While debates rage among educational scholars regarding the inclusion of students with disabilities in general education classrooms, one thing is clear: “It is not a fad that is going to go away” (Peltier, 1997).

Critics of inclusion note the dearth of empirical research that supports the alleged benefits of inclusive environments. Skeptics charge that efforts to include students with disabilities in general education classrooms may result in the more able students experiencing boredom, while students with disabilities may experience extreme frustration when trying to keep up with the instructional pace. There is often concern on the part of educators that the achievement scores of all students in inclusion classrooms could decline (Brackett, 1994).

Daniel & King (1997) used a quasi-experimental design to determine the effects of students’ placement versus non-placement in an inclusive classroom. Discriminate analysis results indicated that a) parents of students in the inclusion classes expressed a higher degree of concern with their children’s school programs; b) teachers and parents of the students in the inclusion classes...
reported more instances of behavior problems; c) students in inclusion classes were more likely to experience gains in reading scores with no noteworthy differences for math, language and spelling; and d) students in inclusion classes reported lower levels of self esteem.

Advocates of inclusion maintain that inclusion is beneficial to all students in terms of academic and social growth. Indeed, many scholars believe inclusion to be an issue of social justice and that the burden of proof should fall upon the shoulders of those who wish to segregate students with disabilities. Advocates claim that academic achievement is enhanced when students with disabilities are held to the higher standards of a general education classroom.

Waldron and McLeskey (1998) used a curriculum-based measure to investigate the effects of an inclusive school program on reading and math achievement of students with learning disabilities. Results revealed that students made significantly more progress in reading and comparable progress in math when compared to students with disabilities educated in resource settings. Advocates also claim that there are social benefits associated with the inclusion of students with disabilities in general education classrooms. Vaughn, Elbaum & Schumm (1996) studied the social functioning of students with learning disabilities in second, third and fourth grade who participated in inclusive environments for the entire school year. The evidence from their study, when compared with that of other studies that have evaluated similar outcomes for students with learning disabilities in resource room settings, reveals that students in inclusive settings fare at least as well, socially, as students from previous studies in resource room settings.

An increasing number of schools are adopting inclusive education models in which students with disabilities receive special education support services in general education classrooms (McLeskey, Henry, & Hodges, 1999). As more students are served in inclusive environments, and as educators continue to make school based decisions that are best for all students, there is a need to evaluate achievement outcomes not only for students with disabilities, but also for students without disabilities who are receiving their education in these settings (Waldron, 1997). This study investigated the effects of inclusive programs on the academic progress of students without disabilities and students identified with mild disabilities in six Indiana school corporations. Students’ academic progress in reading and mathematics were compared using a curriculum-based measure, the Basic Academic Skills Sample (BASS). This study addressed the following guiding research questions: (1) How does the academic progress in reading and mathematics of students with mild disabilities who are educated in inclusive settings compare to the progress made by students who are educated in traditional resource/pull out settings? (2) How does the academic progress of students with mild disabilities who are educated in inclusive and traditional resource settings compare to students without disabilities. (3) How does the academic progress of students without disabilities who are educated in inclusive general education classrooms compare to the progress made in non-inclusive general education classrooms?

Participants

Six school corporations/special education cooperatives from across the state of Indiana participated in the study. These corporations/cooperatives were selected to represent various geographic regions of the state, and also to reflect school locations that were urban, suburban, and rural. Each school corporation/cooperative selected two inclusive elementary schools and two elementary schools that use a resource or pullout model in providing special education services to students with mild disabilities. Demographic data was collected for each of the schools that participated in the study, including student population.

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ethnic composition, per pupil expenditure, number of students receiving free lunch, and identification rate for students with mild disabilities. There were no significant differences in the demographic data across the two settings. All students identified with mild disabilities in grades 2 to 6 from the 24 elementary schools and one middle school participated in the study. This resulted in a sample size of 428 students with mild disabilities: 234 students (55.7% of the sample) were served in special education resource settings and 194 students (44.3% of the sample) were served in inclusive settings. Demographic data was collected on all students with mild disabilities to ensure that the two groups (inclusive and traditional special education) were comparable on variables such as gender, grade, ethnic background, disability label, general intelligence, achievement levels, and special education services received. No significant differences were found on these measures. To obtain the sample of students without disabilities, 36 classrooms were randomly selected from each school to make up the representative state sample. This resulted in 684 students without disabilities being included in the study, with a comparable number representing each grade level. Demographic data was not collected for students without disabilities that participated in the study; only information required to match student fall and spring test scores based on class, grade and school.

Academic Progress Measures

The academic progress of students was evaluated using a curriculum-based measure, the Basic Academic Skills Samples - BASS (Espin, Deno, Maruyama, & Cohen, 1989). The BASS is a group administered instrument designed to assess student achievement in the academic skill areas of mathematics and reading.

Procedures

The BASS was administered to participating students in fall, 1998 and spring, 1999, to assess academic progress in reading and math during the course of one school year. Total administration time for the reading and mathematics portions of the BASS was 15 to 20 minutes. Administration procedures were the same during both the fall and spring administrations.

Results

Student achievement gains on the BASS were analyzed in two ways: first, to determine whether significant differences existed in reading and math scores for the two comparison groups (inclusion and traditional resource/pull out) used in the study, and secondly, to compare the educational achievement of students with disabilities to that of students without disabilities (Waldron & McLeskey, 1998; McLeskey & Waldron, 1996; Zigmond et al., 1995).

Students Without Disabilities

In math 60.7% of students without disabilities in inclusive schools made progress on the BASS as compared to 37.5% of students without disabilities in traditional schools. Comparing the two groups in reading, 53.6% of the students without disabilities in inclusive schools and 45.9% of students without disabilities in traditional schools made progress over the course of the school year.

Students With Disabilities

Calculation of the percentage of students with disabilities who made progress over the course of the school year indicates that 43.3% of students with disabilities who were educated in inclusive classrooms made progress comparable to or greater than the
progress made by students without disabilities in math. In comparison, 35.9% of the students with disabilities who were educated in traditional or resource programs made comparable or greater progress in math. In reading, 45.9% of students with disabilities educated in inclusive settings and 41.9% of those educated in pull out resource programs made comparable or greater progress.

Students with Learning Disability

The results for students with learning disabilities are comparable to those obtained for all students with mild disabilities included in the study. In math, 41.7% of the students with learning disabilities in inclusive settings and 34.0% of the students with learning disabilities in traditional settings made progress comparable to or greater than their peers without disabilities. In reading, a comparable percentage of students with learning disabilities made progress in inclusive and traditional settings (48.2% and 47.8% respectively). These percentages clearly indicate that the difference in math gains is larger than that in reading gains across the two settings.

Students with Mild Mental Handicap

The difference across the inclusive and traditional settings was even more pronounced for students identified with mild mental handicaps included in the study. A greater percentage of students with mild mental disabilities educated in inclusive classrooms made progress in math and reading than the students with mild mental disabilities educated in traditional classrooms. In math, 50.0% of the students with mild mental disabilities in inclusive settings made progress as compared to 37.7% in traditional settings. In reading, 40.0% of the students in inclusive settings and 29.5% in traditional settings made progress comparable to or greater than their peers without disabilities.

