: Rees

distributed an August 31, 1996 balance sheet showing total assets of \$32,989.86. She explained the new format for the 1996-97 budget in the amount of \$47,000. **MOTION: Handlon/Kem motion to accept the treasurer's report as submitted was approved.**

3. Audit Report: Leonard Jozwiak chaired the 1995-96 audit committee which included Susan Jacobs, Tom Ryan, Jan Rees and accountant Ruth Kenny. The audit report included a three year analysis of cash, revenue and expenditures. The committee confirmed that the receipts and expenditures reconcile and coincide with the adopted ICASE budget for fiscal year 1995-96. The committee report noted that the ICASE revenue continues to be in excess of \$20,000 annually requiring the filing of IRS Form 990 as a not-for-profit organization. The members of the committee offered six recommendations. **MOTION: Melsheimer/Decaroli motion to accept the audit report as submitted was approved.**

4. Strategic Plan - Richmond called on various committee chairpersons to report on activities.

a. Membership - Richmond complimented Judy Flowers, Tom Adams, Jim Murray, and Patti Kem on their efforts to support administrators.

b. Education Profession - Young recognized the work of Shirley Amond and Leonard Jozwiak with the Indiana Speech Hearing Association (ISHA) which has resulted in a recommendation to the Indiana Professional Standards Board (IPSB). ISHA and ICASE collaborated to propose a rule waiver requesting the IPSB to

accept the license issued by the Indiana Speech-Language and Audiology Board (ISLPAB) as an appropriate license for public school personnel. In essence persons holding these licenses have met all requirements with the exception of student teaching. On June 20, 1996 the IPSB executive committee agreed to support the proposed rule waiver on a pilot basis. If the full Board approves the recommendation, the waiver will be effective, subject to annual review, until the IPSB's new rules have been promulgated. As part of this review, ISHA and ICASE must submit a joint report to the IPSB executive director regarding the effectiveness of the waiver to date.

Mike Livovich reported on the progress of Roundtable professional development which he compared to Unit development in national CASE. The purpose is to revitalize roundtables in behalf of special education administrators by invit-

1. colleagues to become members;
2. roundtable members to organize themselves as was done in the caucuses yesterday; and
3. members to have a vested interest in the governance through the offering of a topical conference in each roundtable.

c. Legislative Agenda - Dawson explained that this year ICASE would not have a separate platform but would be working in support of the platforms of other associations. Topics on the fore- front are parental rights, alternative schools, transfer tuition, and increased tuition support in general.



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He reminded members to get to know candidates in your local districts.

d. ISEAS Update - Collings acknowledged the new Directory prepared by Susie Thacker and the Internet work being done by Cinda Long. He announced the Academy II registration

booklet with dates of November 20-21, 1996 and January 20-21, 1997. Collings recognized this year's new directors: Cheryl Corning, Linda Duncan, Darcy Hopko, Joan McCormick, and Tammy Ummel. He announced that ISEAS was sponsoring a strand for OT/PTs at the October 24 ED-MED Conference in Indianapolis. Registration

forms for the Secretaries Seminar will be mailed in October.

e. Division Report - Richmond adjourned the business meeting and introduced Bob Marra, director of the Indiana DOE Division of Special Education, to present on activities, initiatives, and directives in progress. □

New Computerized Forms Developed by Local Cooperative

West Central Indiana Special Services Cooperative has developed a set of forms, based on those recommended by the DOE, that covers special education needs during a case conference. Crawfordsville School Corporation has computerized these forms. The forms and the computer program have been reviewed by several Directors and Coop personnel with great enthusiasm.

All interest in the forms and the computer program have been signed over to: Indiana Educational Computer Software Consortium (IECSC) under the title **MIPS-SpecEd**.

IECSC was founded on and promotes the philosophy of "Schools Helping Schools". This non-profit organization is composed of school superintendents who want to promote software that is designed by and for Indiana educators at as low a cost as possible.

The "MIPS-SpecEd" program:

1. Provides a printout of a case conference summary, ITP/IEP that's easy to identify and read.

2. Is designed to organize and facilitate a case conference in an Article 7 procedural fashion, that is extremely user friendly.

3. Makes yearly updates manageable since all data is saved electronically.

4. Is easy to learn and use.

5. Saves time for future case conferences.

6. Provides updated class lists for the next school year.

7. Includes all data required to be reviewed by the case conference committee.

8. Allows for almost unlimited reports to be generated via Microsoft Access that are necessary for CODA and monitoring.

The software will run on WINDOWS 95 or 3.1 and requires:

486 or faster processor
16MB RAM

Microsoft Office Profession or at least Microsoft Access Database

Cost of the program includes training and technical assistance. Cost of the program has been kept to a minimum by having each corporation/cooperative share in

training and support. After receiving your training, you in turn will serve as a training-mentor for another corporation/cooperative.

The program monetary cost is:

\$1,000.00 per corporation/cooperative plus \$2.00 for each unduplicated December 1 count above 500 students.

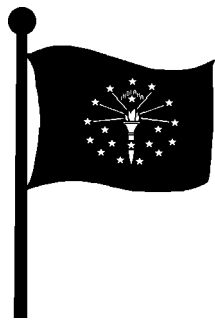
The fee structure would remain the same for each consecutive year, subject to review.

"MIPS-SpecEd", Management of Indiana Public Schools - Special Education, can be previewed at WCISSC/Crawfordsville and will be available for purchase January 1997.

