

SUMMARY
April 29, 2015 Meeting
Indiana State Advisory Council (SAC)
on the Education of Children with Disabilities
Central Indiana Education Service Center
Indianapolis, IN

<u>Council Members:</u>	<u>Present</u> <u>(Yes/No)</u>
Tiffany Ball , parent representative	N
Sirilla Blackmon , Division of Mental Health & Addiction, FSSA	N
Keith Briner , Indiana State Department of Health	N
Rich Burden , Council Chair, IN*SOURCE and parent representative	Y
Michael Dalrymple , Indiana School for the Blind and Visually Impaired	N
Kim Dodson , ARC of Indiana	N
Gina Fleming , Archdiocese of Indianapolis	Y
Melaina Gant , Department of Child Services	Y
Carol Guess , parent representative	N
James Hammond III , Indiana Assoc of Rehabilitation Facilities/INARF	Y
Kylee Hope , Division of Disability & Rehabilitation Services, FSSA	Y
Jan Huffman , parent representative	Y
Latha Joseph , Indianapolis Public Schools	Y
Lisa Kovacs , Hands & Voices International and parent representative	Y
Jodi Logman , community representative	Y
John Nally , Indiana Department of Corrections	Y
Danny O’Neill , parent representative	Y
Patty Reed , About Special Kids and parent representative	N
Dr. Sharon Johnson-Shirley , Lake Ridge Schools	Y
Kristi Tesmer , parent representative	Y
Dr. George Van Horn , Bartholomew Consolidated School Corporation	Y
Lucy Witte , Indiana School for the Deaf Board	Y
Dr. Pam Wright , Indiana Department of Education	Y

Also Present:

Tracy Brunner, Nancy Zemaitis, IDOE
Jillian Lane, Arthritis Foundation, Heartland Region

Call to Order

Chair Rich Burden called the meeting to order at 9:34 a.m. Sixteen of twenty-three members were present. At the Chair’s request, Council members introduced themselves. Rich Burden introduced new State Director of Special Education Dr. Pamela Wright, who shared brief remarks on her vision for Special Education and plans to work with the Council.

Action Items

The Chair asked if there were corrections to the November 2014 Meeting Summary. Dr. Sharon Johnson-Shirley moved to approve the summary as presented, and Lisa Kovacs seconded. The motion passed. Dr. George Van Horn abstained.

Information Items

Nancy Zemaitis, Assistant Director, IDOE Office of Special Education described the process currently under way, in Indiana and the rest of the U.S., for gradual transition over six years to nationwide adoption of Unified English Braille. Nancy then asked Tracy Brunner, IDOE School-based Medicaid Specialist, to give a brief explanation of the recently announced federal free care policy change and its potential to expand school-based Medicaid claiming to include Medicaid-covered primary and preventive services furnished by school nurses and school clinics as well as medical services provided pursuant to students' 504 Plans and Individualized Healthcare Plans. Nancy also presented updates on changes to Special Education results and compliance indicators that were previously shared with the SAC. She and Dr. Pam Wright took comments and responded to questions from members of the Council regarding changes in how the State monitors outcomes and satisfaction as reported in Post Graduate and Parent surveys.

Next, Nancy gave an overview of the process for development and selection of Indiana's State-Identified Measurable Result ("SIMR") in accordance with guidance from the U.S. Department of Education. She noted that Phase I of this process involved data analysis to determine a focus area based on state-specific factors, and that members of the State Advisory Council serve on the state-level stakeholder group tasked with identifying the SIMR, which will become a component of Indiana's State Systemic Improvement Plan (SSIP) for education. Because the State Superintendent of Public Instruction has placed a strong emphasis on reading, Indiana's SIMR will target root cause analysis and measure results of targeted interventions to address reading deficits among Third Grade males with specific learning disabilities. Now in transition to Phase II, the next steps will involve addressing identified root causes based on the Theory of Action model as required by the federal education agency, and applying lessons learned from this implementation phase as the State moves on to replicate reading improvement results in the target population. SAC members offered comments based on their experiences and perspectives; several gave input regarding best practices for communicating with school personnel and parents and suggested possible alternatives for monitoring and measurement approaches.

Having included with the April meeting materials a copy of U.S. Department of Education policy guidance regarding another state's alternative diploma proposal, Nancy and Pam entertained lengthy discussion and responded to questions concerning the emphasis that Congress and the federal education agency place on high expectations for children with disabilities. Following that discussion Nancy updated the Council regarding the recent system change removing the requirement to enter, at an elementary grade level, diploma track preference in Indiana's statewide electronic IEP (Individualized Education Program) system.