Discussion

The results of this investigation reveal that students without disabilities educated in inclusive settings made significantly greater academic progress in both areas of reading and mathematics. For students with disabilities, there were no significant differences in reading and math achievement across the comparison groups. However, a review of group means and the percentage of students making comparable or greater than average academic progress when compared to students without disabilities indicates a pattern in favor of inclusive settings. This finding was also supported when considering the academic progress of students with specific disability labels, namely learning disabilities and mild mental handicaps. These results are similar to previous investigations, which have found small or no significant differences on measures of academic achievement for students with mild disabilities in inclusive classrooms when compared to students who were placed in more traditional special education classes (Waldron & McLeskey, 1998). These results speak well for the inclusive school programs in the six Indiana corporations/cooperatives involved in this study and the positive impact they have on the academic achievement of students with and without disabilities. This investigation makes it clear that for students with mild disabilities, the inclusive school programs in the six participating districts provide an instructional experience that is at least as good, and in many cases better than the education these students would receive in a traditional resource/pull out setting. Additionally, if students with disabilities make comparable progress in the two settings, it can be argued that they should be educated in the setting which best meets the letter and intent of IDEA ’97 and the least restrictive environment provision.

We are encouraged that the differences across settings were even more pronounced for students identified as having a mild mental disability. Often, it is this group of students that schools assume need a separate, special education classroom in order to attain basic skills in the area of reading and math. It is clear from
this study that in the six Indiana school districts, students with mild mental disabilities clearly benefit from inclusive classroom instruction in reading and math. It can also be concluded that clear achievement benefits accrue to students without disabilities who receive their education in inclusive general education classrooms.

One of the most persistent myths about inclusive education has been that the presence of students with disabilities in general education classrooms interferes with the academic achievement of students without disabilities (Staub & Peck, 1995). One of the strongest conclusions from this study is that in fact, students without disabilities in inclusive classrooms made significantly greater progress in reading and math than their peers in non-inclusive classrooms. While individual classrooms were not analyzed in this study, other researchers have speculated that benefits to typical students are likely the result of additional supports provided in inclusive classrooms to all students. The assumption can be made here that the purposes of inclusion are highly relevant to the needs of all children (Staub & Peck, 1995).

It should be noted that while we believe that the results from this study clearly support inclusive school settings, we also acknowledge our disappointment in the fact that less than half of the students with disabilities made as great or greater progress than their peers without disabilities in either setting. This is not acceptable, regardless of the setting.

Limitations of the Study

While this study gathered data on the achievement of students in inclusive and traditional elementary schools, the beliefs, values, understandings and practices of the educators and an analysis of individual classrooms was not a part of this study. Questions as to whether the placement setting is the critical factor rather than the quality of instruction within the setting are valid. In addition, the schools, whether inclusive or traditional, may not be a representative sample of the schools across the state, making it difficult to draw conclusive inferences about the results.

Implications for Practice

Nearly thirty years ago, political, social and historical influences contributed to the creation of a separate system of education for students with disabilities. Though well intentioned, the separate system has resulted in fragmentation, separation, and a significant increase in the number of students identified as “disabled”. This investigation is broad based with a large sample size and, coupled with other recent research, adds to the growing body of evidence that supports inclusive schools. The results from this study for both groups of students would indicate a need for schools to begin to spend the time and resources necessary to develop quality inclusive programs for all students. The focus and discussion should begin to shift from whether to provide inclusive education to how to develop and implement quality inclusive classrooms that are effective in ensuring school success for all children.

As mentioned earlier, we have concern that the number of students with disabilities making as great or greater academic progress as their non-disabled peers was less than half. We must do better. In an age of high stakes accountability and the inclusion of students with disabilities in state and districts assessments, it becomes even more imperative that all students have access to high expectations, rich curricula and varied instructional strategies for learning. Schools must collect and use well the various achievement data available to them to ensure that the achievement gap between students with and without disabilities closes.

This study also has important implications for teacher education programs. As schools continue to develop classrooms that meet the needs of all students, general and special educators will need to expand their repertoire of skills and shift away from traditional roles. Teacher education programs must restructure to merge profes-

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sional training programs so that general and special educators can participate and learn together the skills necessary to teach to all students. Finally, there are implications for policy makers. As more schools accept the challenge of educating students with disabilities in inclusive classrooms, both equity and excellence for all students should be placed high on the public policy agenda. This will require that schools and states ensure that the support and resources necessary for inclusive education be available: adequate time for professional development and shared planning, use of multiple assessments designed to improve student performance rather than an over-reliance on standardized tests, and removal of disincentives to teacher professionalism that flow from over-regulation and standardization of school structures and teacher evaluation.

NOTE: References, statistical methodology and tables for this article are available on request to either the first named author or the ISEAS Project. The article is an excerpt from the study funded by the Indiana Department of Education, Division of Exceptional Learners and is used with permission of the first named author.

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[Administrators’ Corner]

Brett Bollinger and Cheryl Corning co-chaired an ICASE sponsored committee on Alternatives to Suspension and Expulsion. The final report in the form of a manual, including a behavior/consequence matrix, was distributed at the ICASE Spring Conference in February.

*B * * * * * * * * * * * * * *

Douglas Gill says his balanced perspective will work for the President’s Commission on Excellence in Special Education.

Gill, the state director of special education for Washington state, has been assigned to two of the commission’s six teams: the finance and systems administration task forces. Perspective, in Gill’s case, stems from being the child of a parent with a disability, combined with years of experience in special education.

He has been a consultant in 28 states and British Columbia during the past 26 years and is the author of many articles and publications. For 30 years, Gill was a special education teacher at the elementary and secondary school levels and an instructor at Georgia Southern University and the University of Georgia.

He received a bachelor’s in special education from Augusta College in Georgia and his master’s from the University of Georgia in 1977. He later earned his doctorate in educational leadership from Seattle University in 1988. Such post-secondary experiences have given Gill an eye on transition, a topic he plans to give substantial coverage. Before joining the Office of the Superintendent of Public Instruction in 1990, Gill
was director of the Pierce County, Washington Cooperative, a nationally validated model that demonstrated improved post-school outcomes for special education students enrolled in vocational education programs.

As Washington’s state director, he has analyzed and revised the state’s funding formula for special education, as well as implemented a “safety-net” to provide supplemental funding when district costs exceed available revenues. Gill has been on many state and national panels, and was recently a member of a national task force with the American Institutes for Research, Center for Special Education Finance.

Stephanie Smith Lee, a parent advocate, was appointed on February 22, 2002 as the Department of Education’s new director of the Office of Special Education Programs, according to the White House.

In her new position, Lee will disseminate federal policy and information on early intervention and education; administer grants and programs; evaluate, monitor and report on the implementation of federal policy and programs; and coordinate efforts with other federal agencies, state agencies and the private sector.