Contact People: Dr. Craig Glenn - President, IECSC 317/364-3242 Fax 317/364-3237; Dr. Jim Auter - Vice President, IECSC 317/342-6641 or Dr. Trent Rager - Secretary, IECSC 812/847-8497. □

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Department of Education News

■ Child Services Coordinators' Meeting

Following are the minutes of the child service coordinators' meeting held on October 7, 1996.

CSCs present: Steve Scofield, Hancock-South Madison; Sandy Wooton, Johnson Co.; Ginger Arvin, IPS; Trace Benedict, Hamilton-Boone-Madison; JoAnn Engquist, Porter Co.; Karen Sonderman Hendrix, WCJS; Marsha Mulroony, Dubois-Spencer-Perry; Pam Hilligoss, Richmond Schools; Barb Terry, Kosciusko County; Cathy McCormick, New Albany-Floyd Schools; Terry Tahara, South Bend Schools; Bunny Nash, Clark Co.; David Jann, Warren Township.

DOE Staff present: Carol Eby, Lyn Holdheide, Karyn Romer, Connie Rahe

Guest Speakers: Ron Clark, Bowen Center; Michelle Tennell, Juvenile Justice Task Force.

Transfer Tuition: Jo Ann presented several transfer tuition fact patterns and requested clarification. One example described an alternative family situation.

Marsha Mulroony shared information distributed by the Division of School Finance. The key to transfer tuition questions is determining what entity made the placement.

Hoosier Assurance Plan: Ron Clark presented information about this managed care plan being implemented as of July 1, 1996. The State is the Managed Care Corporation. The 30 mental health centers are preferred providers for the first 3 years. The Plan includes 3 populations: chronically addicted, chronic mentally ill adults, and emotionally disturbed children and adolescents (persistence in mental illness area lasting longer than 6 months). The theory is an attempt to manage the costs of the mentally ill. The mental health center can be the preferred provider for a capitated rate, but must have a continuum of care of services. Phase I is with the chronically addicted. In order to enroll someone, the center must be fully at risk for this person for a one year period for a price of \$2,500/person. Any loss would be the mental health center's risk. Much of the money used for deficit funding is now being diverted to capitated rates. The focus is on

the clients who are the most ill and financially unable to provide for themselves. July 1, 1997 Phase II with SED youth should begin. The fear is that Medicaid and Medicare will be cut after elections. Predicting needs is very difficult. Discussion at the State is that the capitated rate for SED youth will be very low, i.e. \$500/year. The State's philosophy is that wraparound services will encourage other funding sources through collaboration. Phase III will include the chronically mentally ill adults and also in 1998 any provider will be able to apply to the State for managed care contracts - mental health centers will no longer be the only contractors. Mental Health Centers must reach out in collaborative ways.

Ron also discussed the Mental Health Act of 1994, which consolidated how state hospitals are being used with local mental health centers as gatekeepers to lower bed usage. Mental health centers will encourage keeping kids out of placement through wraparound services. Centers are on a bed allocation system so if a

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bed is not used, that money will be diverted to the center for other kinds of services. More than likely as of July, 1997, kids' beds will be done the same way. Kids presently in beds will be coming back home. The State wants to reduce kids' beds down to about 500 in the next 5 years.

Wraparound Conference "Wrap up" details: Michelle Tennell provided the group with information regarding the conference. As of today, there are 190 registered with anticipation of 40-50 walk-ins. The group will practice the play at 7:30 p.m.

Review of Goals '95-'96 and preparation of '96-'97 Goals: The group started with a discussion of the roles which we are playing within the State. Linda Grumley Dufour will be the CSC at Clark County with limited abilities to consult outside of Clark Co. Barb Terry is supervising home-based services at the Bowen Center and Step Ahead County in Kosciusko County. Cathy Motter will be the CSC from North Central Indiana Co-op. Trace Benedict is with Hamilton's cooperative with his office in Tri-County Mental Health Center. His duties are very much the same although he is in a different location. Steve Scofield is no longer Step Ahead coordinator and is doing some "wrap-around" consultations in Shelby County. JoAnn Engquist works solely for Porter County. Geneva Vinson is presently on medical leave and is very ill. Ginger Arvin is working with IPS's social workers in addition to her regular CSC duties. Pam Hilligoss is assistant director at Richmond and oversees the educational programs

at Richmond State Hospital. Sandy Wooton is providing consultation to other counties via the telephone. She is solely serving Johnson County Services as a CSC. That county has submitted a request for funds to the Dept. of Justice in collaboration with other agencies within the county. Cathy McCormick has pulled together a community team in Floyd County which is really becoming cohesive. She is also at Cedar House for a portion of the week. Terry Tahara is working closely with Madison Center with its new residential program. David Jann is assistant director at Warren Township and supervises many programs in addition to CSC duties. Marsha Mulroony has worked to develop community teams. She is doing extensive staff development, inservice training, working with changing mindsets, handling many difficult "kid" cases. Karen Hendrix is doing extensive staff development, inservice training along with regular CSC duties. Victoria Boyd-Devine is only working part-time this school year and her director has informed the CSCs that she will not be participating in CSC meetings.

The group then reviewed '95-'96 goals and recognized that many of the specific objectives of the goals were met. However, the goals continue to be appropriate. Based on the review and discussion, the following Action Plan was put into place:

GOAL #1: To continue to expand wraparound in Indiana.

Much regional training had

occurred and continues to be carried out through individual CSCs in their local areas. The 1996 Wraparound Conference will be held on October 8th. This is a regionalized effort on the part of the CSCs.

GOAL #2: Ways to serve non-CSC directors of special education.