Because the SAC Legislative Committee Chair was not present, there was no verbal update from the committee.

Discussion Items

After a short break, there was further discussion about the Certificate of Completion and the need to educate the general public and employers about work qualifications of students who achieve these certificates and have appropriate skills to be competitively employed.

Returning to the topic of Indiana's State Systemic Improvement Plan (SSIP), Nancy Zemaitis solicited council member feedback regarding the state education agency's plans to offer schools technical assistance related to serving students in the Least Restrictive Environment (LRE). She also reminded those present that they should have received an alert regarding the IDEA Part B Application Comment Period, with a link to submit comments online. Nancy also asked Tracy to speak about a one-page document included with the April meeting materials

in response to concerns members had previously expressed about related services personnel shortages in Indiana. Noting that such shortages are not unique to Indiana, Tracy referred council members to selected web links and resources available from various organizations and agencies that are attempting to assist those facing personnel shortages.

This portion of the meeting ended with lengthy discussion about council members' preferences for holding or cancelling meetings if a quorum is not expected or the Chair lacks sufficient timely responses from members to determine whether a quorum is expected. After hearing from those present at the meeting, Chair Rich Burden stated his conclusion that the majority who participated in this discussion prefer that he not hold a meeting unless a quorum is anticipated. He and IDOE staff at the meeting indicated that they will return to the previous practice of sharing the meeting agenda and materials two weeks prior to the meeting, rather than one week as was the case more recently, and will ask for all council members' cooperation in responding by the requested deadline regarding whether or not they will attend the upcoming meeting. In response to members' comments about advance planning, Dr. Pam Wright suggested that members participate in an online meeting scheduling poll soon to identify 2016 SAC Meeting dates and get those on their calendars.

Recommendations and Concerns of the Council Members

Council members at the April meeting posed questions and expressed concerns about End of Course assessment policy changes as well as policies and practices regarding private duty one-on-one support personnel accompanying a student with a disability while attending school. There was brief discussion on these topics, after which Dr. Pam Wright asked that those with concerns about individual cases speak to her after the meeting or contact her directly.

One member asked that the Office of Special Education share with schools a copy of recent joint federal guidance regarding the communication rights of students with hearing, vision or speech disabilities in public schools, which was issued by the departments of Justice and Education. Pam noted that this may have been shared previously and she would include it with her update to local directors.

Public Comment

On behalf of the Jillian Lane, a guest from the Arthritis Foundation who had to leave during the break, Tracy Brunner advised council members that the Arthritis Foundation offers in-service training, other professional development and resources to raise awareness of juvenile arthritis and help school personnel identify and assist students who have not been diagnosed with this disabling condition that often goes undetected in children.

Adjournment

The meeting adjourned at 12:27 p.m.