Lee, considered integral to the 1997 reauthorization of the Individuals with Disabilities Education Act, previously worked as a governmental affairs consultant for the National Down Syndrome Society and volunteered for 15 years at the local, state and national level on special education issues. Lee’s daughter, who has Down syndrome, has benefited from special education, she told a House education committee panel in 1998.

“As a parent of a child with a disability, Stephanie has a personal understanding of the complex array of issues and challenges facing special education, particularly as we move to the upcoming reauthorization of IDEA,” said her new supervisor Robert Pasternack, assistant secretary of the Office of Special Education and Rehabilitative Services.

Pasternack touted Lee’s major role in the 1997 reauthorization of IDEA; she actively worked with national organizations and members of Congress throughout all stages of the renewal process. “Her experience will be invaluable as we work on behalf of the administration to achieve improved outcomes and results for infants, toddlers, children, and students with disabilities,” he said.

Lee, who has supported full federal governmental funding for IDEA in the past, was once considered a top contender for the OSERS assistant secretary position, now held by Pasternack.


Back Issues - 10 Years Ago...

April 1992 (vol. 13, no. 4) - Bill McKinney and staff presented the third and fourth modules of in-service training to program assistants, bus drivers, and monitors on January 15, 1992.
ISEAS
Steering Committee
Meeting Minutes
February 13, 2002
Omni Indianapolis North Hotel

[These minutes are considered
unofficial until approval at the
next meeting on March 20, 2002.]

MEMBERS PRESENT: 
Cheryl Corning, Southeast Representative; Cheryl Harshman, North Central Representative; Joan Melsheimer, Southwest Representative; Robin Peckinpaugh, East Representative; Cindy Pittman, Central Representative; Gwenn Rigger, Northwest Representative; Ann Smith, ICASE Representative; and, Tammy Ummel, Northeast Representative

MEMBERS ABSENT: Bob Marra, Director, DOE Division

STAFF PRESENT: 
Gary Collings, ISEAS Executive Director and Susie Thacker, ISEAS Executive Assistant

OTHERS PRESENT: 
David Chastain, East Roundtable; Marilyn Faris, ICASE President; Karol Farrell, Central Roundtable and Vendetta Gutshall, ICASE Treasurer

The meeting was called to order at 2:00 PM by Gary Collings as ISEAS Executive Director.

APPROVALS:
MOTION: Minutes from the January 16, 2002 meeting were presented. With a motion by Ummel/second by Smith, the minutes were approved as written.

2001-02 EVENTS/REPORTS:
Salary Committee: Members received copies of the 2002-2003 ISEAS Staff Salary Proposal. The Salary Committee, which will review ISU fringe benefits and recommend 2002-2003 salary increases for the full-time ISEAS Project staff, includes Cindy Pittman, chairperson; Bob Marra, as DOE funding agency representative; and Bill Littlejohn, as ISU fiscal agency representative.

ISEAS/ICASE Roundtable Representatives: Southeast and North Central Roundtables will be selecting an ISEAS/ICASE representative and alternate for a three-year appointment (July 1, 2002 - June 30, 2005). The ICASE Executive Committee should select its representative (usually the past president) for a one-year term (July 1, 2002 - June 30, 2003). The state director of the DOE Division of Exceptional Learners is a standing member of the Steering Committee.

2002-2003 ISEAS/ICASE Calendar: A draft of the 2002-2003 ISEAS/ICASE Calendar of Meetings was presented. Dates and locations for the June 2003 Midwest Directors Conference and the 2003 Fall ICASE Conference have yet to be determined.

Indiana Job Connection:
The Indiana Job Connection is accessible directly at <http://iseasjob.indstate.edu> or through the ISEAS home page at <http://web.indstate.edu/soe/iseas/>. Currently 22 positions are posted and 9 candidates have listed their resumes. All candidates were posted after November 2001. All positions have start dates after January 2002 - or were designated “ASAP” or “Unsure.”

Education Administration Online (LRP): No new information at this time.

Article 7 - Q & A: No new information at this time from DOE Division of Exceptional Learners.

IPSB External Committee for School Leaders: Minutes from the January 11, 2002 Indiana Professional Standards Board (IPSB) Subcommittee of the External Committee for School Leaders were available. The members of the subcommittee continued on page 9
reached unanimous consensus that candidates for either the District or Building Administrator license issued beginning January 1, 2003 should have a qualifying score of 158 or better on the School Leaders Licensure Assessment (SLLA). Beginning January 1, 2005 a qualifying score of 165 on the SLLA will be required of candidates for either the District or Building Administrator license.

Information was provided to the subcommittee regarding the October 2001 Standard Setting Sessions. The SLLA is a six-hour test organized into three modules with a total of twenty-five constructed-response questions. Members of the panel were asked to identify the point on the score scale that characterizes the threshold level of knowledge and skills needed for initial licensure. The 15 members on Panel 1 were Directors of Exceptional Needs, Directors of Career and Technical Education, and university faculty representatives. The 20 members on Panel 2 were Superintendents, Principals, Directors of Curriculum and Instruction, and university faculty representatives. [Directors of special education on Panel 1 were: June Miller, Linda Duncan, Gwenn Ringger, Cheryl Corning, George Van Horn, Patsy Woods, Tammy Ummel.]

Rationale for Recommendation:

The framework for license renewal is not expected to be in place until Fall 2002.

a. The SLLA is an entry level requirement to assure the public that prospective school leaders have knowledge and skills sufficient to permit them to perform effectively. Performances may be demonstrated in the portfolio during the induction period. (University representatives reported the potential of Gallup’s Principal Perceiver to assess dispositions of a candidate in a training program.)

b. The Building Administrator Standards were approved May 20, 1998 and the District Administrator Standards were approved September 19, 1999. University faculty members have been retooling administrator training programs for the past two or three years. Current graduate students in school administration are enrolled in standards based university programs.

Licensure for building administrators will be comprehensive (K-12).

Assessment is consistent with the accountability inherent in P.L. 221.

Academy 2002: A final participants’ list of 90 names was available for the ISEAS/ICASE Academy 2002 which was launched at a pre-conference session February 13, 2002 at the Omni Indianapolis North. The Academy is a 12-month curriculum composed of a series of six training seminars.

Topics and presenters for the February 13 seminar were:

“Attitude” - Ann Smith, Director – Hamilton-Boone-Madison Special Services Cooperative

“Accountability (PL 221)” - Dr. Peggy Hinckley, Superintendent – MSD Warren Township Schools

“Leadership Styles” - Tammya Freeman and Terry O’Connor – ISU Leadership Development Initiative

Jan Rees and Collings, coordinating faculty members of the Academy, are working on topics for the April 18 seminar, also being held at the Omni Indianapolis North.

2002-2003 EVENTS/REPORTS:

ISEAS Secretaries/Support Staff Seminar: Collings announced the 2002-2003 ISEAS Secretaries/Support Staff Seminar will be held October 23, 2002 at a location yet to be determined. Ann Smith will be assisting in planning for the seminar.

