

ISEAS Cable

ISEAS Project • School of Education, Rm 701 • Indiana State University • Terre Haute, IN 47809

Supporting Special Education Administrators in Solution Seeking

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Professional Development

Finding time for teachers to share ideas and learn new ways of teaching is a challenge for many schools and communities. But how much time do teachers need for this? And how can that time be created?

Ideas for developing answers to those questions can be found in “Finding Time for Professional Development” (1997), a web page that is part of the North Central Regional Educational Laboratory’s award-winning “Pathways to School Improvement” Internet site.* The page looks at obstacles and opportunities for creating more time for professional development, and it includes brief descriptions of:

- a partnership that is providing 1/2 day each week for teacher meetings and professional development.

- a school that uses an “alternative, modular-scheduling pattern” to provide time for professional development and team coordination and to offer additional education resources for students.

- a school that has created large blocks of training and planning time during school hours.

- a school district that makes time for team planning one period each day.

Below is an excerpt. The full page can be found at: www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm

* NOTE: Pathways to School Improvement offers descriptions of best practices, results from research, and other information on a range of issues — assessment, at-risk students, school governance, leadership, learning, math, parent and family involvement, professional development, safe and drug-free schools, school to work, science and technology.

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Critical Issue: Finding Time for Professional Development

(1997) Written by Cathy J. Cook and Carole Fine; North Central Regional Educational Laboratory (NCREL)

A fundamental lesson learned in the past decade of school reform efforts is that far more time is required for professional development and cooperative work than is now available. In fact, time has emerged as the key issue in every analysis of school change appearing in the last decade (Fullan and Miles, 1992). Teachers' professional development in a climate of educational reform must address the additional challenges of implementing educational standards, working with diverse populations, and changing forms of student assessment. Clearly, teachers "need more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. They need opportunities to develop, master, and reflect on new approaches to working with children" (Corcoran, 1995).

McDiarmid (1995) echoes the connection between new expectations for teachers and the element of time: "The changes teachers must make to meet the goals of reform entail much more than learning new techniques. They go to the core of what it means to teach. Because these changes are so momentous, most teachers will require considerable time to achieve them."

Professional development can no longer be viewed as an event that occurs on a particular day of the school year; rather, it must become part of the daily work life of educators. Teachers, administrators, and other school system employees need time to work in study groups, conduct action research, participate in seminars, coach one another, plan lessons together, and meet for other purposes. Fine (1994) states, "School change is the result of both individual and organizational development . . ."

Unfortunately, implementing a professional development plan is often hampered by others' perceptions of teachers' work. According to McDiarmid (1995), "Although reform has changed expectations for teachers, how the public and policymakers perceive teachers' work has not changed. They continue to think teachers are working only when they are with their students. As a result, there is little support for providing the time and resources teachers require for teachers to change their practice." Castle and Watts (1992) explain that "the traditional view of teachers' work is governed by the idea that time with students is of singular value, that teachers are primarily deliverers of content, that curricular planning and decision making rest at higher levels of authority, and that professional development is unrelated to improving instruction." This limited view of teaching does not allow opportunities for teachers

to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning.

Education must respond to the changing needs of students and their teachers, just as business has reacted to its changing needs by implementing employee training. The late President of the American Federation of Teachers, Al Shanker, and then Vice President of the Rockefeller Foundation Hugh Price (he has since become president of the National Urban League) have emphasized the critical importance of providing additional time for professional development. Shanker (1993) points out that Saturn automobile company employees spend 5 percent (92 hours a year) of their work time learning:

"Imagine what a training program like this would do for people trying to restructure their schools. Or, put another way, imagine trying to change things as basic as the culture of a school with a couple of days of in-service training a year and some hours stolen from class preparation periods. If it takes 600 courses [a central training group offers nearly 600 different courses] and 92 hours a year per employee to make a better automobile, it will take that and

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more to make better schools. And if we're not willing to commit ourselves to that kind of effort, we are not going to get what we want."

When professional development is redefined as a central part of teaching, most decisions and plans related to embedding professional development in the daily work life of teachers will be made at the local school level. Some reformers have recommended that at least 20 percent of teachers' work time should be given to professional study and collaborative work. Instead of being devoted exclusively to discrete in-service days, this time must be part of virtually every school day and must be closely linked to the day-to-day demands of teaching (e.g., collaborative lesson planning, assessment of student work). Schools must create time for professional development as an integral part of teachers' professional life. In Asia and Europe, teachers often are provided with more opportunities for job-embedded forms of staff development (e.g., the joint planning of lessons) and collaborative work than their American counterparts.

The reality is that teachers likely will require more than 20 percent of their work time for learning and collaboration if they are to be successful in implementing ambitious reform initiatives. The National Education Association (1994) recommends that 50 percent of teachers' time be given to profes-

sional development. Although providing even 20 percent of teachers' work time for these activities may seem like an unachievable goal in American schools, school systems need to strive toward that goal by "thinking outside the box" to revamp the working conditions of teachers so they will have the support required to plan and implement ambitious reform.

In addition to finding creative ways to carve out time for staff development, educators also must explore the most efficient ways to use whatever time is available. Using technology is one example. Fine (1994) notes, "Technologies can support and broaden professional learning communities and help teachers make better use of their time. Through a range of technologies, e.g., the Internet and video- and audio-conferencing, teachers can access both instructional resources and collegial networks." Some formats enable teachers to participate when it is convenient for them. Electronic mail and bulletin boards enable teachers to share information and solve problems with colleagues at any time. In addition, video-conferencing enables teachers to connect to different sites without spending time and money on travel.

Community support is essential for creating the professional development opportunities teachers require to help all of their students reach higher levels of learning. Parents and commu-

nity members must understand that professional development is the linchpin for any reform efforts, not an addition to them. After all the reform policies are written, the true interpretation and implementation of reform is made in the individual classroom. Since 80 percent of the funding for professional development is controlled locally, the public must be convinced that professional development is an important part of teaching (Corcoran, 1995). Parental support is essential because scheduled changes to accommodate professional development may interfere with family schedules, which often are planned around the school day. If parents are to support this effort, they must feel that their children will benefit from the time teachers spend on professional development.

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□



ADMINISTRATORS' CORNER

1997 ICASE Fall Conference —Look for registration details in the next Cable regarding the 1997 ICASE Fall Conference to be held on September 25-26 at the Holiday Inn in Terre Haute. The Conference will have a Western theme with a Thursday evening barbecue out in the country. Dr. Margaret McLaughlin, Associate Director, Institute for the Study of Exceptional Children and Youth, University of Maryland, is the keynote speaker. Dr. McLaughlin will identify ways to incorporate requirements and accommodations relative to statewide assessment and the IEP. A panel discussion is also planned to include a local director, a DOE assessment consultant, Bob Marra, and a University representative. The panel will address issues we will be facing with the graduation exam.

Dr. Richard Antonak has been named dean of the School of Education at Indiana State University. He will begin his duties at ISU on July 1.

Dr. Antonak is currently the associate dean for faculty development, research and technology of the College of Education at the University of North Carolina at Charlotte. Prior to his position at UNC Charlotte, he spent 1987 to 1990 at the University of New Hampshire in Durham, as a professor and chairperson of the Department of Special Education. He also was a lecturer in special education at Pennsylvania State University on the Delaware County campus in Media, and was a special education teacher at the high school level.

Dr. Antonak received his bachelor's degree in mathematics (1969) from Rutgers College in New Brunswick, New Jersey; his master's degree in special education-mental retardation (1970) from Temple University in Philadelphia; and his doctorate in special education-research (1975) from Temple.

Vernon Black, retired director of special education at MSD Pike Township and a founding member of ICASE, is well on his way to recovery after quadruple by-pass surgery the first of April. Cards may be sent to his home address: 6025 Wingedfoot Court, Indianapolis 46254. □

Happy Birthday!

June 1

Joan Melsheimer
Dubois-Spencer-Perry
Exceptional Children's
Cooperative

June 9

Jim Sands
Greater Lafayette Area Special
Education Cooperation

June 10

Jan Kaye
Elwood Community School
Cooperation

June 18

Jo Willer
Adams-Wells Special Services
Cooperative

June 19

Trent Rager
Greene-Sullivan Special
Education Cooperative

June 20

Mary Jo Dare
Indianapolis Public Schools

June 27

Connie Rahe
Division of Special Education

June 27

Anne Turrie
Marion
Community Schools

June 28

Joy Stuckwisch
Seymour Community Schools



ISEAS Steering Committee Meeting Minutes April 16, 1997

[These minutes are considered unofficial until approval at the next meeting on May 14, 1997.]