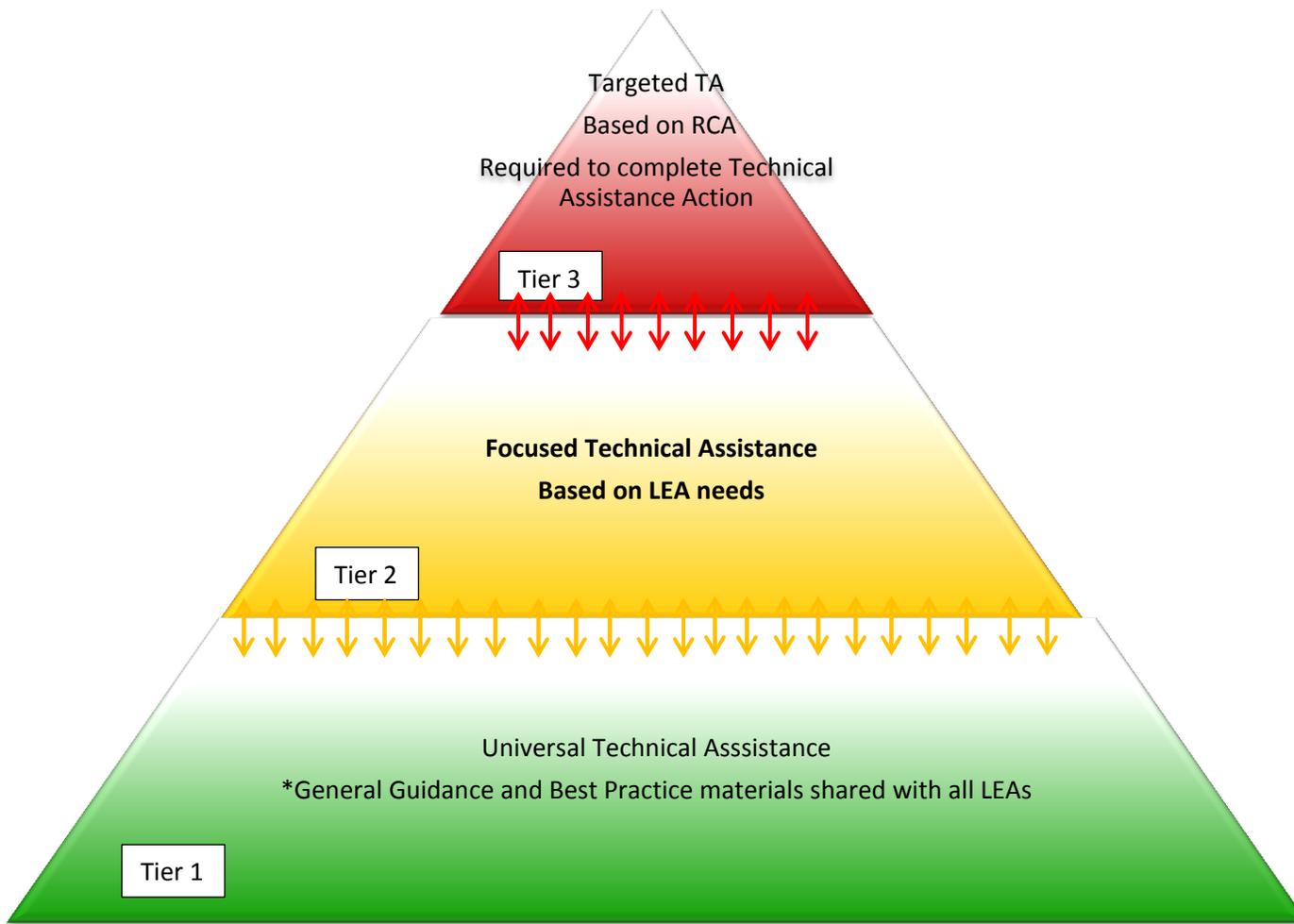
Title: Webinar to Introduce Unified English Braille

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The PASS Project and the Indiana Educational Resource Center have developed a webinar titled ***UEB Ready? The Implementation of Unified English Braille in Indiana***. The webinar is for Directors of Special Education to provide an introduction to UEB, to review the state's implementation timeline, and to answer potential questions. The webinar is approximately 15-minutes in length and can be accessed via the link below:

<https://tegr.it/y/1hqfn>

If you have any additional questions following the webinar, please feel free to contact Leslie Durst at ldurst@isbvik12.org or Marcee Wilburn at Marcee.Wilburn@indstate.edu.



*FFY14 Targets for LRE: (50) $\geq 68\%$, (52) $\leq 11.5\%$, (53, 54, and 57) $\leq 2.15\%$
Data submitted through the DOE SE Report December 1, 2014*



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

JAN 12 2015

Honorable John M. Schroder
State Representative – District 77
Louisiana House of Representatives
522 N. New Hampshire Street, Suite 1
Covington, Louisiana 70433

Dear Representative Schroder:

Thank you for reaching out to discuss your questions and concerns about the July 2, 2014 letter from Assistant Secretary Delisle and me to Superintendent John White regarding Louisiana's implementation of Act 833. I am pleased to respond to your letter and apologize for the delay.

I appreciate the opportunity to clarify the content and purpose of the July 2 letter. Accordingly, this letter provides further clarity on the long-standing requirement under the Individuals with Disabilities Education Act (IDEA) to provide a free appropriate public education (FAPE) to students with disabilities so that they can be involved in, and make progress in, the general education curriculum (*i.e.*, the same curriculum that the State adopts for nondisabled students¹).

As you know, the cornerstone of the IDEA is the entitlement of each eligible child with a disability to FAPE that emphasizes special education and related services that are designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. §1400(d)(1)(A). FAPE has been defined since enactment of the Education for All Handicapped Children Act in 1975 as special education² and related services that: (a) are provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the State educational agency; (c) include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) are provided in conformity with a properly developed individualized education program (IEP). 20 U.S.C. §1401(9).

Since the enactment of the IDEA Amendments of 1997, the requirement for students with disabilities to be involved in, and make progress in, the general education curriculum has been integral to the development and implementation of IEPs for each of our nation's students with

¹ 34 CFR §300.320(a)(1)(i).