ISEAS UNIVERSITY FORUM:

Report - February 1 Meeting: Collings reported on the February 1 meeting of the ISEAS University Forum. During discussion regarding the IDEAL Partnership modules, Jane Swiss Forum Chair, proposed two categories for modules: informational and...
instructional (course credit) for future differentiation. Marlaine Chase questioned why developers cannot be required to first review the “How to ....” module and be expected to use the expected format. She suggested that modules be returned to developers prior to review if not in the module format. Swiss observed that developers from outside agencies may require more support from Forum members than members can provide to assist them in converting their modules to our instructional format. Perhaps, such modules would best be classified as informational to address the in-service needs of local districts.

Members reviewed the status of all modules and confirmed the following modules in various stages:

a. Posted: Student Centered Assessment - Marlaine Chase  
b. Pending: Traumatic Brain Injury II - Kathleen Munroe (Riley Hospital)  
c. Pending: Discipline - Susan Jacobs  
d. Pending: Functional Behavioral Assessment/BIPs - Susan Jacobs  
e. Pending: GEI/Creative Problem Solving - Maury Miller  
f. Pending: Collaboration and Co-teaching - Anita DeBoer/ Susan Fister  
g. Pending: Teaching and Social Skills - Anita DeBoer/ Susan Fister  
h. Developing: Collaborative Consultation - Anita DeBoer/  

Susan Fister  
i. Developing: Graphic Organizers - Susan Fister  
j. Developing: Self-monitoring - Susan Fister  
k. Developing: Self-management - Susan Fister  
l. Proposal: History of Special Education - Marty Meyer  
m. Other Proposals: Related to Mild Intervention (Exceptional Needs Standards)  
n. Other: Related to Visually Impaired (new licensing program)  
o. Other: Alternate Assessment (Purdue grant proposal)  

Collings commented these modules should be of assistance to districts in staff development.

Forum members discussed the Transition to Teaching provisions and their concern that the IPSB has not established a link to the long standing limited license dilemma in special education. Marty Meyer commented that Butler is in a consortium to address Transition to Teaching with the University of Indianapolis, Marian College and Franklin College. Marty summarized her understanding that special education is optional and would require 24 hours for either elementary or secondary special education. She stated a graduate degree is also required or a bachelor’s plus five (5) years of related professional experience. Jane Swiss suggested that future instructional modules could be incorporated as prerequisites for candidates in a transition to teaching program. Members agreed to invite Mary Glenn Rinne to the next meeting to clarify the IPSB interpretations.

**Next Meeting:** The next meeting of the full ISEAS University Forum is scheduled for March 1, 2002 at the ISEAS office.

**OTHER BUSINESS:**

**Allied Health School:**

Further information was available regarding the IU School of Allied Health Sciences at IUPUI which was discussed at the last meeting. It had previously been reported in the campus newspaper that IUPUI has joined a select group of 39 schools in the United States to offer a Doctor of Physical Therapy degree. Collings clarified the doctorate is above a Master’s, but not a Ph.D. program.

An additional article from the February 11, 2002 IUPUI Sagamore was distributed. It quoted William Plater, Executive vice Chancellor and Dean of Faculties at IUPUI, as saying, “It is also unclear whether there will be a one- or two-year hiatus of the Occupational Therapy program as it transitions from a baccalaureate to a master’s program.”

**FSSA Cuts:** A memo to special education directors from Connie Griffith, Director of Madison Area Educational Special Services Unit, was discussed.

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Griffith expressed concern that Family and Social Services Administration (FSSA) has announced major cuts in the mental health budget. These cuts include the closing of the Adolescent Unit at the Madison State Hospital. The closing date will likely be moved to the end of the current school year from the original date of 2003. The Unit is a residential placement for 28 adolescent males in Indiana who cannot be served in public schools for a variety of reasons such as SED, juvenile delinquency, addition, sexual offenses, conduct disorder, etc. Griffith has met with Bob Marra and Suellen Reed about the impact this closing will have on children in Indiana and asks directors for ideas and assistance to save this program. [Mary Jo Dare added by e-mail that the adolescent unit at Larue Carter Hospital will remain open along with Richmond State Hospital.]

Charter School Sites: An article from the January 29, 2002 Indianapolis Star reported, of the 17 final charter school applicants with Ball State University, seven want to open schools in Indianapolis. Applicants also seek to start schools in Muncie, Gary, Munster, West Lafayette, Elkhart, Fort Wayne, South Bend, Floyds Knobs, Griffith and Schererville. A final decision is expected by March 15.

Computerized Glove: Steering Committee members received a February 5, 2002 Indianapolis Star article regarding 17-year-old Ryan Patterson’s invention of a computerized glove that translates finger-spelling sign language into lines of text. With the glove, nonspeaking individuals are able to communicate with people who don’t know sign language. The glove is outfitted with sensors and a small micro-processor that serves as a transmitter. A handheld receiver, small enough to fit in a pocket, reads the hand gestures and displays single lines of text.

NEXT MEETING: The next meeting will be held on March 20, 2002 (Wednesday) at the Omni Indianapolis North Hotel per the following schedule:
- 8:30 - 9:45 AM - ISEAS Steering/ICASE Executive Committee Meetings
- * 10:00 AM - CD/LD Committee Discussion by Representatives from Porter County
- 3:00 PM - Adjourn

ISEAS University Forum
February 1, 2002
ISEAS Office - Indianapolis

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

Members Present: Jane Swiss (USF), Susan Jacobs (IEP-BSU), Marty Meyer (Butler), John Merbler (BSU), Sharon Lingvai-Smith (IUPUI), Marlaine Chase (USI), Cathy Shea (IUS), Doris Williams (ISU), (Gary Collings (ISEAS)

Minutes - Jane Swiss called the meeting to order. The November 2, 2001 minutes were accepted as mailed.

IDEAL Partnership - Jane Swiss reviewed that Bob Marra suggested at the September meeting to switch the fiscal agent next year to Ball State in coordination with the current IEP grant. For the new grant period effective July 1, 2002 the IDEAL grant amount would be incorporated into the IEP grant at Ball State University. The current IDEAL grant would continue with the fiscal agent, East Allen County Schools, through June 30, 2002.

Bob Marra also proposed at the September meeting that the IEP grant at BSU could be amended in January 2002 to accommodate needed activities related to the IDEAL grant. Susan Jacobs presented the approved amendment proposal for the additional resources needed from DOE to expand the IDEAL Partnership activities through the IEP grant at BSU for an amount of $50,100. The amendment includes provisions to renew interactive licenses, maintain modules, acquire an external evaluator, training sessions, etc.

Modules - Jane Swiss proposed two categories for modules: informational and instructional (course credit) for future differentiation. Marlaine

continued on page 12
Chase questioned why developers can not be required to first review the “How to ....” module and be expected to use the expected format. She suggested that modules be returned to developers prior to review if not in the module format. Jane observed that developers from outside agencies may require more support from Forum members than we can provide to assist them in converting their modules to our instructional format. Perhaps, such modules would best be classified as informational to address the in-service needs of local districts.