Members Present: Brett Bollinger, Southeast Representative; Cheryl Harshman, North Central Alternate; Sandra Lange, Southwest Representative; Joan Machuca, Northwest Representative; Bob Marra, DOE Division of Special Education;

Members Absent: Mary Jo Dare, Central Representative; Sheila Decaroli, East Representative; Muriel Downey, Northeast Representative; Jeff Young, ICASE Representative;

Staff Present: Gary Collings, ISEAS Executive Director and Susie Thacker, ISEAS Executive Assistant

The meeting was called to order at 8:30 AM by Gary Collings as ISEAS Executive Director.

APPROVALS: *Minutes:* Minutes from the March 19, 1997 meeting were presented. Collings noted two corrections. On page 4 under Other Business, the correct address for the ISEAS home page should read “http://www.indstate.edu/iseas” rather than “...edu.iseas”. On page 3, the fourth paragraph under LEASE Academy III-Phase 1, the Consensus should read “Collings should

contact a personnel director in the metropolitan area to see if there is interest in supporting such a two-day session for personnel directors.” **MOTION: With a motion by Bollinger/Machuca the minutes were approved as amended.**

Salary Committee: The Salary Committee which is reviewing ISU fringe benefits and salary increases for the three full-time ISEAS staff members includes Sheila Decaroli, chairperson; Bob Marra, as DOE funding agency representative; and Bill Littlejohn, as ISU fiscal agency representative. A comprehensive profile of staff salary and benefits for each of the three full-time ISEAS staff members was provided for the Committee’s consideration.

ACTION: As Decaroli was not able to attend due to illness, the Salary Committee will bring a recommendation regarding salary increases for the three full-time staff to the May 14 meeting.

Collings recommended that the position of current ISEAS Program Specialist, Cinda Long, be upgraded to Program Coordinator, along with an annual pay increase of 5% and a one-time salary base adjustment of \$2,000. These adjustments are recommended to acknowledge her expanded job responsibilities of overseeing the project’s secondary electronic accounting system through the university’s new Banner financial management system and developing and maintaining Internet home page links for both the ISEAS project and the Indiana DOE Division of

Special Education. **MOTION: After discussion, Machuca/Harshman moved to support the recommendation that Cinda Long’s project title be changed from Program Specialist to Program Coordinator. The motion was carried.** Collings is to proceed with the necessary paperwork to upgrade the position. The Salary Committee will consider the annual pay increase and the one-time salary base adjustment of \$2,000.

Mini-Grants: Expenditures to date of \$500 mini-grants:

Central Roundtable	\$ 0.00
East Roundtable	0.00
North Central Roundtable	361.82
Northeast Roundtable	0.00
Northwest Roundtable	0.00
Southeast Roundtable	0.00
Southwest Roundtable	92.88

Mini-Grant Applications/ Reports: *Southeast:* Southeast Roundtable requested that their \$500 ISEAS mini-grant be used to cover the costs of meeting room, lunch, and the cost of compiling, copying and distributing information resulting from a “Southern Indiana Regional Forum on Issues in Education” to be held on June 13th at the Seasons Lodge and Conference Center in Nashville, Indiana. The purpose of this conference would be to invite both general and special educators to spend a day identifying and discussing current issues in education. An emphasis would be placed on issues impacting both regular and special education

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programs and in formulating solutions to identified problems. Although the conference was originally intended for southern Indiana, Bollinger noted it would be open to anyone in the state as space permits. **MOTION: A motion by Marra/Lange for approval of Southeast Roundtable's mini-grant request was carried.**

Northwest: Judy Cass, School for the Deaf, will present at the next roundtable meeting. On the agenda, also, will be planning a June 6 roundtable retreat. Focus for the retreat will be a discussion with Porter County regarding wraparound services and strategic planning on goals for the coming year.

Machuca noted she would like to see representatives from each roundtable involved in statewide committees. This will be a topic for discussion at the ICASE meeting.

Southwest: Representatives from School for the Deaf attended the last roundtable meeting.

New Steering Committee Representatives: Southwest Roundtable has selected Susan Price as representative and Marilyn Faris as alternate. Northeast Roundtable will need to select their representative and alternate for a three year appointment (July 1, 1997 - June 30, 2000). The ICASE Executive Committee should select its representative (usually the past president) for a one-year term (July 1, 1997 - June 30, 1998). The state director of the DOE Division of Special

Education is a standing member of the Steering Committee. New representatives will be invited to attend the June 11, 1997 Steering Committee meeting with the current representatives.

Lighthouse Applications: No new Lighthouse applications have been received to date.

Administrative Study Keyclub (ASK): No applications have been received.

Calendar of 1997-98 Meetings: Collings presented a revised draft of proposed ISEAS/ICASE meetings for 1997-98. The only dates yet to be confirmed are those of Phase 1 and 2 of the ISEAS LEASE Academy. **MOTION: A motion by Lange/Marra for approval of the 1997-98 calendar as presented was carried.** The calendar will next be reviewed by the ICASE Executive Committee.

GTE Site License: ISEAS has received an e-mail confirmation from GTE that the one-year site license which allows ISEAS to access bulletin boards to download information for distribution to the Special Education Computer Network (SECN) can be renewed for the coming year at the same price. The ten bulletin boards currently being downloaded to SECN users are:

- ADA.Independent
- Federal
- Assistive.Tech
- Inclusive.Ed
- CEC.News
- Newsletter
- Early Childhood

- Practices
- Ed.Personnel
- Voced.Transition

Collings explained Cinda Long can do a search of non-posted boards upon request from a director and download the contents via e-mail. Long has had seven requests for the recent contents of four other boards: Conference, Dateline.America2000, Vision, and RFP. Contents of the Federal.Projects board are forwarded to Sharon Knoth, Division. In addition to the GTE boards, Long gets the ISBA.News separately and ISEAS contracts with Chris Young (CYBORG) to set up and maintain the Gen.Assembly board during the legislative sessions. When the GTE site license contract is received, Collings will present it to the Steering Committee for consideration and action.

A DOE electronic mail study group will meet at the ISEAS office on Monday, April 21. The purpose of the meeting is to determine the most effective means of keeping state communication and data sharing moving forward across the state.

Marra confirmed the Division has requested a permanent technological position be established within the DOE Center for Special Populations. This request is now with the Personnel Committee.

Grant Application: Collings gave a brief overview of the

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ISEAS Grant Proposal and Indiana State University Institutional/Narrative Budget for 1997-98.

Collings anticipates the total dollar amount of the grant will be \$380,00 as it is this year.

Marra asked for feedback from the roundtables regarding re-directing funds now designated for mini-grants, Lighthouse visitations, and Administrative Study Keyclub (ASK) as there seems to have been a decrease in requests for these funds. He stressed he was not suggesting the total ISEAS grant be reduced but rather, if there is no longer the need for these programs, the funds be redirected to other more pertinent initiatives. **ACTION: Representatives will take the issue to their roundtables for discussion.**

Also discussed was the possible redirecting of funds currently designated for Child Service Coordinator meetings as the grant will no longer be funded by the DOE Division. Bollinger asked for clarification of the Child Service Coordinator program for the future and expressed how important he believes it is for people to be trained in these services and have a place to meet and share their knowledge with administrators across the state. Marra emphasized the need for feedback from directors if they want Child Service Coordinator meetings to continue. Collings suggested that roundtables might want to sponsor regional meetings with those trained in wraparound services.

Collings expects to be able to

finalize the budget at the May 14 meeting.

1996-97 Events/Reports:

Trainers' Bureau: Approximately 17 responses have been received to the Trainers' Bureau survey asking directors to list any members of their staff they would nominate to conduct training sessions in another district. A draft of a Trainers' Bureau Directory will be presented at the May meeting for approval. The final directory will be made available to directors across the state.