CSCs continue to serve those directors via telephone access as well as their participation in regular CSC meetings. IDOE, DSE is encouraged to recommend this to them. CSCs will not be able to reach out as much as in the past; however, they will still be available to help with any questions. Minutes will continue to be distributed through E-mail as well as in the ISEAS Cable. CSCs will continue working with ICASE via its membership. CSCs will continue to reach out for training to other agencies.

GOAL #3: To encourage the usage of child/family teams and supportive community teams.

The CSCs will work toward implementation of the child/family teams within each's respective area.

Karen will distribute goals at the December meeting for specific assignments.

IDOE Updates: ARS Team is changing the one page checklist. It will be a more detailed checklist. Applications will be assigned immediately to 3 team members - Karyn Romer

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(logs them in), Connie Rahe, Lynn Holdheide. Once assigned that team member will be the key contact person. Connie will be focusing on residential facilities. Lynn will be focusing on the various service providers. Karyn will respond to parent questions. Approximately 21 million dollars has been allocated with approximately 352 kids in ARS. Out of state placement is down to 12%. Residential placements went up to 40% from 35%. Carol distributed statistics on placements as of September 20, 1996.

The group discussed how better to describe the Medicaid status on the application. Carol also shared that juvenile courts in some counties are attempting to put the responsibility for placement on DOE because they are tired of paying for placements. Carol urged the group not to begin services if it is expected that DOE will be funding it until it is approved by the DSE. JoAnn raised the concern that so often contracts do not expend what they have been allocated - it is frustrating that the Budget Agency cannot see that kind of information.

Financial Study - IU - Russ Skiba: Findings of the financial study were presented. The process will occur again next year with training in January. Risk factors isolated were:

Conduct Disordered-Acting
Out Behavior;
Developmental Disability;
Juvenile Delinquency;
Conduct Disordered-Covert
Behavior;
Medical Problems;
Serious Internalizing

Disorders;
Sexual Problems.

Children who have serious medical problems were more likely to be served in alternative programs. Children with emotional handicaps were more likely to be served in residential programs. Children with serious sexual problems were more likely to be served in residential programs. Total contributions of other agencies existed with 74 kids with an average of \$25,337/child. Russ requested suggestions for improving the process in the following areas:

1. Any analyses questions we would like to have included.
2. Forms and how to improve upon them.
3. Surveys and what to include regarding the level of wraparound process understanding.

Suggestions given included:

1. Outcome measures for each individual child.
2. Make outcome evaluation a requirement.
3. Keep outcome evaluation very brief and simple.
4. Clarify several terms to make sure that items are clearly understood by all.
5. Have a private provider code so that "zothe" does not always have to be used.
6. Define all terms thoroughly.
7. Re-define "medical evaluation" and "medication monitoring."

Russ will be doing e-mail and

hard copy surveys to directors to obtain their comments about the process. Marsha raised the concern that the financial study piece does not seem to address the need for getting people and agencies to think differently about kids and how we intervene with these kids. It goes much farther than wraparound. More emphasis has to be on school structure and school climate. Training on how to discipline without suspension and expulsion. Russ can be reached at skiba@indiana.edu. At this point, dispose of all financial study forms, but still complete the basic data forms for applications.

For the Good of the Cause: Karen shared a recent OSEP letter cautioning schools about placing students residentially in facilities needing structural modifications. Responsibility may ultimately be found with the districts. Bunny requested assistance on a case.

The meeting adjourned at 3:15 p.m. The next meeting is December 9, 1996. Sandy Wooton is agenda planner.

DOE Guidelines for Transcripts and Health

Records — The following is the text of a document which was developed and distributed by the Office of Student Services through the Indiana Department of Education.

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TRANSCRIPT

A transcript is the academic record for a student in Grades 9 through 12. An official copy of the document contains an official signature and the official seal of the school. An unofficial copy of the transcript is to be furnished to the student to be included in the portfolio. The portfolio and an unofficial copy of the transcript will be taken by the student when he/she leaves the school. The transcript includes, but is not limited to, the following:

I. Clarity/Legibility Issues:

- A. Typed or computer-generated information only. No handwritten items including corrections or insertions.
- B. Photocopies must be clear and readable.
- C. Use of standard course abbreviations.
- D. Student academic record listed by semester, chronologically.

II. High School Information:

- A. High school name, address, phone number, and Department of Education four digit code number.
- B. School corporation name, address, phone number, and Department of Education code number.
- C. Grading scale used by the school.
- D. Official school seal and authorized official signature.
- E. CEEB number.

III. Student Information:

- A. Full legal name, home address, phone number.

- B. Gender.
- C. Date of birth.
- D. Student identification number and/or Social Security number.
- E. Name(s) of parent(s) or legal guardian(s).
- F. Immunization records.

IV. Student Academic Information, Grades 9-12

- A. Courses using titles and course numbers from 511 IAC 6.1-5.1 and/or abbreviations as supplied with this document.
- B. Courses recorded by semester, chronologically with grades earned for each course.
- C. Cumulative class rank and cumulative grade point average, by semester, chronologically.
- D. Honors and/or weighted courses clearly identified.
- E. Notation that student is pursuing or has completed an Indiana Academic Honors Diploma, if applicable.
- F. PSAT, PLAM, SAT, ACT, ASVAB, Gateway, Vocational, Advanced Placement (AP) or other similar scores.
- G. Designation of the awarding of academic or technical achievement certification.

V. Attendance Information

- A. Date of enrollment and graduation.
- B. Days absent or days present by school year.
- C. Withdraw and/or Exit interview date.

VI. Optional Student Information: (local option)

- A. School awards and/or

honors, Grades 9-12.