Members reviewed the status of all modules and confirmed the following modules in various stages:

a. Posted: Student Centered Assessment - Marlaine Chase
   b. Pending: Traumatic Brain Injury II - Kathleen Munroe (Riley Hospital)
   c. Pending: Discipline - Susan Jacobs
   d. Pending: Functional Behavioral Assessment/BIPPlans - Susan Jacobs
   e. Pending: GEI/Creative Problem Solving - Maury Miller
   f. Pending: Collaboration and Co-teaching - Anita DeBoer/Susan Fister
   g. Pending: Teaching and Social Skills - Anita DeBoer/Susan Fister
   h. Developing: Collaborative Consultation - Anita DeBoer/Susan Fister
   i. Developing: Graphic Organizers - Susan Fister
   j. Developing: Self-monitoring - Susan Fister
   k. Developing: Self-management - Susan Fister
   l. Proposal: History of Special Education - Marty Meyer
   m. Other Proposals: Related to Mild Intervention (Exceptional Needs Standards)
   n. Other: Related to Visually Impaired (new licensing program)
   o. Other: Alternate Assessment (Purdue grant proposal)

Susan Jacobs presented Module II: Returning to School After a Traumatic Brain Injury being developed by Kathleen Munroe and Angela Tomlin at Riley Hospital for Children. Members were complimentary of the content. Members asked that a rubric be developed so that university instructors will know how to evaluate student responses to the checklist and case study requirements. Members noted that the developers specified what they are using to connect to evaluation. The standards addressed seemed acceptable. Susan Jacobs will follow-up with the developers to proceed with their work on a rubric to guide student evaluations so the module can be used academically for credit. Marlaine Chase offered to assist the developers if asked by Susan.

Susan distributed the draft module titled General Education Intervention Team: Using Creative Problem Solving as submitted by Maury Miller. Susan asked members to complete the module content review form prior to the next meeting.

Division Report - No representative present.

University Reports - Marlaine Chase suggested a retreat to develop prerequisite modules, such as human growth and development for educators and cultural and racial diversity, to enhance the Transition to Teaching training programs. Members agreed to use the next meeting to brainstorm the framework of common decision points that might serve as prerequisites for candidates. Tentative plans for a retreat on April 5 at Butler were made. Jane will work with Marty Meyer to schedule space.

Indiana Professional Standards Board - Members discussed the Transition to Teaching provisions and their concern that the IPSB has not established a link to the long standing limited license dilemma in special education. Marty Meyer commented that Butler is in a consortium to address Transition to Teaching with the University of Indianapolis, Marian College and Franklin College. Marty summarized her understanding that special education is optional and would require 24 hours for either elementary or secondary special education. She stated a graduate degree is also required or a bachelor’s plus five (5) years of related professional experience. Jane Swiss suggested that future instructional modules

continued on page 13
ICASE Business Meeting

February 15, 2002
Omni North Hotel - Indianapolis

(These minutes are considered a draft until approved at the next scheduled general membership meeting.)

OFFICERS PRESENT:
Marilyn Faris (President), Jan Rees (President-elect), Ann Smith (Past-President), Vendetta Gutshall (Treasurer), Gary Collings (Secretary)

BUSINESS MEETING:
Marilyn Faris called the meeting to order at 9:00 AM on February 15, 2002 to address the following agenda items:

1. Minutes - Marilyn Faris requested approval of the September 28, 2001 minutes. MOTION: After a motion by Jan Rees/Bill Dreibelbis, the minutes were approved as presented.

2. Financial Report - Vendetta Gutshall reported total assets of $53,981.99 without roundtable funds. MOTION: Jan Rees moved for approval of the treasurer’s report as presented with a second from Tammy Ummel. Motion carried.

3. Constitutional Amendment - Marilyn Faris reminded active members to complete the ballot regarding the proposed constitutional amendment and return it in the envelope to Vendetta.

4. Election of Officers (effective July 1, 2002) - Marilyn Faris presented the slate of Tammy Ummel as President-elect and Gary Collings as Secretary. She asked for any nominations from the floor.

MOTION: Jan Rees moved that the nominations be closed and the slate be approved as presented. After a second by Joan Melsheimer, the motion was approved.

5. Documentation of Indiana’s Academic Standards (DIAS) Report - Mary Jo Sparrow reported that DIAS will be available for initial distribution in May 2002. It will provide an alternate assessment option for some students with mild disabilities. The assessment will be printed from the teacher’s computer to be filed with

ISEAS • continued from page 12

could be incorporated as prerequisites for candidates in a transition to teaching program. Members agreed that it would be helpful to invite Mary Glenn Rinne to the next meeting to clarify the IPSB interpretations.

Other Business - Member reviewed the annual ISEAS update of the number of limited licenses issued by the Indiana Professional Standards Board. Special education areas account for 1,469 (88.7%) of the 1,656 total licenses issued in 2001-02. A correction was made in the Who Will Teach (second edition) document on page 12, Table 3 to show three undergraduate and one graduate program in Adapted Physical Education.

NEXT MEETING:
March 1, 2002 (10:00 AM) - ISEAS Office
DOE. Secondly, she noted that DIAS will meet two critical needs in school districts. It has a computer program to track students’ progress in a standards based curriculum. Finally, she referred to the handout with detailed information including a rating rubric and user agreement to allow teachers to access the web-based program. Superintendents will receive a mailing of the handout, which has also been distributed at the Indiana Principals’ Leadership Academy.

6. SLP Licensure Report - Ann Smith reported that she and Gary Collings attended the January 22 meeting of the IPSB Executive Committee at which the Executive Committee approved a motion that the license for speech language pathologists be removed from School Services and be made a Teacher license under communication disorders. This recommendation is to be forwarded to the full membership of the IPSB for its March 20 meeting. Ann reviewed that the ICASE rationale for teacher licensure was that: (a) it aligns with Article 7 provisions for teacher-of-record, (b) it opens a career path to building and district administration, (c) it allows SLPs to teach in early childhood programs, and (d) it includes emergency permits consistent with all other teacher licensures. Ann reminded directors to contact Joan Banning (765/771-6003) for recruitment at the ISHA Convention on April 25-26, 2002.

7. COVOH Report - Russ Dawson reported that he and Steve Wornhoff are the ICASE co-representatives to COVOH. He explained COVOH as a voluntary organization to promote the interests of citizens with disabilities. Russ recognized Amy Cook Lurvey as a tireless pioneer and advocate in the field of special education. He encouraged individuals or districts to obtain a membership in COVOH.

In addition, Russ serves as chairperson of the COVOH Education Committee. The Accountability for All Students Project is funded by the DOE. Stephanie Maggos at COVOH and other partners from the major education associations have met to develop a training curriculum. These materials will be used in future training sessions across stakeholder groups regarding school improvement and accountability.

8. ISEAS Project Report - Gary Collings reported that the first of six seminars in Academy 2002 was held on February 13. It included 90 special education administrators with a waiting list. The academy is co-sponsored by ICASE and the ISEAS Project. He reported that the School Leaders Licensure Assessment (SLLA) will be a requirement for future district administrator licensure effective January 1, 2003. The parameters of the qualifying score were determined by 35 panel members that included June Miller, Gwenn Ringger, Cheryl Corning, Linda Duncan, George Van Horn, Patsy Woods, Tammy Ummel.