² Special education means "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. . . ." 34 CFR §300.39(a)(1). Section 300.39(b)(3) defines specially designed instruction as adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. 34 CFR §300.39(b)(3).

disabilities. Based on the individual needs of the student, the IEP must include, among other required content: (1) a statement of the student’s present levels of academic achievement and functional performance, including how the student’s disability affects the student’s involvement and progress in the general education curriculum;³ (2) a statement of measurable annual goals, including academic and functional goals, designed to meet the student’s needs that result from the student’s disability to enable the student to be involved in and make progress in the general education curriculum;⁴ and (3) the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the annual goals, and to be involved in and make progress in the general education curriculum in accordance with the student’s present levels of performance.⁵ Therefore, the IEP of each student with a disability, regardless of the nature or severity of the student’s disability and the setting in which the student is educated, must address how the student can be involved in, and make progress in, the general education curriculum.⁶

In 2001, when Congress amended the Elementary and Secondary Education Act of 1965 (ESEA), a provision was included that requires each State to apply the same challenging academic content and achievement standards to all schools and all students, including students with disabilities. 20 U.S.C. §6311(b)(1)(B).⁷ When the IDEA was reauthorized by the IDEA Improvement Act of 2004, Congress made several amendments that aligned Part B of the IDEA with the ESEA. In addition, consistent with the provisions in the ESEA, Congress continued to emphasize the importance of “having high expectations for children with disabilities and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.” 20 U.S.C. §1400(c)(5)(A).

A State (or its local educational agencies (LEAs)) adopts a general education curriculum based on the State’s academic content standards, and measures students’ progress in that curriculum in a variety of ways, including through grades and performance on State assessments. In general, States have promotion and graduation requirements that are based, in part, on demonstrating some level of achievement or mastery of the State’s academic content standards. Louisiana’s Act 833, which may

³ 34 CFR §300.320(a)(1)(i).

⁴ 34 CFR §300.320(a)(2)(i)(A).

⁵ 34 CFR §300.320(a)(4)(i) and (ii).

⁶ Assistance to States for the Education of Children with Disabilities and Early Intervention Program for Infants and Toddlers with Disabilities, Final Rule, 64 Fed. Reg. 12406, 12472 (March 12, 1999).

⁷ As required under the ESEA, a State’s academic content and achievement standards are grade-level standards. 34 CFR §200.1(a)-(c).

permit IEP Teams to lower those requirements for some students with disabilities, must be implemented in a manner that ensures that FAPE is made available to all students with disabilities.⁸

States have the authority and the responsibility to set State academic content and achievement standards, and IEPs must be aligned with the State's academic content standards. The purpose of the July 2, 2014 letter was to explain the consequences that may occur if a State permits all students with disabilities to be promoted to the next grade, or to graduate from high school and receive a regular high school diploma, as that term is defined in the IDEA,⁹ without meeting the same State-established academic achievement standards that all other students must meet. We are concerned that Louisiana's Act 833 may permit IEP Teams to set lower standards for promotion and graduation for students with disabilities. This may lead to annual IEP goals that are not aligned with the State's academic content standards,¹⁰ and the IEPs for these students would then not contain the content required by the IDEA to enable the students to be involved in, and make progress in, the general education curriculum based on the State's academic content standards.¹¹

Therefore, in order to ensure that a State makes FAPE available to all eligible students with disabilities,¹² an IEP Team may not lower promotion or graduation requirements for a student with a disability if doing so means including goals, special education and related services, and

⁸ In addition, as noted in section 608(b) of the IDEA, State laws may not detract from the ability of a student with a disability to meet the State's academic achievement standards. "State rules, regulations, and policies . . . shall support and facilitate local educational agency and school-level system improvement designed to enable students with disabilities to meet the challenging State student academic achievement standards."

⁹ To be treated as a "regular high school diploma" under the IDEA, the diploma must be fully aligned with the State's academic standards. 34 CFR §300.102(a)(3)(iv).

¹⁰ In the Analysis of Comments and Changes accompanying publication of the August 14, 2006 final IDEA Part B regulations, the Department stated: "With regard to the alignment of the IEP with the State's content standards, §300.320(a)(1)(i) clarifies that the general education curriculum means the same curriculum as all other children. Therefore, an IEP that focuses on ensuring that the child is involved in the general education curriculum will necessarily be aligned with the State's content standards." See Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, Final Rule, 71 Fed. Reg. 46540, 46662 (Aug. 14, 2006).