B. School extracurricular/sponsored activities, Grades 9-12. Participation and achievement in school sponsored activities may be noted on the transcript. Nonschool sponsored activities also may be included at the school's discretion.

VII. Additional Item of Concern:

- A. Subjective comments, remarks, opinions, or recommendations of school official(s) regarding the student are prohibited. Should a school wish to provide such information for the student at the student's request that information should be put into a separate letter.
- B. No disclosure of disability should be noted.

DEFINITIONS

The following definitions are to be used in preparing information for a student's transcript.

Grade Point Average (GPA)

Grade Point Average is calculated as follows: totaling all earned points, including all weighted courses, on a four point scale. If a school chooses to use a scale other than the four point scale, that grading scale must be explained either on the transcript or in an attachment to it. The GPA is a total value of all grades earned and divided by the total number of credits to determine an accumulative grade average earned by the student for all coursework taken in high school. No grades are to be

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omitted from the GPA calculations.

Class rank

A student's class rank is the academic position relative to the all students in the same graduating class and is based solely on the earned GPA.

Weighted grades

It is a local option to add an additional weighted factor for honors courses taken at the high school level. For example, An "A" in an honors course is given five points instead of four in the calculation of the GPA. There is no standard for the use of weighted grades. It is a local decision to establish such a system; however, the use of a weighted grading system must be explained on the student's transcript.

Absence

An absence occurs whenever a student is not in school when school is in session and the student is not engaged in an educational activity approved by the local school board or school's administrative staff. Whether the absence is excused or unexcused, it is to be recorded as an absence on the official transcripts. In accordance with IC 20-8.1-3-23, a school shall maintain accurate and complete attendance records on each and every student enrolled in the school. This attendance record is to be retained as part of the student's transcript.

Full school day

A school day is determined at

the local level by the school board and based upon the guidelines set forth by the State Board of Education in 511 IAC 6.1-3-1 and as defined in IC 20-10.1-2-1. The following are the minimum standards for the instructional portion of a school day: five hours of instructional time in Grades 1 through 6 and six hours of instructional time in Grades 7 through 12.

Half school day

A half student instructional day consists of a minimum of two and one-half hours of instructional time in Grades 1 through 6 and three hours of instructional time in Grades 7 through 12. The class schedule shall be adjusted on partial days, if necessary, to prevent the partial day from having a disparate effect on different curriculum areas or classes.

Tardiness

Tardiness is a student's unexcused lack of attendance at school for a period of time less than one-half school day. Tardiness from a class is defined by local school policy.

Truancy

Truancy occurs when a student is absent from class or school without permission of the school's administrative staff.

Compulsory school attendance

Under IC 20-8.1-3-2 an individual is bound by law to attend school from the beginning

of the fall school term for the school year in which the individual becomes seven until the date on which the individual (1) graduates, (2) is legally withdrawn via an official exit interview, or (3) reaches at least eighteen years of age.

Expulsion

As defined by IC 20-8.1-1-10, the term expulsion means a disciplinary or other action whereby a student: (1) is separated from school attendance for a period in excess of ten (10) school days; (2) is separated from school attendance for the balance of the current semester or current year unless a student is permitted to complete required examinations in order to receive credit for courses taken in the current semester or current year; or (3) is separated from school attendance for the period prescribed under IC 20-8.1-5.1-10, which may include an assignment to attend an alternative school, an alternative educational program, or a homebound educational program.

Suspension

As defined by IC 20-8.1-1-11, the term suspension means any disciplinary action that does not constitute an expulsion under section 10 of this chapter, whereby a student is separated from school attendance for a period of not more than ten (10) school days.

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NOTE: Expulsion and suspension do not cover situations in which a student is: (1) disciplined under IC 20-8. 1-5. 1-18; (2) removed from school in accordance with IC 20-8. 1-7-8; or (3) removed from school for failure to comply with the immunization requirements of IC 20-8. 1-7-10.1.

STUDENT HEALTH RECORDS

The Indiana Department of Education and the Indiana Department of Health recommend that the following information be included in a student's health record:

- 1. Student's full legal name and date of birth.
- 2. Parent or legal guardian's name, address and phone number.
- 3. Student's physician and dentist names and phone numbers.
- 4. Immunization records (only information recommended to be included on the student's transcript).
- 5. Medical History
 - A. Chronic illnesses
 - B. Genetic and/or disabling conditions
 - C. Allergies
 - D. Pertinent childhood illnesses
 - E. Major accidents/injuries
 - F. Regularly prescribed treatments and/or health services
- 6. Screening Information
 - A. Vision
 - B. Hearing

- C. Postural Defect
- D. Other tests or screenings (e.g., TB)

Additional Recommendations

- 1. Health records should be maintained separately from the student's transcript.
- 2. Only immunizations should be recorded on the transcript.
- 3. The confidentiality of health records should be strictly maintained according to federal privacy regulations.

For additional information, contact the Office of Student Services at the Indiana Department of Education 800/833-2199.

SOURCE: Division News & Notes bulletin board posting on Indiana SECN 9/19/96.

Interstate IEPs —

[Editor's Note: The following article appeared in the 1-12:95 issue of Recent Decisions which is a periodic communication from the Legal Section of the Indiana Department of Education to the Indiana State Board of Education, the Indiana Board of Special Education Appeals, Administrative Law Judges/Independent Hearing Officers, Mediators and other constituencies involved in or interested in publicly funded education. Full texts of opinions cited or documents referenced herein may be obtained by contacting Kevin C. McDowell, General Counsel, at 317/232-6676.]