9. Public Policy and Legislative Committee Report - Bill Dreibelbis recognized the members of the committee and introduced Leah Dietrick-McGrath from KWK Management. He noted that increased preschool funding is a continued point of discussion this legislative session. HB 1004 regarding property tax reduction is the focus of the General Assembly and will eventually be decided in conference committee. KWK is monitoring the potential introduction of an amendment to a bill to repeal the Universal Newborn Hearing Screening. He discussed SB 290 (Special Education Task Force) as a spin-off of last summer’s study session on special education cooperatives. If this task force is approved, it will analyze the potential of blended funding from various agencies serving students with disabilities. SB 448 (Education Funding for Expelled Students) has been assigned to a study committee.

10. Committee Reports:

a.) Early Childhood - Tammy Ummel reported on this committee’s progress and the expected distribution of its product by Summer 2002. She described the contents of the forthcoming document.

b.) Alternatives to Suspension/Expulsion - As co-chairpersons, Brett Bollinger and Cheryl Corning, invited participants to pick up a copy of the
recently completed manual on Alternatives to Suspension and Expulsion. Brett noted how the contents of the manual addresses the following charges to the committee: the role of the case conference committee, the 11th day procedures, and what is going on in this area in other states. He discussed the behavior consequence matrix followed by the description of the 13 categories of intervention. Brett noted that the ISEAS Project is the receiving address for mailing of additional resources, comments, and ideas related to the manual. He commented the DOE Division had borne the cost of printing the manuals. Participants were encouraged to duplicate and distribute the contents at their discretion. The manual will also be added to the ICASE website <http://www.icase.org>.

c.) Educational Interpreter Guidelines - Karol Farrell introduced Jim Van Manen, deputy director for deaf and hard of hearing services (DHHS) in the FSSA Division of Disability, Aging & Rehabilitative Services (DDARS). Karol noted she and Jim met with Bob Marra last week to brief him on the proposed rule and guidelines. Jim distributed copies of the proposed rule (LSA Document #01-334), which would be effective July 1, 2002 and only apply to educational interpreters, not teachers or administrators. The rule requires currently working interpreters to be registered and start taking Continuing Education Units (CEU) annually. The grandparenting stage lasts until 2010. The standards will apply throughout this eight year period. Interpreters must receive two (2) CEUs annually with one in his/her area of certification and one in the seven content areas. A single CEU equals 10 class hours. Interpreters must renew their certificates every two (2) years with DHHS, which requires evidence of four (4) CEUs or 40 class hours. After July 1, 2002 the DHHS will be accepting applications. The DHHS website currently lists all qualified interpreters across the state <www.in.gov/fssa/dhhs>. Jim commented that DHHS is now a part of the Registry for Interpreters for the Deaf System (RIDS), which has a well developed inservice program. Karol asked that the roundtable representatives discuss needed activities and timelines to be sent to Jim by June 1 so that he can incorporate the needs into the continuing education plan. Jim said he would ideally like to obtain a school calendar for each of the school districts that employ educational interpreters. He is also preparing a survey for interpreters, which he will distribute through the roundtable representatives. Although DHHS will create workshops, others may be sanctioned by DHHS and noted on its e-mail list. In reply to a question, Jim acknowledged that directors may have personnel who can work with his office to deliver trainings that will count for CEU credits. His office is also working on a curriculum for the various topical areas, none of which are currently considered as full courses.

11. Extended School Year - Marilyn Faris announced that ICASE has formed an ESY Committee to continue working on guidelines. It will be chaired by Leonard Jozwiak with volunteers from each roundtable.

12. Other Business - Jeff Young was given a $2 bill last year, which he circulated during the conference for signatures of members. Sandra Bodnar (Northwest Indiana Special Education Cooperative) was selected to be the caretaker this coming year for the $2 bill that represents special education administrators working together in behalf of students with disabilities. Jeff asks that the signed double greenback serve as a reminder to all to step up and become involved with the organization. Sandra is to pass the $2 bill on to another worthy caretaker at next year’s 2003 Fall Conference. (Jeff could not afford a torch.)

13. Awards - As past-president, Ann Smith hosted an awards ceremony prior to lunch on February 14 at the ICASE Spring Conference. The following awards and recognition were presented: A Certificate of Appreciation to Ruth Kenny for her support during Jan’s six years as treasurer of ICASE.

A clock for Honorary Service was presented by Ann Smith to Darcy Hopko as a consultant in the
DOE Division, director at Alexandria Schools, assistant director at Hamilton-Boone-Madison Special Services Cooperative, and assistant superintendent at Carmel Clay Schools. Darcy is now the personnel director at Lee County (Florida) Schools.

A clock for Honorary Service was presented by Jeff Young to Russ Dawson as past-president of ICASE (1997-98) and current ICASE Webmaster. During his 30 year career, Russ has served as case conference coordinator at Indianapolis Public Schools, director of Hancock-South Madison Joint Services, director of special education for South Bend Community Schools, and director of special education at Richmond Community Schools.

A clock for Honorary Service was presented by Tom Adams to Ron Zuehl for his 34 years in special education as director of the West Central Indiana Special Education Cooperative and as director and assistant director of the Logansport Area Joint Special Services.

A clock for Honorary Service was presented by Joan Melsheimer to Dr. Marilyn Faris for her years of service as director of the Covered Bridge Special Education District and as the current ICASE President (2001-2002).

The Past-President’s plaque was presented by Marilyn Faris to Ann Smith for her service during 2000-2001. Marilyn Faris awarded Bill Dreibelbis a Meritorious Service plaque for his service as chairman of the ICASE Public Policy and Legislative Committee.

Marilyn Faris awarded the Distinguished Service plaque to Dr. Brett Bollinger for his contributions as a roundtable representative, ICASE treasurer (1987-1989), ICASE President (1990-1991), co-chair of the ICASE Suspension and Expulsion Committee, and current member of the State Advisory Council.

Gary Collings had previously presented the Distinguished Service plaque to Monte Bowman at his retirement reception on January 23, 2002 in recognition as the first director of the CODA over a 13 year tenure.

14. Past-Presidents’ Dinner
- Ann Smith hosted the dinner meeting of past-presidents, Division administrators, and members of both the ICASE Executive Committee and ISEAS Steering Committee. The topics of discussion were charter schools and IDEA reauthorization.

DIVISION REPORT - After the business meeting, Bob Marra introduced Division staff members and Tracie Curtis as the new director of CODA. He briefed the membership on the following topics: Article 7 hearings, child count data, cooperative restructuring, a VI training program consortium in the planning stages, oral methodology and its influence on HI teacher training, speech licensing under communication disorders in the future, interagency agreements and blending of resources including medicaid waivers, alternative residential service applications, a paraeducator survey, alternate assessment, and continuous improvement monitoring. Bob commented that he has been reappointed to the Governor’s Education Roundtable. He is also serving as co-chair of a national IDEA re-authorization committee co-sponsored by the National Governor’s Association and the Council of Chief State School Officers to prepare guiding principles.