¹¹ In the Analysis of Comments and Changes accompanying publication of the August 14, 2006 final IDEA Part B regulations, the Department clarified the meaning of participation in the general education curriculum for children with disabilities served under the Act. The Department stated that "as the term 'general education curriculum' is used throughout the Act and in these regulations, the clear implication is that there is an education curriculum that is applicable to all children and that this curriculum is based on the State's academic content standards." Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, Final Rule, 71 Fed. Reg. 46540, 46579 (Aug. 14, 2006).

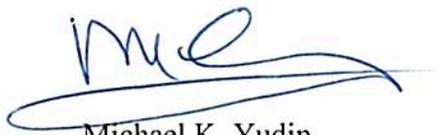
¹² States and their public agencies must develop and implement IEPs to ensure that FAPE is made available to all students with disabilities, including students with the most significant cognitive disabilities. The ESEA permits States to define, for students with the most significant cognitive disabilities, through a documented and validated standards-setting process, alternate academic achievement standards that are aligned with the State's academic content standards, promote access to the general curriculum and reflect the professional judgment of the highest achievement standards possible. 34 CFR §200.1(d). The IDEA prescribes certain requirements for IEPs for students who take alternate assessments aligned to alternate academic achievement standards. 34 CFR §§300.160(c)(2)(iii), 300.320(a)(2)(ii), and 300.320(a)(6)(ii). This approach addresses the educational and assessment needs of a relatively small percentage of students with the most significant cognitive disabilities, estimated at approximately 1% of all students in a State (approximately 10% of students with disabilities), who cannot be held to the same academic achievement standards as students without the most significant cognitive disabilities.

supplementary aids and services and other supports in a student's IEP that are not designed to enable the student to be involved in, and make progress in, the general education curriculum based on the State's academic content standards. Accordingly, we expect that Louisiana will ensure that its LEAs instruct IEP Teams, in carrying out the provisions of Act 833, that students with disabilities are to receive the special education and related services, and supplementary aids and services and other supports they need, to enable them to be involved in, and make progress in, the general education curriculum, and receive the education they need to meet the academic content standards that are applicable to all other students in the jurisdiction of the LEA.¹³

Based on section 607(e) of the IDEA, we are informing you that this response is provided as informal guidance and is not legally binding, but represents an interpretation by the U.S. Department of Education of the IDEA in the context of the specific facts presented.

The Office of Special Education and Rehabilitative Services shares the same goal as States, LEAs, educators, and parents of students with disabilities – that these students receive an education designed to permit them to graduate prepared to enter postsecondary education and the workforce so that they are able to lead successful and productive lives. Students with disabilities deserve no less. We look forward to continuing to work with parents, educators, LEAs, and States to achieve this goal.

Sincerely,



Michael K. Yudin
Acting Assistant Secretary
Office of Special Education and Rehabilitative Services

¹³ Please note that this office does not have complete information at this time about the manner in which the Louisiana Department of Education (LDOE) is implementing Act 833. However, we are pleased that the Louisiana Board of Elementary and Secondary Education published final regulations on December 20, 2014, that address some of the same matters discussed in this letter. These regulations provide, in relevant part, that

Pursuant to the Elementary and Secondary Education Act (ESEA), the state academic content standards shall apply to all public school students in the state and include the same knowledge and skills expected of all students and the same level of achievement expected of all students, with the exception of the students with the most significant cognitive disabilities who may access alternate academic achievement standards and achievement levels. Only diplomas earned by students who have pursued the regular academic state standards and who have earned all state-required Carnegie credits shall be considered regular diplomas in the state and district accountability system, pursuant to federal laws and regulations. La. Admin. Code tit. 28, pt. XCVII, §405 D (2014). *Louisiana Register, Vol. 40, No. 12, 2532 (December 20, 2014).*

This office is available to provide technical assistance to the LDOE as it works to implement Act 833.

Indiana Statewide Assessment Choices

12:00 AM

All students, including students with disabilities, must participate in statewide assessments. Unless a student falls within the very narrow exemptions for homebound instruction and/or medical necessity, all students enrolled in an Indiana-accredited school are required to participate in state assessments. Indiana does not have an opt-out policy.

Although it's a CCC decision about which statewide assessment the student takes, the decision is subject to certain parameters. According to Article 7, a CCC's determination that the student will take the alternate assessment must be based upon the criteria described in 51 IAC 5-2-4.5.