Federal policy makers have

been in agreement for some time that an individualized education program (IEP) developed for a student with disabilities has effect throughout the State where it was developed. States are required to ensure that the intrastate transfer of students with disabilities does not result in any interruption of services. Reiser, EHLR 211:403 (OSEP 1986); Campbell, EHLR 213:265 (OSEP 1989); Reynolds, EHLR 213:238 (OSEP 1989); Delmuth, EHLR 307:15 (OCR 1989); Recent Decisions 4-6:89, 8-9:87 and 1-2:87. However, the Office of Special Education Programs (OSEP) within the U.S. Department of Education declined to develop a policy on the legal effect of IEPs in interstate transfers. Nerney, EHLR 213:267.

Without specific guidance, Indiana determined that an interstate IEP must have some effect because it at least indicates a history of a disability as determined through a public agency in another state. An Indiana public agency receiving an interstate transfer student with an IEP could generally: (1) implement the foreign IEP as written, assuming Indiana requirements are met under 511 IAC 7-12-1 (k); (2) treat the foreign IEP as an "interim IEP" and place the student in a diagnostic teaching evaluation placement under 511 IAC 7-3-16; or (3) place the student in general education classes while evaluating him for a suspected disability utilizing the procedures under 511 IAC 7-10-3. In any event, a case conference committee would be convened. It was because of the intrastate versus interstate IEP concern that 511 IAC 7-12-1(g) (5) was written to require that "[a] case conference

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committee shall convene...when a student who has been receiving special education elsewhere moves into the geographic jurisdiction of the public agency.”

OSEP has finally issued a policy on interstate IEPs. OSEP Memorandum 96-5, 24 IDELR 320 (OSEP 1995). As a general premise, OSEP stated that a state receiving an interstate transfer is “not required to adopt the most recent evaluation and implement the most recent individualized education program (IEP) developed for the disabled student” by the previous state. However, the receiving state “must ensure that the rights of the disabled student and his or her parents are not compromised when an interstate transfer occurs.”

Because education standards differ somewhat from state to state, OSEP recommends that school districts receiving interstate transfer students with IEPs do the following:

1. Ascertain whether the student’s IEP and educational evaluation meet the receiving State’s education standards.
2. If the evaluation and current IEP do meet state standards, the receiving school district could implement the IEP. It would not be necessary to convene another case conference committee (an IEP Team) if the IEP is current, is appropriate, and can be implemented as written.
3. If the receiving school district or the parent were dissatisfied with the current IEP, a case conference committee would have to be convened as soon as possible but no later than thirty (30) calendar days after the receiving school district accepted the foreign IEP.
4. If the receiving school district elects not to adopt the evaluation conducted by the student’s former school district, the receiving school district “must evaluate the student without undue delay and provide proper notice to the parents.” The evaluation by the receiving school district is to be treated as a “preplacement evaluation” requiring prior written consent of the parent.
5. While the evaluation is in process, the receiving school district could serve the student in a special education placement pursuant to an “interim IEP.” This is a diagnostic placement. If the parent disagrees with a diagnostic placement, the student would be placed in general education classes until the evaluation is completed and the case conference committee convened to determine eligibility, develop an IEP, and determine placement. (Indiana incorporates these three responsibilities into one group.)
6. Should the parent disagree with the receiving school district’s evaluation or IEP and requests a due process hearing, the student’s “current educational placement” (or “stay put” placement) would not be pursuant to the foreign IEP. The “stay put” would be the placement which the parents and school agree to for the interim or in general education failing any other agreement. Under Indiana law, an Independent Hearing Officer can determine an interim placement as a preliminary matter at the request of a party. See 511 IAC 7-15-5(h),(i).

For other recent cases involving the legal effect of interstate IEPs, please see the following:

1. Poolaw v. Bishop, 67 F.3d 830 (9th Cir. 1995). Parents challenged IEP and residential placement decisions made by an Arizona school district based upon evaluations and IEPs developed for the student in Idaho. “A school district may, without running afoul of the IDEA, rely upon the reports of another school district when developing its own IEP for a handicapped child so long as the information relied upon is still relevant.” At 835.

2. Natchez-Adams School District v. Searing, 918 F. Supp. 1028 (S.D. Miss. 1996). Student moved from Texas to Mississippi with a Texas IEP requiring thirty minutes a week of occupational therapy (OT). The Mississippi school district adopted the Texas IEP (at 1031) with the intent to later revise the IEP. However, the parents enrolled the student in a private school. The school district refused to provide the OT services. A due process hearing officer found in favor of the parents. The school never revised the Texas IEP. As a result, the court found that the Texas IEP was still “in effect” and “the [Mississippi] school district is obligated to provide the related services recommended therein.” At 1039.

Assistive and Training Technologies — [Editor’s Note: Indiana readers know that our state is a member of this technology training institute through PATINS (Partnerships for Assistive Technology with Indiana Schools). Shirley Amond is the project director and Vicki Hershman is the state coordinator (317/243-1311). Each of

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the five regional sites across the state also has a site coordinator.]

The University of New Mexico's Institute for Assistive and Training Technologies (RIATT) focuses on the application of assistive technology and new techniques for education and training in public and private schools, as well as adult education settings. RIATT is committed to research and training in technologies that lead to improved and increased access to communication, mobility, education, recreation, vocations, independence, and therapy/rehabilitation opportunities by individuals with disabilities.

RIATT's training options include: professional development packages, competency certificate courses, university credit, continuing education units, and degree studies. Materials for public schools to conduct professional development training are available, as are arrangements for colleges and universities to offer these courses as part of their curriculum.