NEXT MEETINGS: September 27, 2002 (Radisson - Merrillville) and February 21, 2003 (Indianapolis)

ICASE Executive Committee Meeting
February 13, 2002
ISEAS Office - Indianapolis

(These minutes are considered a draft until approved at the next scheduled meeting.)

MEMBERS PRESENT:
Marilyn Faris (President), Jan Rees (President-elect), Ann Smith (Past President), Vendetta Gutshall

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(Treasurer), Gary Collings (Secretary), Cheryl Corning (SE), Cindy Pittman (C), Gwenn Ringger (NW), Joan Melsheimer (SW), Cheryl Harshman (NC), Tammy Ummel (NE), Robin Peckinpaugh (E)

OTHERS PRESENT: David Chastain, Tom Doyle, Karol Farrell, Jim Van Manen

I. Approvals

A. Minutes - Marilyn Faris called the meeting to order and asked for approval of the January 16, 2002 minutes. MOTION: After a motion for acceptance of the minutes by Jan Rees/Joan Melsheimer, the minutes were approved.

B. Treasurer’s Report - Vendetta Gutshall presented the February 13, 2002 financial statement showing a balance of $53,981.99 without roundtable funds. Vendetta presented a February 2002 docket of bills to be paid in the amount of $4,203.27 (ICASE). MOTION: After the motion by Joan Melsheimer/Ann Smith, the treasurer’s report and docket were approved as presented.

Marilyn Faris asked for a volunteer to replace her at the CASE board meeting during the CEC Convention in April at New York City. Joan Melsheimer volunteered. MOTION: After a motion by Ann Smith/Jan Rees to pay expenses for Joan Melsheimer to attend the CASE board meeting, a replacement was approved as requested.

Marilyn said she had received a letter requesting a chapter donation in recognition of the 50th Anniversary of CASE.

C. Constitutional Revision - Vendetta Gutshall reported that ballots have been placed in envelopes for all active members. She has recently received a CASE membership list of members from Indiana.

II. Strategic Plan: 1999-2002

Goal I - Encourage communication, support, and recognition of special education

Objectives:

1.1 increase communication among colleagues
1.2 provide ongoing support to special educators
1.3 broaden our membership to include all eligible professionals

A. Report - Conferences:

1. Spring Conference 2002 - There are 213 registrations to date.

2. Fall Conference 2002 - The Radisson in Merrillville will be the site in northwestern Indiana for the September 26-27 conference. Jan Rees reported that the Northwest Roundtable will sponsor the evening social event.

3. Spring Conference 2003 - Tammy Ummel asked members for comments about using a hotel in downtown Indianapolis as proposed by the legislative committee for a legislative reception. Increased costs will be a consideration that may require doubling the registration fee. Topicals are down as a source of income other than conference registrations. A legislative reception could still be arranged downtown for those who may wish to attend. Tammy will work on options with Bill Dreibelbis.

B. Standing Committee Reports:

1. Porter Scholarship - Vendetta confirmed that Marilyn Faris, Russ Dawson, and Darcy Hopko were eligible as retirees for Honorary Service awards. MOTION: After a motion by Joan Melsheimer/Cheryl Harshman, Ron Zuehl was added to the list of honorary members to receive the Honorary Service award. Motion was approved as presented.

Brett Bollinger will be presented the Distinguished Service Award. Bill Dreibelbis will be given the Meritorious Award. [The Distinguished Service Award was presented to Monte Bowman on January 23 at his retirement reception sponsored by the CODA staff.]

2. Recognition/Awards - Vendetta confirmed that Marilyn Faris, Russ Dawson, and Darcy Hopko were eligible as retirees for Honorary Service awards.

3. Past Presidents’ Council - Ann Smith commented about this evening’s joint dinner (7:00 PM) with members of the ISEAS and ICASE boards. The after-dinner discussion topic will be Charter Schools.

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4. Nominating - Officers to be nominated at the business meeting for the 2002-03 year are Tammy Ummel as president-elect and Gary Collings as secretary. Ann Smith has consented to continue in the role as Past-President for an additional year, which will include serving as the ICASE representative on the ISEAS Steering Committee.

C. Report: Roundtable Activities - Gwenn Ringger (NW) noted their group discussed Autism and ARS at their last meeting. They would like to sponsor a task force of directors to work on ARS. Members questioned what CEC does with the share of dues required for active membership in ICASE. Robin Peckinpaugh (E) commented their group is conducting local inservice sessions and has approved parent training. Cheryl Corning (SE) and Cindy Pittman (C) had no new information until the groups meet tomorrow. Joan Melsheimer (SW) reported their members have various needs related to autism training. They will provide a variety of activities from which districts may select. Tammy Ummel (NE) commented their group discussed the Division information from the last meeting as well as legal issues. She distributed a flyer about upcoming training activities in their region. Cheryl Harshman (NC) said their group met January 19 and discussed bringing Carol Gray into their region in August 2002.

Goal II - Advance the improvement of education for all students

Objectives:

2.1 develop stronger partnerships with general education
2.2 provide staff development on effective best practices
2.3 influence teacher preparation programs

A. Joint ICASE/IASP Task Force on Shortage of School Psychologists - No new information.

B. Early Childhood Task Force (Birth through 5 years) - Tammy Ummel reported the committee’s product is in the editing phase to include the following sections: transition, communication, programs and services, accountability and resources. She has been pleased with the support from both the Division representative and the state transition coordinator. The draft will be brought to the Executive Committee for approval. She will distribute an announcement flyer at the conference.

C. ICASE Web Page Task Force - Tom Doyle reminded members of the message from Russ Dawson that district web sites can now be linked to the ICASE web page. Members asked that Russ be invited to the April meeting to discuss options after his retirement.

D. Educational Interpreter Committee - Karol Farrell introduced Jim Van Manen, deputy director for deaf and hard of hearing services (DHHS) in the FSSA Division of Disability, Aging & Rehabilitative Services (DDARS). Karol noted she and Jim met with Bob Marra last week to brief him on the proposed rule and guidelines. Jim distributed copies of the proposed rule (LSA Document #01-334), which would be effective July 1, 2002 and only apply to educational interpreters, not teachers or administrators. The rule requires currently working interpreters to be registered and start taking Continuing Education Units (CEU) annually. The grandparenting stage lasts until 2010. The standards will apply throughout this eight year period. Interpreters must receive two (2) CEUs annually with one in his/her area of certification and one in the seven content areas. A single CEU equals 10 class hours. Interpreters must renew their certificates every two (2) years with DHHS, which requires evidence of four (4) CEUs or 40 class hours. After July 1, 2002 the DHHS will be accepting applications. The DHHS website currently lists all qualified interpreters across the state <www.in.gov/fssa/dhhs>.

Jim commented that DHHS is now a part of the Registry for Interpreters for the Deaf System (RIDS), which has a well developed inservice program. Karol asked that the roundtable representatives discuss needed activities and timelines to be sent to Jim by June 1 so that he can incorporate the needs into the continuing education plan. Jim said he would ideally like to obtain a school calendar for each of the school districts that employ educational interpreters.