1997-98 Events/Reports:

LEASE Academy III - Phase 1: On March 21 a memo and registration form were sent to all directors of special education regarding Phase 1 of the ISEAS 1997-98 Academy series. The two-day introductory session has been scheduled for June 16-17, 1997 (8:00 AM - 4:00 PM) at the Embassy Suites North, Indianapolis. Participants may receive continuing renewal units (CRUs) for this two-day seminar. There will be no tuition fees, but participants must pay their own travel, overnight, and evening meal expenses. To date, approximately 13 registrations have been received. The deadline for registration is May 2, 1997. A list of registrants will be available at the May 14 meeting. Confirmations will be mailed to participants immediately following the meeting. Collings contacted the personnel director at MSD Warren Township to let him know our seminar dates. The personnel director offered to let other directors in the metropolitan area know the dates should they wish

to schedule JoAnn Miller after our seminar.

The Academy application for five (5) Continuing Renewal Units (CRU) was forwarded to the Division on March 24, 1997 for endorsement and processing to IPSB.

LEASE Academy III - Phase 2: No closure has been made on a final date for the Strategic Alliances session, Phase 2 of the Academy.

LEASE Academy III - Phase 3: At the March meeting, the Committee endorsed proceeding with the planning of a third phase of the 1997-98 Academy. This third phase of the Academy will be a two-day introduction to the "tools" of Creative Problem Solving for case conference coordinators presented by the Blumberg Center, ISU, for approximately 24 persons.

School-Based Therapies Training Session: Paul Ash, a member of the IFCEC Planning Committee, will introduce the idea of ISEAS sponsoring a School-Based Therapies Training Topical during the 1998 IFCEC Conference which will be held February 26-28, 1998 at the Radisson at Keystone Crossing.

Secretaries/Support Staff Seminar: The annual Secretaries/Support Staff Seminar is scheduled for November 18, 1997 at the Holiday Inn North at the Pyra-

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mids. The seminar will be divided into two concurrent sessions in the morning, repeated again in the afternoon. Each session would be approximately two hours in length. Sue Ann Specht, consultant in stress management, Health Promotion Services, St. Vincent Hospitals, will build on this year's theme of Wellness in the Workplace by bringing in dealing with difficult people and managing change. Randy Jones and Carrie Jackson Van Dyke, who presented a joint ISEAS/ICASE seminar in December 1995 on Dealing Proactively with the Media, will present on effective communication, dealing with angry patrons, volatile issues, and confidentiality.

Conference Sponsorships/Reports: *CEC:* Salt Lake City was the site for the International CEC Convention April 9-13, 1997. The theme for this year's convention was "Celebrating 75 Years of Serving Exceptional Children". Jacki Lynn, Central Roundtable alternate, had been nominated at the March meeting to represent ISEAS. Due to time constraints, Lynn was not able to attend.

LRP: The annual LRP Legal Conference will be held May 4-7, 1997 in San Diego. Joan Machuca, North Central Roundtable, will attend as ISEAS representative.

Midwest Special Education Leadership Conference: The theme for the 14th Annual Midwest Special Education Leadership Conference is Unified Leadership: Facing the Challenges of Tomorrow's Schools. The

conference will be held in Breckenridge, Colorado on June 24-27, 1997. As in the past, ISEAS will sponsor the participation of the ICASE President-elect, Russ Dawson.

University Forum: *April 4, 1997 Meeting:* University Forum members met April 4 at the ISEAS office. Focus for the meeting was distance education and review of the Draft Standards for the Teacher of Exceptional Needs. Copies of the full minutes from the April 4, 1997 University Forum meeting are available upon request from the ISEAS office.

Next Meeting: The Forum has invited special education directors from Central, North Central and East Roundtables to the second in a series of dialogues between IHEs and LEAs. The meeting will be held Friday, May 2 at the ISEAS office. During the morning the participants will separate into groups and address the following questions:

1. How can IHEs and LEAs work together to support first year, experienced, and limited license teachers?
2. How can IHEs and LEAs work together to provide authentic and effective field experiences?

The meeting will conclude with lunch and sharing of solutions.

Other Business: *Business Insurance Coverage:* The Committee reviewed the renewal declaration page of the Business Owners Policy for insurance coverage on both ISEAS on-

campus and off-campus locations.

Child Service Coordinators: Minutes from the April 14 Child Service Coordinators meeting were available. The minutes will also be printed in the Cable newsletter.

Special Education Law and Practice: The LRP manual "Special Education Law and Practice" has been purchased by ISEAS and is available for rotation throughout the roundtables. Sheila Decaroli, East Roundtable, has the manual first as it bears on the K.R. court case in which Anderson is involved.

Videotapes: "Who are the Children Being Born Today" is with Sheila DeJarnett (Gibson-Pike-Warrick). "Look Who's Laughing" is currently in the ISEAS office and available for loan.

Next Meeting: The next meeting will be held on Wednesday, May 14, 1997 at the ISEAS Office as per the following schedule:

- 8:00 AM - Coffee and Rolls
- 8:30 AM - ISEAS Salary Committee Caucus
- 9:00 AM - ISEAS Steering Committee Meeting
- 10:30 AM - Division Report and ICASE Executive Committee Meeting □



ISEAS University Forum Meeting Minutes

April 4, 1997

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

Members present: Cathy Shea (IUS), Marty Meyer (Butler), Sharon Knoth (DOE), Gary Collings (ISEAS), Theresa Knipstein (representing Ann Smith), John Merbler (Ball State), Mary Beth Janes (ISDD).

A. Distance Education

Shea opened the morning session with the topic of Distance Education. Knoth reported on courses about the visually impaired from the University of Louisville being offered over PBS channels. She noted the University of Northern Illinois, Illinois State University, and University of Northern Colorado are using Internet and telephone links for V.I. courses. Three graduate students in Indiana are getting V.I. certification through the Illinois State project which would like to establish a partnership with a university in Indiana.

Knoth reported that she, Shirley Amond, and Vicki Hershman (PATINS) visited the Vision Laboratory at Purdue last week to view a new production process for braille and tactile diagrams. A proposal is that a representative from each of the five PATINS sites, as well as a university faculty representative in each area, be trained in this new

production process. The long range intent would be to pursue V.I. teacher training needs through the Indiana Commission for Higher Education. **ACTION: Knoth is organizing a planning meeting to discuss braille and large print production and training issues and asked for name suggestions.** The following names were offered: Marty Meyer and Jean Van Tyle (Butler). Ken Sauer (Commission for Higher Education), Marlaine Chase (UE), Leah Boyle (BSU), Michael Dalrymple (COVOH), and Don Koors (Vocational Rehabilitation).

Merbler commented that BSU will be offering two courses (566 and 579) this summer toward certification in physical disabilities and other health impaired at Kendallville in cooperation with the Northeast Indiana Special Education Cooperative. He noted a certificate in this area for someone with a special education background would require approximately 15 semester hours.

The members next discussed EH training needs and limited licenses. Merbler updated the group on the status of the production of the EH training modules with Sheldon Braaten in Minnesota. Four modules are completed: law/definitions/crisis intervention, two on assessment, and diversity. Modules still in progress are about reading adaptations, curriculum, and communications. Those EH teachers who have completed the training have also developed a module on Mentoring. **ACTION: Merbler offered to make the full sets of**

modules available to Forum members. BSU will again be offering EH coursework this summer at MSD Lawrence. **ACTION: Shea suggested that she, Sharon Knoth and Joyce Johnstone (Marion) meet with a representative of the Commission for Higher Education to discuss the need for financial supplements or incentives for universities to offer coursework in low incidence and/or personnel shortage areas.**

B. Agenda and Meeting Place for May 2 Meeting

It was reported by Forum members and directors who attended the February meeting at ISDD that the format worked and it is worth replicating at the May 2 meeting.

1. Keep the same model from Bloomington and keep the questions.
2. Per suggestion of those attending the February meeting, use a free flowing format.
3. Use the ISEAS office. Start at 9:30 with lunch and sharing from 12:00 - 1:30.
4. Janes, Knoth, and Shea will bring laptops for notes.
5. It was suggested to have more collaborative meetings between IHEs and LEAs in June and October. We could have it at one of the LEAs that has a meeting room. Judith Smith has

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volunteered to have the October meeting in the Purdue Calumet area.

C. Draft Standards for the Teacher of Exceptional Needs/ March Focus Group

With regard to the focus group on the draft standards for exceptional needs, Shea explained how the focus group members compared the 16 Forum criteria (created January 1996) to the

IPSB standards.