Delivery of instruction about technology is delivered through advanced technologies in a self-contained package that may be completed independently at home, or through group sessions at many sites. Content is taught through e-mail, video, CD ROM, disk, tape, and print media — although the first session of each of the 32 modules can be received by satellite. A video of the satellite transmission is included in each Accessible Learning Kit for those who wish to have it, as well as for those who do not attend group sessions where the satellite program is received. Electronic mail is used to support the training.

Thirty-two courses are offered in this manner, including: 21 courses on assistive technologies; opportunities for advanced study in assistive technology (e.g., courses on assessment procedures); and additional courses on other aspects of technology (e.g., Integrating Telecommunications in Special Education; Multimedia Development; Software Analysis).

Through its Partnership of States model, RIATT distributes training and information on assistive technology to serve providers throughout the United States. Training is transferred from RIATT's faculty and staff to State Coordinators, to locally trained site facilitators, and to training participants. State Coordinators (appointed by the State Department of Education) are trained to develop and implement a statewide plan for assistive technology training, tailored to the needs and strengths of the state. In turn, State Coordinators train 5 to 50 site facilitators in their states, who facilitate distance education classes in assistive technology. Currently, the partnership includes 22 states at varying degrees of involvement.

Contact: Gary Adamson, Executive Director, RIATT, University of New Mexico, 801 University SW, Suite 105, Albuquerque, NM 87106; 505/272-3500; e-mail: garya@unm.edu

SOURCE: GTE INS Inclusive Education newsgroup posting on Indiana SECN 9/20/96.


■ Creative Problem Solving Training — The Blumberg Center for Interdiscipli-

nary Studies in Special Education at Indiana State University has been providing training in Creative Problem Solving (CPS) for two years in conjunction with the Creative Problem Solving Group-Buffalo (New York). The training provides a powerful set of tools, concepts and processes for solving problems as individuals, and through the facilitation of groups. The process provides an overarching, open-ended framework for solving problems. It also helps to identify and protect novel (creative) options which are often needed, but sometimes neglected because of tendencies to revert to past methods of problem solving.

The training provided during the past two years has been primarily five consecutive days. A 2- and 3-day format was provided in December and January, in conjunction with the Indiana Special Education Administrators' Services (ISEAS) Project, for 1/3 of the state's 66 special education planning district administrators. The first two days of the training teaches concepts, processes, tools and language. The last three days focus on facilitation of groups using CPS. The training is limited to approximately 24 persons per session. It includes some pre-training materials and preparations. Over \$100 worth of materials are provided during the training. Various post-training activities and information are provided to keep trainees involved, up-to-date, and to offer opportunities for extended learning, and share information.

By the end of July, approximately 200 people in Indiana were

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DOE • continued from page 20

trained in CPS. Several local special education administrators, Indiana's Child Service Coordinators, ISEAS University Forum members, local Step Ahead/First Steps Coordinators (32 of the state's 92 counties), state agency personnel who have essential roles impacting on services for families and children, and key persons in family advocacy organizations have completed the CPS training. Trainees report they are able to immediately use the tools and processes for individual decision making and problem solving. Trainees also report a time savings and improved quality of ideas and plans as a result of their use of CPS. Trainees have also appreciated the attention to adult learning styles and needs in the highly interactive training. Several trainees reported that the training was a life-changing experience for them!

Costs, Dates and Other Details

The Indiana Department of Education, Division of Special Education has funded the training, which has been extended to persons on invitation only from the Division of Special Education and Family Social Services Administration. The CPS training which is worth \$1,650/person was provided at no cost. CPS training is provided publicly, through Creative Problem Solving Group-Buffalo, four times during 1995-96 at a cost of \$1,650 in Sarasota, Florida, Brussels, Belgium, and Buffalo, New York.

For 1996-97, training through the Blumberg Center will be offered to persons more widely than the invitation-only basis. One 2-day session (March 3 & 4, 1997); one 2-day-3-day session (5 days total;

March 5 & 6 + April 1, 2 & 3, 1997); and, one session of 5 consecutive days (May 12-16, 1997) are planned. Tuition for the sessions is on a three-tiered system (note: the same training, materials, etc. are provided to all trainees, regardless of tier):

Invitation. Tuition fully subsidized via the grant—in this tier, all materials, breakfast & lunch, tuition and follow-along activities are at no cost to the trainee. Persons eligible for this tier include Division of Special Education staff (Indiana Department of Education), FSSA designated persons, Indiana State University faculty/staff, those designated by the Division Director, and one local special education administrator per planning district that, exempting Child Service Coordinators, had not had one or more persons trained during 1995-96.

Subsidized. Tuition partially subsidized via the grant—in this tier, a charge of \$100 per day, is made for persons from local schools, local agencies, parent groups, Unified Training System (UTS) members, ISEAS/University Forum members, and other target pool groups involved in education and services for families and children with disabilities.

Public. Tuition at full cost—in this tier, for the 5-day training, a charge of \$330 per day (or, for the two day training, a charge of \$355 per day) is made for persons from business/industry. These rates include a membership in the National Center for Creativity and Innovation (NCCI). Current members of NCCI pay \$320 per day.

Travel, lodging and evening meals are not included in the tuition and are the responsibility of the trainee or sending entity. The training sites will be in the Indianapolis area. Hotel lodging costs at the training sites could vary from \$75 to \$110 per night. Details are available through the Blumberg Center.