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He is also preparing a survey for interpreters, which he will distribute through the roundtable representatives. Although DHHS will create workshops, others may be sanctioned by DHHS and noted on its e-mail list. In reply to a question, Jim acknowledged that directors may have personnel who can work with his office to deliver trainings that will count for CEU credits. His office is also working on a curriculum for the various topical areas, none of which are currently considered as full courses.

E. Medicaid Task Force - Tom Doyle reported that Medicaid was on the agenda at the last meeting of the IAPSS Special Education Committee. Due to the legislative session, the new director of Medicaid has yet to develop the education component. Tracy Bruner, in the Medicaid office, reported to Tom that the consulting firm from Michigan (Health Management Association) has filed the following recommendations: (1) make the language in the Medicaid regulations more school-oriented; (2) increase the amount of money that school corporations can recover; and (3) allow for administrative outreach billing. The new regulations for next school year may reflect these recommendations.

Tom recommended a statewide meeting as desirable once the new Medicaid policies and procedures are in place. Such a meeting might be a stand alone or in conjunction with another conference. He will prepare a proposal for future consideration.

F. Alternatives to Expulsion/Suspension Task Force - Brett Bollinger reported that the Division has printed 700 copies of the manual; some of which will be distributed at the Spring Conference. He expressed his concern that the members of the Executive Committee had not yet seen the report. Under the circumstances, members agreed to make an exception and accept the report as verbally presented so that it could be distributed tomorrow.

G. Special Liaison Representatives: FYI
   1. University Forum (Linda Duncan)
   2. IAPSS/ISBA (Tom Doyle, Fred McNulty, Marilyn Faris)
   3. ISBlind (Shirley Amond, Fred McNulty)
   4. ISDeaf (Marilyn Faris, Joan McCormick) - Marilyn Faris distributed a memo from George Stailey breaking down the categories of current student enrollments at ISD. Ann Smith commented she has received a reply from her letter to George Stailey inviting her to a future meeting to discuss her concerns. Members commented about concerns related to writing measurable goals and objectives as well as ESY recommendations. Ann asked members to e-mail her any additional concerns that she may present at this future meeting.
   5. Silvercrest (Jeff Young)
   6. IPSStandards Board (Mike Horvath, Connie Griffith)
   7. IASPrincipals (Marilyn Faris)
   8. IPIN (Jim Sands)
   9. COVOH (Russ Dawson, Steve Wornhoff)
   10. State Advisory Council (Brett Bollinger) - Brett reviewed the membership, responsibilities, and issues presented to the State Advisory Panel on the Education of Children with Disabilities.

   Goal III - Support the development of public policy to address the needs of all students

Objectives:
   3.1 advance our legislative platform
   3.2 connect and collaborate with other professional organizations, state agencies, and the Indiana DOE for policy development

   A. Division of Exceptional Learners - No report in lieu of a presentation after the business meeting on Friday.

   B. Legislative Report - Although he will provide a full report at the business meeting on Friday, Bill Dreibelbis briefed the members on the current bills. HB 1004 addresses the budget deficit and tax restructuring. He noted that the ADM bill (SB 288) had died. There was some talk of a Lafayette legislator attempting to repeal the Universal Newborn Screening law. Bill commented KWK has discussed preschool funding with Representative Bauer. The Legislative Committee is drafting a qualitative survey to compile the benefits of early intervention. He noted the Indiana Supreme Court did not hear the
GQE case, which is reportedly going to be taken by the ICLU to the U.S. Supreme Court.

In a separate matter, Bill Dreibelbis remarked he had been asked by Teresa Grossi at the IIDC in Bloomington to be on its stakeholder committee to seek additional funding for transition. **MOTION:** Cheryl Harshman moved that Bill Dreibelbis serve as the ICASE representative on the Transition to Life Committee. After a second by Cindy Pittman, the motion was approved.

**C. IPSB Committee on Speech Pathology -** Ann Smith reported she and Gary Collings attended the January 22 meeting of the IPSB Executive Committee at which the Executive Committee approved a motion that the license for speech pathology be removed from School Services and be made a Teacher license under communication disorders. This recommendation is to be forwarded to the full membership of the IPSB for its March 20 meeting. Ann distributed a list of IPSB members and asked that directors write to those who they may know to encourage support for the recommendation.

**D. Task Force for LD Criteria -** Marilyn Faris confirmed that the March 20 meeting will be an abbreviated business session (8:30 - 9:45 AM) followed by an LD/CD Topical (10:00 AM - 3:00 PM with lunch provided). Besides the ICASE officers, the invited participants will include 2 representatives from each of the roundtables, plus DOE staff members (Becky Bowman, Brenda Alyea, and Steve Davis). Marilyn may invite the two IASP committee co-chairs. Invited participants will discuss the committee’s research, results, and recommendations in more detail. [The Ambassador Room in the Omni Hotel North in Indianapolis will be the site of the March 20 business meeting and topical conference.]

**E. Future Initiatives**

1. **IDEA Reauthorization -** From an earlier conversation with Bill Dreibelbis, members discussed naming the Public Policy and Legislative Committee as the group responsible for the ICASE input on IDEA reauthorization. **MOTION:** After a motion by Tammy Ummel/Gwenn Ringger, members approved designating the Public Policy and Legislative Committee to take the lead on IDEA Reauthorization. The motion was approved as presented. A resource will be Bob Marra who has been designated by the governor and state superintendent as the Indiana representative to the national IDEA Reauthorization committee co-sponsored by the National Governors, Association and the Council of Chief State School Officers.

2. **Extended School Year -** Marilyn Faris reported that Len Jozwiak will be the chairperson for the ICASE ESY Committee. The charge to the committee is to review the Division’s draft guidelines and offer recommendations for additions/deletions. She distributed a membership list with one to three representatives from each roundtable.

**III. Next Meeting:** March 20, 2002 (8:30 AM) - Omni North Hotel □

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**ANNOUNCEMENTS**

The Children’s Resource Group of Indianapolis (317/575-9111) is sponsoring a conference for professionals working with children and adolescents titled “Beyond ADHD and ODD: Toward an Understanding of Mood Disorders in Children and Adolescents”. The conference will be held on April 26, 2002 (8:30 AM to 4:30 PM) at the St. Vincent Marten House Conference Center (1801 West 86th Street in the Pyramids area). The registration fee is $135 and is due by April 19, 2002. □
Did you know that Indiana, by statute, dictates the minimum number of accessible parking spaces?

I.C.5-16-9-2(a) provides in relevant part:

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Indiana law also contemplates placement of accessible parking spaces along the “shortest accessible route of travel to an accessible entrance” to a building served by the parking area. Accessible parking areas must contain proper signage, including the international symbol of accessibility on a vertical sign measuring at least 48 inches from the base of the sign, with specific requirements for lettering, color of characters, and background. See I.C.5-16-9-2(e),(f). The Indiana law applies the ADA accessibility standards.