1. Put the Early Childhood Special Education Standards on a separate evaluation form. Separate the 16 Forum criteria from the evaluation form; add a cover letter; and explain how the criteria were used. Include the names of attending individuals.

2. Each focus group member received a copy of the list of suggestions and a copy of those

items woven into the evaluation form supplied by IPSB

D. Meeting Adjourned

Shea and Janes met from 1:45 - 4:00 to complete planning for May meeting and finish cover letter to IPSB.

NEXT MEETING: The next meeting will be held on Friday, May 2, 1997 from 9:30 AM - 3:00 PM at the ISEAS Office. □



ICASE Executive Committee Meeting

April 16, 1997

ISEAS Office - Indianapolis

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

MEMBERS PRESENT:

Daena Richmond (President), Russ Dawson (President-Elect), Jan Rees (Treasurer), Gary Collings (Secretary), Jeff Young (Past-President), Joan Machuca (NW), Brett Bollinger (SE), Lynn Thompson (E), Cheryl Harshman (NC), Sandra Lange (SW)

OTHERS PRESENT: Bob Marra, Roger Williams, Judy Flowers, Tom Doyle, Pat Pierce

GUESTS: David Mank (ISDD), Cathy Pratt (ISDD)

I. Approvals

A. **MOTION: After a motion by Flowers/Bollinger, the March 19, 1997 ICASE Executive Committee minutes were approved as submitted.**

B. Rees presented a comprehensive balance sheet and docket of outstanding bills. **MOTION: After a motion by Machuca/Flowers, the March 31, 1997 Treasurer's Report showing a balance of \$20,102.40 and a docket of bills totaling \$2,655.58 were approved as submitted.**

MOTION: After a motion by Young/Bollinger, the Northwest Roundtable Professional Development docket of bills in the amount of \$6,446.91 was approved for payment.

Rees presented preliminary 1997-98 ICASE budget considerations. She noted that this past year we not only overspent our budget but we also exceeded the revenue for the year. In preparing the new budget we will need to analyze how we conduct conference fees, including meals and socials, conference sponsorships, and committee reimbursements. Membership dues generate a little less than \$13,000 annually.



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C. The Topical Conference Report form submitted by Michael Livovich was presented by Richmond for review. The form was accepted by consensus and is to be completed for 1997-98 Professional Development Topicals. Topical proposals will be reviewed at the June meeting.

D. Richmond distributed final copies of policy papers for the Executive Committee handbooks on the following topics: Position Statement on Professional Development (2/21/97), Policy on Fiscal Management (3/19/97), Procedures for Fiscal Management (2/19/97), Practice on Use of Proceeds from ICASE Roundtable Topical Conferences (3/19/97), President's Checklist for Establishing a Special Committee (2/19/97), Procedures for Special Committees (2/19/97), Position Statement on Least Restrictive Environment (2/21/97), Practice Regarding Accessibility for ICASE Sponsored Activities (2/19/97), Issues of Importance Relative to Reauthorization of IDEA (3/19/97), Policy on Disbursement of Funds upon Dissolution of ICASE (3/19/97).

II. Strategic Plan: 1996-97

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

1. Flowers presented a proposed membership language change to clarify consolidated institutional membership (COCASE) dated March 1997. **ACTION: Flowers will send out a membership survey to**

roundtable representatives to clarify administrative positions (roles and responsibilities). She will compile the survey for a report at the June meeting.

2. Richmond reported that the officers have proposed that the June 11 joint meeting be held at the downtown Westin Hotel with Dr. Suellen Reed as luncheon speaker. Division staff will be invited to join the group for lunch.

3. Richmond presented the 1997-98 ISEAS/ICASE Calendar of Meetings. **MOTION: The Bollinger/Rees motion to accept the calendar as presented was approved.**

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

David Mank and Cathy Pratt (ISDD) briefed members on the new focus of the Institute's initiative for schools: the heart of school's, inclusion, and local solutions. Their plan centers on two overlapping efforts: new relationships with directors of special education and new relationships with education administration. ISDD is in the process of recruiting an individual with background to serve across these two efforts. Discussion included how ISDD would continue technical assistance, materials planning and long range planning. Comments included the need for coordination and collaboration of higher education resources, behavioral interventions and effective indicators. Co-funding schemes might include local agreements, state contracts, grant

resources, other university contributions, and resources from outside the state.

Machuca asked Dawson about his plans for committee appointments for next year. He responded that he would like to keep continuity by asking individuals to remain. There was also a survey at Spring ICASE in which individuals volunteered for various assignments. Dawson invited roundtable representatives to encourage directors to contact him if they have any committee preferences.

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.

Richmond reported on the CASE executive meeting held during the CEC Convention at Salt Lake City. She noted that Michael Livovich was re-elected secretary, Jim McCormick was re-elected as governor-at-large, and Bev McCoun was re-elected to the Board of Governors. Richmond distributed a professional development survey from the CASE Research Committee. **ACTION: Roundtable representatives are to poll their respective roundtable members on the items requested and bring results to the June meeting.** Richmond will compile the seven surveys into a single response to be submitted to Maggie McLaughlin, chair of the CASE

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Research and Development Committee.

Dawson reported on an IDEA Reauthorization paper which was provided at the CASE board meeting. Each roundtable representative received a copy.

Richmond reported that officers met after last month's session to discuss next year's strategic plan, budget and legislative initiatives. Dawson reported on the background of having a Legislative Liaison. He observed that times have changed and our relationship with the Division is most productive as well as positive with other associations. He suggested that our legislative needs may be served by working with these entities.

Dawson recommended that the Executive Committee suspend the provision for a Legislative Liaison this coming year and evaluate the results. Rees offered that we might want to keep a legislative line item to purchase short term services should needs arise during next year's short term.

One member asked who will monitor the daily activities during the legislative session. He commented that neither he nor other directors in the Central Roundtable would be able to fill this function. Two members shared the concern for the need to have a voice or a presence that a Legislative Liaison provides. There was a reminder that we should not relax in this arena. Another commented that at some time we in education administration will be unified and does our

present arrangement perpetuate separateness. Another inquired whether we needed to redirect the role of the Legislative Liaison. Another observed that as long as we have separate funding formulas, we will continue to have a need for representation separate from other organizations.

There was a consensus that this was not the time to make a substantial change in the Legislative Liaison position. **ACTION: It was the consensus of the members that the Legislative Committee be asked to review the Legislative Liaison position, what the organization's needs are, and make recommendations for the future to the Executive Committee.**

Rees presented a request from the Legislative Liaison for ICASE to retroactively replace a fee deficit resulting from another organization's cancellation of a contract for similar services. **MOTION: The motion by Rees/Thompson that there be no retroactive adjustment to the Legislative Liaison's current payment was unanimously approved.** As a result his pay will remain the amount in the current agreement. The Legislative Committee would be expected to review the terms of a new agreement for 1997-98 and make recommendations to the Executive Committee.

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

group reports on IPSB standards from roundtable representatives.

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

1. Department of Corrections (DOC) - Marra proposed that over the next two years Indiana will need to have catalogued the variety of services in the delivery models in this arena for General Assembly purposes. OSEP has cited the California DOE for its lack of monitoring, childfind and evaluations in the correctional institutions. We would like to avoid the same scenario in Indiana. In response to a question about services in adult facilities, Marra offered that we are only compelled to offer the educational services which prisoners may decline at their discretion. Individuals 18-21 years old are considered adults by DOC. The short term nature of prisoner assignments in county jails is another dilemma

Marra emphasized that the Boys and Girls Schools have received Part B funds so that each facility may conduct its own in-house evaluations. He has insisted, however, that each LEA still be notified of resident students needing evaluation in case the local district wants to exercise its options to conduct the evaluation. In response to a question about a requested \$200 fee for the DOC evaluation, Marra responded that local districts should ignore it.

Richmond collected focus

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The application of Article 7 is difficult to adapt to the DOC facilities. For example, confidentiality and surrogate are such considerations. DOE has a current policy exempting DOC incarcerated youth from ISTEP+ obligations. **ACTION: Marra will compile information on models/approaches which other states are utilizing with DOC facilities to assist in our future discussions.** Marra commented that we can earmark funds within the ISEAS project to support future study groups for this DOC initiative.