How to Reserve Training and Obtain More Information

The Blumberg Center must operate with a priority system for those persons named by the Division of Special Education, then for the target pools identified in the grant. The Center strives for diversity in each of the training sessions to include persons from education, government agencies and, for 1996-97, will include persons from business and industry.

With only 24 training slots per session available, and the positive word-of-mouth about the training, the sessions fill quickly. Persons interested in taking the training are encouraged to act immediately to seek further information and to contact the Blumberg Center to place names on the lists for the training.

Contact Sonja Frantz, Project Manager, Training In Problem Solving, Blumberg Center, Room 502, School of Education, Indiana State University, Terre Haute, IN 47809; Tele: 812/237-8115; Fax: 812/237-8089; email: soefrant@befac.indstate.edu or TDD: 812/237-3022; ccMail: Frantz, Sonja. □

The Special Educator, and Individuals with Disabilities Education Law Report

[Editor's Note: The following captions reference the Individuals with Disabilities Education Law Report, (IDELR), The Special Educator (TSE), The Early Childhood Reporter (ECR), which are published by LRP Publications.]

For reference, the reader is reminded that a set of IDELR and ECR volumes is maintained in both the Division and ISEAS offices. Issues of The Special Educator newsletter are provided by subscription through ISEAS for each special education planning district in Indiana.

Individuals With Disabilities Education Law Report

Volume 24, Issue 7

September 19, 1996

Judicial Decisions. . .

Court Sees 'Bright Line' in Health Services Provided by Doctors, Versus Other Health Care Personnel. **Cedar Rapids Community Sch. Dist. v. Garret F. by Charlene F.**, 24 IDELR 648 (N.D. Iowa 1996).

A school district required to provide a wide array of health care services to a 12-year-old medically fragile student. Since it was clear that the services in question did not require a doctor's attention, the health care services came within the ambit of related services under the IDEA.

5th Circuit Joins With Other Courts In Refusing To Recognize Presumption In Favor of Neighborhood School. **Flour Bluff Indep. Sch. Dist. v. Katherine M. by Lesa T.**, 24 IDELR 673 (5th Cir. 1996).

Consistent with a recent trend, a Texas district court held that the neighborhood placement was only one of many factors to be considered in the placement determination.

In Case of Joint Custody Arrangement, Mother's and Father's School Districts Shared Responsibility for FAPE. **Linda W. v. Indiana Dept. of Educ.**, 24 IDELR 651 (N.D. Ind. 1996).

Where parents of a student with a disability have divorced and both parents share joint custody over the child and live in different school districts, which public agency is responsible for the child's special education? Taking a stab at this difficult question of law, an Indiana district court interpreted a provision in that state's education code to mean that the student resided in both the mother's and the father's school district—the effect of which would hold the districts jointly responsible for the student's FAPE.

Early Childhood Report

Volume 7, Issue 9

September 1996

SEA Decisions. . .

LRE for Student With Orthopedic Impairments Was Regular Education—Indiana. *North Miami Community Sch. Corp./Logansport Area Joint Special Serv. Coop.*, 2 ECLPR 234 (SEA IN 1996).

The least restrictive environment for a 5-year-old with a communication disorder and an orthopedic impairment was not the full-time special education preschool proposed by the district; rather, the entirety of the student's education could be carried out in regular education with pull-out for speech/language and physical therapy. □

ANNOUNCEMENTS

The Indiana Deaf-Blind Services Project is sponsoring a conference — “When Hearing Loss and Retinitis Pigmentosa Happen Together: What IS Usher Syndrome?” on November 13, 1996 from 8:00 a.m. - 5:00 p.m. at the Holiday Inn North in Indianapolis, Indiana.

The registration fee is \$25 and includes continental breakfast, luncheon, refreshments, and materials (make check payable to: Indiana State University)

For more information, contact: Lisa Poff, Program Coordinator, Indiana Deaf-Blind Services Project, Blumberg Center, School of Education, Room 502, Indiana State University, Terre Haute, IN 47809.

Teacher Licensure In The Area Of Emotionally Handicapped Available At Indiana State University — Again this Spring Semester, ISU's Department of Communication Disorders and Special Education will be offering the following thirteen semester hour teacher licensing program in the area of emotionally handicapped. The program is designed for teachers currently licensed in special education or who have completed 12 semester hours of specified undergraduate or graduate course work in the area of special education. Teachers who are not currently licensed in special education, and who meet the core hour requirement, are invited to participate and all credit hours earned will apply toward initial certification in special education and the Master's degree.

Licensure Program consist of:

- * Three Courses, each 3 hrs. credit (9 hrs. credit total)
- * Practicum (3 hrs. credit)
- * Seminar (1 hr. credit)

Courses will be taught on and off campus in five week blocks. Off campus sections will be delivered by means of either IHETS or Two Way Interactive Television. Site selection will be based on student interest and availability of technical equipment. Each of the three classes will be conducted for five weeks (Monday afternoons from 4:30 p.m. until 7:30 p.m.). In addition, two Saturday seminars are required for each of the three courses. The required five week practicum may be completed in each student's local community or as close to the local community as is feasible during the months of May, June and July. The summer seminar will be held on campus from Monday, July 14, through Friday July 18, 1997.

If you would be interested in attending either the on campus classes or in bringing this program to your geographical area please give Dr. Jim Jacobs a call 812/237-3585 and you can discuss your needs and interests with him.

Attention Potential 1997 DO-IT Scholars! — We are actively recruiting U.S. high school Sophomores with disabilities to participate in the DO-IT Scholars program. Juniors may also apply. Candidates must be interested in science, engineering, technology or mathematics and plan to attend

college. We are particularly interested in attracting students who will become leaders and are interested in helping others with disabilities achieve success. DO-IT is primarily funded by the National Science Foundation.