2. Alternative Schools - Machuca asked where DOE is headed in general with Alternative Schools? Marra responded that the DOE has realigned its alternative school division and other similar divisions, e.g. at-risk into a new unit coordinated by Barbara Lucas. Marra now supervises this unit with his new responsibilities within the Center for Special Populations. Williams observed that there seemed to be little support in the General Assembly to fund alternative education.

Marra noted that at least 50% of the 5,000 discipline surveys mailed have been returned and are being catalogued. Summer discipline workshops are being offered as part of the Division's CSPD initiatives.

State Assessment - Marra reported that Martha Thurlow from the National Center for Educational Outcomes (NCEO) will meet with a DOE committee on May 5. She will review what other states are doing and assist

with Indiana guidelines primarily to address modifications. Marra also wants to contact Iowa representatives about their statewide functional assessment approach for students who are not on a diploma track.

Marra suggested that we may need to expand on the teacher of record (special education) concept to include a teacher of service (general education) in the discussions about accountability and waiver recommendations to principals. It is clear that the waiver discussion needs to remain outside of the case conference because of the due process implications. Although local districts are deciding who takes the state assessment at grade levels other than the 10th, it has yet to be decided by DOE officials how scores and modifications are to be reported. There are at least three scenarios: the basic test, the test with modifications, and alternative assessments for a small portion of students with disabilities. Marra clarified that if a teacher of the hearing impaired (not an interpreter) teaches a sign language class for high school credit, such credit counts in the Core 40 as a foreign language.

Large Print - Marra presented that PATINS has begun a dialogue with the Vision Lab representatives at Purdue about the possibilities for their braille/tactile graphics options to be utilized for regional sites and local district productions. Marra suggested that the Large Print Facility and the Indiana Education Resource Center will eventually phase out of the large print business. Due to

the evolving technology such productions will likely move to regions such as PATINS and eventually to local districts. The question was raised whether we will first study what is more cost effective?

Other Health Impaired - Marra reviewed the results of the ICASE initiated OHI survey which were discussed at the February 19 executive meeting. A majority of students with ADD eligibility under OHI were receiving minimal services often of the resource nature. Dawson reminded the group of our January 29 Executive Committee discussion in which members emphasized to Marra that the ADD phenomenon in the OHI category needed to be addressed and not allowed to continue unchecked. It was suggested that the recent movement by the legislature of OHI in the funding pattern from Level I (severe) to Level II (mild) should come as no surprise from our previous discussion. The guiding principles have remained intact that students with severe disabilities require more dollars and large urban districts should not lose funds.

Marra explained that in the broader analysis the General Assembly has not reduced special education funding by \$7,000,000 as has been suggested with the OHI level change. In fact due to earlier projections compared to actual census a potential shortfall was avoided when the legislature added \$10,000,000 to the special

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education funding. In the big picture we need to know that alternative services appropriations will have increased 50% and preschool has been funded at the requested levels. With the state (\$2750), federal (619 & Part B), and local (\$.01) elements, Marra anticipates the early childhood support to be approximately \$3800 per child.

Marra commented that special education increases will mirror increases in the general fund. Williams noted that budget

parameters will not likely go above 5%. Williams reviewed the pertinent language of SB 256. Marra responded that directors can expect data collection requests over the next few months. He reminded members that having the data is one of the reasons why we have the appropriations support in the legislature. Marra noted that SB 400 will require state schools to conduct a fiscal study. Students dismissed before expected dates or not admitted will come under quarterly review by a multi-agency panel including

a DOE representative.

Next Meeting: The next meeting will be held on May 14, 1997 at the ISEAS Office as per the following schedule:

- 8:00 a.m. Coffee & Rolls
- 8:30 a.m. ISEAS Steering Committee Meeting
- 10:15 a.m. Division Report
- 11:00 a.m. ICASE Executive Committee Meeting ☐

Federal Web Site

Several Indiana directors attended the LRP legal issues conference in San Diego in May and came back with a document titled Staff Draft of IDEA Reauthorization.

We were informed by Michael Dalrymple on the COVOH staff

that you may access this draft at the following Web Site address: <http://www.house.gov/eo/ideadraft.htm>

The House/Senate bill to reauthorize the Individuals with Disabilities Education Act, which was passed on May 14, 1997, may

be found on the following web sites:

<http://www.house.gov/eo/ideadraft.htm>

<http://www.senate.gov/~labor/idea.htm>

<http://www.senate.gov/~lott> ☐

First Statewide Community Transition Council Conference A Success!

On February 4 and 5, 1997, over 100 people gathered at Turkey Run State Park for Indiana's first Community Transition Council state conference entitled: **Sharpening Our Focus: Community Transition Councils**. The Indiana Transition Initiative (ITI) sponsored and

coordinated the conference and the Indiana Department of Education, Division of Special Education generously underwrote the event. Keynote presenters Toni and Don McDermott spoke on the beginnings and development of the Dream-Based Education Alliance, a parent organization fostering

successful transitions into the adult world for students with diverse needs in Alaska. Break out sessions included:

- * Community Transition



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- Councils: The Basics and Beyond
- * School-To-Work and Transition
- * Department of Labor and Community-based Work Issues
- * What's Working for Your Transition Council?
- * Increasing Parent Involvement in Community Transition Councils
- * Student Earnings and Social Security Work Incentives
- * Assistive Technology and Transition: Transfer to the Workplace
- * Resources for Job

Development/Job Restructuring

Dr. David Mank, Director of the Institute for the Study of Developmental Disabilities, provided the audience with food for thought at the closing luncheon on the topic of Linking Local Transition and School-to-Work Initiatives. On their overall evaluations, participants expressed interest in having the opportunity to attend an annual training event focused on local collaborative efforts as they relate to transition.

Indiana Transition Initiative

stakeholders and project staff would like to thank Bob Marra and the Division of Special Education for underwriting this event. We hope to offer a similar training opportunity in the coming year and welcome suggestions for its planning.

For additional information contact Marcia Steigerwald, Conference Coordinator or Kathy Osborn, Coordinator, Indiana Transition Initiative in the Center for School and Community Integration at the Institute for the Study of Developmental Disabilities at 812/855-6508. □

A Time To Celebrate

For the past few months, the Institute for the Study of Developmental Disabilities (ISDD) at Bloomington has been pleased to be part of a collaborative Video Task Force, initiated by The Arc of Indiana, and working to develop a video that will say "Thank You" to Indiana's schools for their ongoing, positive achievements in special education. The purpose of the video, entitled "A Time To Celebrate" and now nearing completion, is to highlight the successes that schools in Indiana have had educating children with special needs.

For more than 20 years, Hoosier schools have educated children with disabilities. Each year they have learned how to do it better and more effectively. The successes of these efforts are

amazing in both personal and economic terms. However, the story of these successes often goes unheard or is eclipsed by negative messages about special education. Through the short video "A Time To Celebrate," the participants in this collaborative project hope to get that story out and show how special education helps bring all children with special needs into our schools and provides them with the tools they need to succeed in their communities.

"A Time To Celebrate" presents individuals familiar with special education in Indiana talking about the value of education for all kids, and thanking Hoosier schools for what they are doing and will continue to do. Steve Green, former IU basketball star and the parent of a child with

a disability, hosts the video. Featured in the video are Gene White and Ron Etienne, both school superintendents, Sandi Cole, an assistant principal, and Jessica Rogers, a regular education teacher.

The Video Task Force plans for "A Time To Celebrate" to be shown frequently following its completion. The initial target audience for the video will be groups with an immediate stake in Indiana's schools, such as school boards, PTAs, service clubs, teacher unions, and other community groups. The video will also be used to inform and educate a

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wide variety of other individuals and groups throughout Indiana. The Video Task Force also hopes to use the video as the basis for building a network of individuals who share an interest in and wish to remain informed about special education in Indiana and the federal government's efforts

concerning special education.

The Arc of Indiana has initiated the Video Task Force and its efforts. Members of the Video Task Force include the local Arc of Seymour, Indiana, the Institute for the Study of Developmental Disabilities, COVOH (Council of

Volunteers and Organizations for Hoosiers with Disabilities), and IN*SOURCE (Indiana Resource Center for Families with Special Needs.)

Source: FYI Newsletter the week of March 31, 1997 published by ISDD. □

Indiana Education License Plates

Since the introduction of the Indiana Education special recognition license plate program, the Indiana Bureau of Motor Vehicles has received several questions about how to market the license plate and how the funding works. Hopefully, this letter should address many of your questions and concerns.

When a motorist decides to purchase an Education license plate, a BMV customer service representative will ask the buyer which school corporation should receive the donation. The Bureau uses a list of Indiana school districts provided by the Indiana Department of Revenue. Funds collected from Education license plates sales are then distributed by the county auditor to the appropriate school corporations once a month. The Bureau cannot furnish a school corporation with a list of its donors due to statutory and technological limitations.

By statute, the funds from Education license plate sales are divided as follows:

* Through December 31,

2001, 25% of the donation will be sent to the career counseling and school intervention fund administered by the Superintendent of Public Instruction; 75% will be sent to the public school corporation of the purchaser's choice.

* Beginning January 1, 2002, the entire donation will be sent to the public school corporation of the purchaser's choice.

If you wish to designate an educational foundation as your recipient, you must obtain a certificate from the educational foundation that certifies that it is exempt from federal income taxation under Internal Revenue Code Section 501(c)(3) and that it is established as an Indiana nonprofit corporation to provide benefit to the school corporation. Your request and a copy of this certificate must be sent to your county auditor, not to the Bureau. Otherwise, your county auditor will send any funds raised to your school corporation.

State law does not permit the Bureau to produce brochures, posters, or camera-ready artwork

on the Education license plate. By virtue of the statute that created the special recognition license plate program, the Bureau cannot promote one plate over another.

Particular special recognition license plate must be paid for and provided by the plate's sponsoring organization.

You can purchase a sample Education license plate for promotional use by sending \$4 to the BMV Special Sales Department at 6400 East 30th Street, Indianapolis, Indiana, 46219. These samples cannot be used as a valid vehicle registration.

If you have further questions, please feel free to contact the Bureau of Motor Vehicles at 317/233-2521 or for information regarding fund transfers, contact the State Auditor's Office at 317/232-3300 or your county auditor. □





Department of Education News

Meeting of the State Advisory Council on Students with Special Needs — Embassy Suites, North; Indianapolis on December 6, 1996

Members in attendance:

Mary Jo Dare, David Schmidt, Michael Dalrymple, Edward Kasamis, William McKinney, Jim Phillips, Joan Melsheimer, Patricia Loge, Janine Hooley, Kathy Wodicka, Robert Marra and from the Division of Special Education: Lynn Holdheide, Sharon Knoth and LaTrennia Waddell.

Members absent: Liam Grimley, Richard Gousha, Bruce McKay, Becky Kirk, and Mary Stewart.

Special Guests: Carolyn Davidson, Brad Valentine, Mike Turner, Shirley Amond, Jan Rees, Mickey Lowe, Jim Ludlow, Karen Hendrix, Mike Bina, George Stailey, Dennis Tomasillo, and David Wood.

Interpreters: Lisa Moster and Amanda Mueller.

The meeting was called to order at 8:55 a.m.

Updates

Mr. Marra began the meeting

by introducing LaTrennia Waddell from the Division of Special Education. He indicated that the minutes from the previous meeting are unavailable at this time but the Division will forward them to the Council prior to the February meeting.

Mr. Marra will have to leave the meeting early today as he has to meet with the Budget Agency regarding special education funding for the upcoming school year. He gave a brief overview of today's agenda. Members from the Discipline Committee will be here this morning to present to the Council. The Graduate Follow-Up study will be presented by Lynn Holdheide from the Division. Pat Rogan and Kathy Osborn worked on the revision of this study. Mr. Marra would like for the Council to review the questions and ascertain whether this study is feasible for districts throughout our State. The last item on the agenda is the Superintendents from the Board of Health Schools. The Council may want to ask some questions of them during their presentation this afternoon.

First Item of Business:

Old National Trail/West
Central Joint Services Cooperative
Reorganization

The Chair of the Advisory Council, Mrs. Wodicka, addressed the Council regarding the issue of the proposed re-organization. Mr. McKinney brought up the issue of transportation and that, in his belief it is a major issue for planning districts. Mrs. Wodicka asked for a motion. Mr. McKinney moved to deny Mill Creek's request to withdraw from Old National Trail. Seconded by Mr. Schmidt. A discussion ensued. A vote was called. 9 in favor. 0 opposed. 1 abstention. The request for re-organization is denied.

The Council discussed how the Division could assist each the Cooperatives in reviewing their current organizational structures. Dr. Kasamis suggested that perhaps the Superintendents from the various corporations could get together without the directors involved. He is uncertain as to whether the Division has a role in this. Mr. Schmidt asked whether NASDSE or ISEAS could assist with this process. This is surely something that will affect numerous planning districts over the next few years. Perhaps the Division needs to form groups to discuss what COMPREHENSIVE

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PLANS should include. How can we make Comprehensive Plans more functional and suited to “today’s” needs? Perhaps the Division needs to plan and organize an initiative to look at development of Comprehensive Plans and analyze what they should encompass - taking into consideration funding regulations and state and federal requirements.

Discipline Committee Update

Dr. Janice Rees presented to the Council regarding the Discipline Committee’s document. Dr. Rees, Ms. Mikella Lowe, Dr. Edward Kasamis, Mrs. Karen Hendrix, Esq. and Mr. James Ludlow were the members of the Discipline Committee in attendance at the Council Meeting. The Discipline Committee was comprised of Teachers, Lawyers, Directors, Advocates, and Parents.

Dr. Rees indicated that the responses from the survey were exceptional. The information received was presented to the Council in a draft Report. She indicated that a weakness in the Report was that the survey was not sent to parents. Nonetheless, the Discipline Committee believed parental views were not overlooked as the parents who were part of the Discipline Committee contributed to the final Draft Report being provided today.

The Report indicates that many believe there is an increased chance for litigation and many expressed concerns on how schools should deal with this issue. The Discipline Committee proposed several amendments be

made to Article 7 to align it with Federal regulations and OCR Interpretations.

The Council complimented the entire Discipline Committee for their outstanding work and thanked the members present for a thorough presentation.

Dr. Kasamis moved that the recommended regulatory language be approved and sent to the appropriate agency(ies) for promulgation. Seconded by Mr. Schmidt. Approved. The Council will ask that Bob Marra present this Report to the State Board of Education and seek approval to move forward with the proposed regulatory language. Mr. Marra will seek approval to begin the required processes for amendments to regulations.

Ms. Knoth indicated that Mr. Marra would like a paragraph be inserted at the beginning of the document to reflect that the Discipline Committee came about due to a request from Dr. Suellen Reed, Superintendent of Public Instruction. The Division will pull together the exact wording of this paragraph and forward it to Dr. Rees.

Indiana Transition Initiative (“ITI”) and the Graduate Follow-Up Survey

Mrs. Holdheide presented an overview of the changes which have been made to the Graduate Follow-Up Survey. Pat Rogan and Kathy Osborn were instrumental in getting these changes pulled together in the documents which were distributed

to the Council.

ITI would like to have the Survey ready for a Spring 1997 distribution. It is designed in two (2) parts: an initial view via an exit interview at graduation and a follow up interview four (4) years after graduation. Mrs. Dare expressed concerns over being able to locate students four years after graduation and commented on the number of students in their district who do not have a telephone by which these interviews could be conducted.

Mrs. Holdheide asked the Council to review the Initial Survey and the Four-Year Survey and forward any changes, suggestions, or recommendations they may have to her. Mrs. Dare recommended a data base be constructed to reflect this and expressed concern over this data base being compatible with “non-CODA” districts. The Division will take this into consideration.

Initially ITI will have eight (8) sites participating. These sites are the ones which received funding from ITI to develop and foster local Community Transition Councils. Mrs. Wodicka acknowledged a request by Dr. Bina to address the Council. He would like to have the Indiana School for the Blind participate in the Graduate Follow-Up Survey. Mrs. Holdheide noted his interest. Concerns were expressed over the length of the survey and the complexity of “knowing” which

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(or how many) general education vs. special education courses in which a student participated. Mr. Dalrymple suggested that the post-exit follow-up be accommodating according to whether the student would be going to a 2 year college or 4 year. Mr. Schmidt questioned why the survey did not coincide with the 5 year class reunion as it might be easier to “locate” students in conjunction with this type of an event. Mrs. Dare requested that the Division conduct the 4 year follow-up instead of the LEA. Mrs. Melsheimer disagreed indicating it would be frustrating and provide little useful data for the LEA.