New DO-IT Scholars will attend a two-week, live-in summer program at the University of Washington in August of 1997. If not already available, Scholars are loaned computer systems that they keep in their homes. They gain access to the Internet network to obtain information to pursue their studies and to communicate with staff, Scholars, and Mentors. They communicate year-round, return to the UW for a second Summer Study program and have opportunities to participate in internships and other worthwhile experiences. As Scholars move on to college they become DO-IT Ambassadors, sharing their experiences with younger Scholars.

For details about the DO-IT Scholars program, check out our World Wide Web home page at <http://weber.u.washington.edu/~doit/> or send electronic mail to doit@u.washington.edu. Our phone number is 206/685-doit. Call or e-mail us to request a copy of the DO-IT Scholar application packet. Applications are accepted and reviewed on an on-going basis. Potential applicants should submit their applications as soon as possible and no later than December 31, 1996. □



RESOURCES

Graduate Follow-Up Study

— The ISDD's Center for School and Community Integration's (CSCI) Indiana Transition Initiative (ITI) has developed a software system designed to collect information about students with disabilities who have exited the public school system. The purpose of this graduate follow-up system is to assist school adult service personnel in adjusting their services to better meet the needs of students with disabilities.

The software has been pilot tested by nine school corporations in Indiana including Clark County, Dubois-Spencer-Perry, Hammond, Madison, Lawrence and Washington Townships, New Albany-Floyd County, Northeast Indiana Special Education Cooperative, Porter County, and Smith Green-West Allen.

In conjunction with the State Department of Education, Division of Special Education, data is being compiled for a written summary of outcomes. Revisions are being made to the survey instrument and eight additional school corporations will begin using the software next spring.

For more information on the ISDD and its seven centers, contact: The Office of Information and Public Relations. Phone: 812/855-6508; TT: 812/855-9396; Fax: 812/855-9630; Internet: <http://www.isdd.indiana.edu/>

A New Critique of Teacher Training, Standards, and Licensure

— A new report on teacher education and surrounding issues was released on September 12, 1996. Financed by the Rockefeller Foundation and the Carnegie Corporation, the two-year study was performed by a commission of university presidents, governors, teachers, other leading educators, and chief executive officers of national companies. It is described as one of the most comprehensive studies of USA teachers ever undertaken, and concludes that "an alarming number (of teachers) are hired each year without proper credentials, rarely get help from schools to improve their skills, and often leave the profession after only a few years in the classroom" (p. A1). For example, approximately 25 percent of high school teachers are not trained in their primary classroom subject, and nearly 40 percent of math teachers are not fully qualified for their teaching positions. Among the 1200 schools of education in the United States, 500 are not accredited. Three in ten teachers leave the job within five years.

Calling these conditions "a national shame," the commission put the responsibility on states and school districts for failing to emphasize teacher quality. The commission does not blame teachers and teachers' unions for these problems.

The report cites the burgeoning public school enrollment, in that increased demand for teachers will make it more difficult to solve these problems.

CITATION: Sanchez, R. (1996, September 13). Teacher standards called "national shame." THE WASHINGTON POST, A1, A22.

SOURCE: GTE INS Ed.Personnel newsgroup posting on Indiana SECN 9/17/96.

Guide for Safe Schools

— In October every school superintendent was to receive a new resource called, "Creating Safe and Drug-Free Schools: An Action Guide." The Guide is a joint publication of the U.S. Departments of Education and Justice. The purpose of the Guide is to help school administrators and community leaders to establish safe and drug-free school environments where students can learn to their full potential.

The booklet discusses issues such as truancy, alternative schools, mentoring, and searches for weapons and drugs, providing action steps for students, teachers, parents, and community members. Additional resources are also included.

You may request a copy of "Creating Safe and Drug-Free Schools" by calling the Department of Education at: 1-800-624-0100. □



Legend of geese



This fall when you see geese heading south for the winter flying along in a “V” formation, you might be interested in knowing what scientists have discovered about why they fly that way. As each bird flaps its wings, it creates an uplift for the bird immediately following.

By flying in a “V” formation, the whole flock adds at least 71 percent greater flying range than if each bird flew on its own. **Basic Truth #1:** People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on each other’s thrust.

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front. **Basic Truth #2:** If we take a tip from the geese, we will stay in formation with those who are headed the same way we are going.

When the lead goose gets tired, he rotates to the back and another goose flies point. **Basic Truth #3:** It pays to take turns doing hard jobs — with people or with geese flying south.

The geese honk from behind to encourage those up front to keep up their speed. **Basic Truth #4:** We respond to encouragement from others.

Finally, when a goose gets sick, or is wounded by gunshot and falls out of formation, two geese fall out with him and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and then, they launch out on their own or with another formation to catch up with their group. **Final Truth:** If we follow the example of geese, we will stand by each other like that.

(Ref: excerpted from PARENT LINE, Indiana Dept. of Education)

Breckenridge Conference: The 1997 Midwest Special Education Leadership Conference will again be held in Breckenridge, Colorado during the week of June 23rd, 1997. Please mark your calendar. We hope to get registration forms out in January 1997. The conference will be held at the Village at Breckenridge Resort (800/800-7829). We are confirming presenters at this time and the theme will be Unified Leadership: Facing the Challenges of Tomorrow’s Schools.

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No endorsement of contents of this newsletter by either the Indiana Department of Education or Indiana State University is implied.

Supporting Special Education Administrators in Seeking Solutions