Council members were encouraged to send comments to Mrs. Holdheide at the Division: 317/233-5019, FAX: 317/232-0589, or e:Mail <holdei@spced.state.in.us>

Presentation from Superintendents of Board of Health Schools

Mrs. Wodicka welcomed the

Board of Health Superintendents to the meeting and requested Mrs. Hooley introduce each of them. Mike Bina, Indiana School for the Blind; George Stailey, Indiana School for the Deaf; David Wood, Soldiers and Sailors Childrens Home and Dennis Tomasello, Silvercrest Childrens Development Center presented an overview of their facility to the Council.

Mrs. Melsheimer requested that the Council be provided a copy of each facility’s Strategic Plan. Mrs. Hooley indicated that it is public information and will forward copies to the Division for distribution to the Council. The Council was invited to come out and see each facility, perhaps holding one of the Council meetings at each site. The Council thanked each Superintendent for an informative overview of their facility.

Mrs. Hooley discussed the proposed changes in governance of ISD and ISB. She discussed the

logistical difficulties in hiring and purchasing each facility encounters. A draft proposal was sent to Dr. Bailey yesterday (December 5, 1996) and it is anticipated that the Task Force will continue to meet. The Council asked if they could also be provided with a copy of the Task Force’s proposal.

Ms. Knoth thanked the Superintendents for coming to the Council meeting.

Other Business

Mrs. Melsheimer asked that the Council be provided with an update on the direction of CODA and it’s interfaces for future technologies. Ms. Knoth indicated the Division would try to have some information for the February Council meeting. The next meeting is scheduled for February 14, 1997 at 8:30 a.m. At this time, a location has not been set.

This meeting of the State Advisory Council was adjourned 2:20 p.m. □

OSERS/OSEP ...

Media Training for State Leaders at the OSEP Annual Leadership Conference —

This year’s annual Leadership Conference, sponsored by the federal Office of Special Education Programs (OSEP), U.S. Department of Education, took place April 1-4 in Arlington, Virginia. A major theme of the conference was the need to counteract the bad press that

special education has been receiving, even in liberal newspapers.

In an April 4 address, OSEP Director Thomas Hehir elicited success stories from the audience, urged them to use these stories to bring the good news about education to the media, and stressed the tremendous difference that special education has made in the lives of individuals with disabilities — and

also in the entire education arena.

On April 1 the group heard Robert Silverstein, Senior Counsel for the Disability Policy Committee on Labor and Human Resources, U.S. Senate. Silverstein stressed that values have been established nationally, as follows:

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* Disability is a natural and normal part of human experience that in no way diminishes a person’s right to participate in the human experience; disability rights are civil rights. ADA implements the 14th Amendment of the Constitution (equal opportunity) and is not an unfunded mandate.

* Inclusion is built into the Individuals with Disabilities Education Act (IDEA), the ADA, Section 504 of the Rehabilitation Act, and the Fair Housing Act.

* Equal opportunity must be both meaningful and effective to be true and equal opportunity.

Silverstein suggested that disability policy will continue to be subject to scrutiny because it is now in the big leagues. Therefore:

* Special education programs must reflect the state of the art;

* The focus for the next ten years will be on quality and implementation, as opposed to new legislation;

* State and local superintendents must be superintendents for ALL children.

On April 2, Shep Ranbom of Communication Works and Phyllis Blaunstein of PRB Group presented a session of examples, strategies, and techniques for helping to identify and influence those who affect decisions about the education of students with disabilities. The session’s goals were to help the participants to:

- * Attack the myth that students in special education disrupt the education of other students;
- * Rebut the concern that special education is draining school budgets;
- * Challenge the skepticism that most children with disabilities can achieve at high levels; and
- * Rebut the concern that special education is a bad investment.

Through a mock town meeting, the role-playing audience illustrated dynamics of attack and counter-argument. The trainers pointed out that the fundamental error of leaders is that they reach a considered judgment and assume the public will agree with it the moment they hear it.

Seven stages the public goes through in coming to judgments were described, as follows:

1. People become aware of an issue.
2. People develop a sense of urgency.
3. People look for answers from experts.
4. People resist (the most difficult stage because of misunderstanding, compartmentalized thinking, conflicting values, and personal resistance).
5. People begin to weigh choices rationally.
6. People accept the change intellectually but do not act.
7. People fully accept.

The trainers suggested that the first step in devising a marketing

plan is to formulate the questions implied by these seven stages:

1. Who is the PRODUCER — the source of the promotional message?
2. Who are the potential PURCHASERS in the particular market, and what needs and wants do these people have?
3. What specific PRODUCTS can the marketer design to help fill those needs?
4. What PRICE(S) must the purchasers sacrifice in order to obtain this product?
5. How can the marketer PROMOTE (communicate with) a given market?
6. Which parties (institutions) will participate in making the product available at the best PLACE AND TIME (best for the purchaser)?
7. What PROBING will be necessary to evaluate the marketer’s campaign and to obtain feedback from the purchasing audience?

Using examples, the trainers showed how a communications plan that answers the following questions can become the basis for marketing:

- * What groups do we need to communicate with?
- * What do we know about each group?

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- * What do they know/think about us?
- * How do they get information?
- * What do we want them to know/think about us?
- * How will we communicate with them, using both mass and interpersonal communications?
- * How will we know we are successful.

Ranbom shared guidelines on public speaking, particularly about

public arena speaking and responding to interviewers, questioners or challengers. Among these talking points are:

- * Make it salient.
- * Use colorful language.
- * Recoin cliches.
- * Use tag lines.
- * Offer useful analogies.
- * Use data wisely.
- * Highlight disparities or imbalances.
- * Shatter myths.

- * Stress the bottom line.
- * Offer the big picture.
- * State your agenda.
- * Ask for the help you need.

The final activity involved videotaping of each State Director of Special Education responding to an interview question, followed by critiques by observers.

SOURCE: GTE INS Federal newsgroup posting on Indiana SECN 4/7/97. □

FEDERAL UPDATE . . .

■ FCC Approves the E-Rate Internet Discounts for Schools — On May 7, 1997, the Federal Communications Commission (FCC) adopted a plan (called the E-Rate) that would provide more than \$2 billion per year in discounts for schools to hook up with the Internet. As of 1998, more than 110,000 schools may begin to take advantage of 20 percent to 90 percent reductions in rates for Internet subscriptions and service charges. The greatest discounts will go to schools serving areas with the greatest disadvantage. It is estimated that up to 50 million students could have access to the Internet through this plan. Some

libraries may also be included in these benefits.

According to The Washington Post on May 8, 1997, this is how the plan will work:

“Schools can get lower rates for having the technology installed in classrooms, as well as for connection charges to a computer network and for monthly service costs. Schools will not be handed money from the \$2.25 billion annual fund that the FCC is creating. Rather, they will pay the technology company from which they purchase services a portion of the bill, and the government will reimburse the company for the rest.

“Discount rates will be determined by the number of students at a school who are eligible for federally subsidized school lunches. Schools with less than 1 percent participation in the subsidized lunch program would get a 20 percent discount, while the poorest school districts would get 90 percent discounts. Private schools must have endowments of less than \$50 million to be eligible. Federal officials estimate that the average discount rate for a school will be about 60 percent” (pp. E3).

SOURCE: GTE INS Federal newsgroup posting on Indiana SECN 5/12/97 □



ANNOUNCEMENTS

Program to Encourage Minority Students to Become Teachers — The Department of Education’s Division of Higher Education Incentive Programs (DHEIP) supports projects to develop a new programs to increase the number of individuals from historically under-represented racial/ethnic groups in the teaching profession. The focus includes language-minority individuals. Institutions of higher education may apply for funds from this program.

CONTACT: Janice Wilcox, Division of Higher Education Incentive Programs, U.S. Department of Education, 600 Independence Avenue SW, Room C-80 Portals Building, Washington, DC 20202; 202/260-3207.

Stand for Children 1997 — Last June, nearly 300,000 people of all ages, races, regions, incomes, faiths, and political philosophies gathered on the grounds of the Lincoln Memorial to Stand for Children.

The second annual Stand for Children on June 1, 1997, will take place in communities across the country. The focus this year is on healthy children, and Americans will take a stand to ensure that every child gets a healthy start in life — with the health coverage they need to grow and thrive, and healthy communities that allow them to breathe clean air, walk safely to school, and learn unimpaired by violence or untreated health problems.

This year’s honorary co-chairs

are Rosa Parks and Rosie O’Donnell.

You may request (a) a Stand for Children Organizers’ Kit; (b) information about events in your community; (c) details on how to form a Children’s Action Team.

You can also take a Virtual Stand for Children. Demonstrate your commitment online by visiting www.stand.org between May 25 and June 7, 1997. You will have the opportunity to sign a Virtual Petition for health children, along with tens of thousands of other Americans.

CONTACT: Stand for Children, 1834 Connecticut Avenue NW, Washington, DC 20009. □

RESOURCES

The Indiana Unified Training System’s Training Resource & Referral Service — Planning a conference, workshop? Many agencies, organizations or support groups need individuals with specific expertise in Early Intervention, Early Childhood and Early Childhood Special Education for conferences, workshops or staff development. Others may need technical exper-

tise in the same areas for personal consultation, such as therapists, assistive technology, behavioral consulting. UTS Connect has a data base filled with motivating and interested individuals from the entire state of Indiana who are available for you to contact immediately.

Call The UTS Connect Office @ 1/800/887-1467 for a complete

list of knowledge and interest areas included in the database, or to be connected to individuals with specific expertise to meet your speaking, training or teaching needs.

The Training Resource & Referral Service has more to

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offer than just names. You have access to:

* **Individuals**, and their identified areas of expertise in Early Intervention, Early Childhood and Early Childhood Special Education

* **Topics and Geographic Locations** if you need to search by city or county

* **Disability specific** related areas of expertise

* **References** which have been provided by the individuals in the data base. At least three references have been provided by each individual listed in the data base for you as a customer to call for direct, personalized referrals

* **Age Focus** related inquiries

* **Provider/Occupation Specific** identified areas of expertise

For persons who want to be added to the data base and would like to be listed as a trainer for the Training Resource & Referral Service, contact Rose Black, The UTS Connect Office Training Resource and Referral Service, Indiana University - School of Education, 201 N. Rose Avenue, Suite 3244, Bloomington, Indiana 47405; 1-800/887-1467; roblack@indiana.edu

New Adapting Curriculum and Instruction CD-ROM — The Institute for the Study of Developmental Disabilities recently developed *Adapting*

Curriculum and Instruction in Inclusive Classrooms: An Interactive CD-ROM Companion. From the self-instructional CD-ROM, teachers learn seven steps for adapting curriculum and instruction, nine different types of adaptations, modifications for student evaluation and grading procedures, and many other useful strategies for teaching all students in inclusive classrooms. Also included on the CD-ROM are a number of planning and evaluation forms that can be completed online and printed out.

The CD-ROM is a companion to the best selling *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*. The *Interactive CD-ROM Companion* is \$17.00 and the *Teacher's Desk Reference* is \$8.25, plus 15% postage and handling (\$3.00 minimum) for each. To order, please send a check or institutional purchase order to Institute for the Study of Developmental Disabilities, ATTN: Publications Department, 2853 East Tenth Street, Bloomington, IN 47408-2601.

Sourcebook for Teaching Assistants in Early Childhood Education — Since most of the training para-educators receive takes place on the job, it is important to have materials and activities that support their training and development. This Sourcebook is a manual designed to enhance on-the-job training of teaching assistants in early childhood special education.

The Sourcebook was developed with the following assumptions in mind. These assumptions are reflected in the chapters throughout the manual. First, the teaching assistant is a co-instructor and contributing member of the interdisciplinary team. Learning is an ongoing process. Second, quality early childhood programs require assistants to implement best practices for all young children — with and without disabilities. Third, assistants are expected to implement family-centered services along with their knowledge and skills needed on the job.

The Sourcebook has features that make it user-friendly:

* It speaks to the teaching assistant and is meant to empower the assistant with information, strategies, and issues for discussion between the teacher and assistant;

* It is designed as a joint course for the teacher and teaching assistant that promotes a collaborative approach for learning: teachers and teaching assistants are encouraged to read sections together and coordinate training and discussion;

* It is designed to reflect best practices of adult education by allowing the teaching assistant to be self-directed, capitalizing on their own experiences and fostering participation in the learning process.

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The Sourcebook may be used as a formal training tool for preservice or inservice training, and as an on-site resource to help answer specific questions as they arise.

Topics include:

- * Family/school partnership: A parent's perspective
- * Behavior guidance through positive programming
- * Confidentiality
- * Child development
- * Social skills
- * Cognitive development
- * Communication skills
- * Motor skills
- * Self-care skills

You can ask for more information about the Sourcebook by contacting: Gen Shelton, Center for Innovative Practices for Young Children, Institute for the Study of Developmental Disabilities, 2853 East Tenth Street, Bloomington, IN 47408; 812/855-6508.

You may purchase the Sourcebook for \$25 plus \$3.75 for shipping (U.S. funds); 290 pages. Send a check of purchase order payable to ISDD to: Attention CeDIR, 2853 East Tenth Street, Bloomington, IN 47408-2601.

THANKS to Anna Lou Pickett, National Resource Center for Paraprofessionals, for sharing this information.

Approaches and Options for Integrating Students with Disabilities: A Decision Tool

— "A Decision Tool" was designed to help school district staff

to choose compatible, quality programs that will assist them in serving children and youth with disabilities in general education settings. Developed at the Research Triangle Institute, this publication provides in-depth descriptions of sixteen educational programs, encompassing a broad array of options and approaches selected for their:

- * Abundance of effectiveness data;
- * Widespread use;
- * Potential for meeting the needs of students with disabilities in general education classrooms;
- * Enduring implementation; and
- * Integration issue solutions.

"A Decision Tool" facilitates the program-selection process by organizing and classifying educational programs into manageable groupings which simplify examination and selection. Programs are classified both by their approaches to intervention and general characteristics. Each program description includes a discussion of the (a) characteristics of the target population; (b) focus of the program's intervention; (c) implementation requirements; and (d) evidence of effectiveness.

The manual also guides educators through the process of planning for implementation. A planning process is provided that can be used to prepare for program review, selection, and implementation, as well as a decision-making framework to demonstrate how program information can be extracted and systematically

synthesized so that informed decisions can be made.

The cost is \$25 plus \$3 for shipping. Cite Order No. C43TOOL.

CONTACT: Sopris West, 1140 Boston Avenue, P.O. Box 1809, Longmont, Colorado 80502-1809; 1-800-547-6747; fax: 303/776-5934.

The 1996 Guide to Augmentative and Alternative Communication (ACC) Devices

— This up-to-date guide helps consumers, clinicians, and funding agencies to manage the range of product information that is available. An easy-to-read chart divides information into five categories:

- * Devices with primarily visual output
- * Devices with primarily spoken output
- * Devices with both visual and spoken output
- * Speech amplifiers
- * Electronic artificial larynxes

The cost of the guide is \$25.

CONTACT: Rehabilitation Engineering Research Center on Augmentative and Alternative Communication, University of Delaware, Newark, DE 19716; 302/651-6830; TTY 302/651-6834. □



Division Website

Public documents are now available for downloading from Indiana Department of Education, Division of Special Education Web Site and are easily accessible to those with internet capabilities. Check it out at <<http://www.indstate.edu/iseas/dse.html>>

Several types of public documents are available for viewing and/or downloading from the web site. The following documents are available in html from a link on the Division's main page.

- Article 7 - English
- Parent-Citizen Handbook
- Family Educational Rights and Privacy Act (FERPA)
- Functional Literacy Assessment Guidelines for Students who are Blind or Visually Impaired
- Title I 1997 Regional Parent/Staff Inservice Sites
- Indiana's Comprehensive System of Personnel Development plan
- Master Reference Directory

The following documents are available for downloading in PDF format from a link on the Division's main page.

- Article 7 - English (PDF)
- Parent-Citizen Handbook (PDF)
- Article 7 - Spanish (PDF)
- Notice of Parents Rights - Spanish (PDF)

For more information about the Indiana Department of Education, Division of Special Education web site, contact: Cinda Long, ISEAS Project, School of Education, Room 701, Indiana State University, Terre Haute, Indiana 47809; 812/237-2828; fax 812/237-4326 or e-mail iniseas@edu.gte.net