All three of the following **criteria** must be satisfied for a student to be eligible to be assessed on alternate academic achievement standards. In addition, the decision cannot be based on the exclusions provided below.

1. **Presence of a Disability:** There is empirical evidence of a severe disability or a significant cognitive disability that precludes the acquisition of achievement standards necessary to obtain a high school diploma. However, there may be evidence that the student could achieve academic competence at a basic level.
2. **Intensity of Instruction:** Even when provided access to a differentiated general education curriculum and afforded extensive, intensive, pervasive, frequent, and individualized instruction in all settings, the student is unable to derive reasonable educational benefits, acquire, maintain, generalize, and apply academic skills across environments without significant individualized modification to content and performance expectations.
3. **Curricular Outcomes:** The goals and objectives listed in this student's IEP focus on progress within functional achievement indicators and extensions to the Indiana Academic Standards. The student strives to achieve the most basic self-help and communication skills and is seeking opportunities throughout the day to accomplish very individual goals.

EXCLUSIONS:

The CCC's determination that the student will be assessed on alternate achievement standards **cannot be based on** factors such as:

- a. Excessive or extensive absences
- b. Social, cultural or economic differences
- c. The mere existence of an IEP or identification in a specific disability category
- d. A specific special education placement or services
- e. Emotional, behavioral or physical challenges
- f. Anticipated scores on ISTEP+
- g. Concern for accountability calculations

Given these parameters, a student who is expected to be on a diploma track would not meet the criteria for an alternate assessment. A student who is assessed with the alternate assessment in grades 3-8 is not legally precluded from being on a diploma track in high school. However, it would be highly unusual or unlikely that a student who satisfies the criteria to participate in the alternate assessment would be pursuing a high school diploma (i.e., "evidence of a severe disability or a significant cognitive disability that precludes the acquisition of achievement standards necessary to obtain a high school diploma").

There is nothing in the general or special education rules that precludes a student who had a modified curriculum in elementary or middle school or who did not take ISTEP+ in grades 3 through 8 from being on a diploma track when the transition IEP is developed. However, there may be issues with the student's opportunity to learn or a

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Section 3: Opt-Out Guidance

Indiana law neither provides for an "opt-out" procedure nor recognizes "opting out" of assessments. Although it is not against the law for a parent to refuse to allow a child to participate in assessments, every student attending a public, charter or accredited nonpublic school in Indiana must take the Indiana-wide assessments to graduate or, in the case of IREAD-3, avoid being retained. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (See IC 20-33-2).

As with any test, additional consequences for failing to participate in a statewide assessment, and procedures to manage students who refuse to participate, should be determined at the local school level. In addition, school administrators should be aware that section 1111(b)(2)(I)(ii) of the federal No Child Left Behind Act requires all students be assessed academically in mathematics and reading, and for purposes of adequate yearly progress (AYP), participation rates in statewide assessments must be at least 95 percent for all groups of students. The Indiana Administrative Code enforces this requirement by requiring that points be deducted from a school's performance and improvement category scores if the school fails to assess at least 95 percent of its students. This score determines a school's performance and improvement grade. Thus, students' failure to take Indiana's assessments may result in a lower A-F accountability grade.

- HB1005** **TAX CREDIT FOR TEACHERS' CLASSROOM SUPPLIES** (SMALTZ B) Provides that an individual employed as a teacher is entitled to a credit against the individual's adjusted gross income tax liability for amounts expended on classroom supplies up to a maximum of \$200 per taxable year.
Current Status: 3/4/2015 - Senate Education and Career Development, (Bill Scheduled for Hearing)
State Bill Page: [HB1005](#)
- HB1009** **FREEDOM TO TEACH ACT** (BEHNING R) Allows a governing body of one or more school corporations to establish a freedom to teach school, zone, or district. Establishes the freedom to teach grant fund to provide grants to governing bodies that establish a freedom to teach school, zone, or district. Establishes the career pathways pilot program.
Current Status: 2/25/2015 - Referred to committee on Education and Career Development
State Bill Page: [HB1009](#)
- HB1054** **HIGHER EDUCATION CO-OP AND INTERNSHIP PROGRAMS** (OBER D) Establishes the Indiana cooperative education pilot program. Establishes the Indiana cooperative education pilot program fund.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1054](#)
- HB1056** **STUDENT TRANSFERS** (SOLIDAY E) Provides that a student may transfer to a school corporation if the student's parent is an employee of the school corporation and the school corporation has the capacity to accept the student. Provides that an elementary school student who attended an accredited nonpublic elementary school in the attendance area of a school corporation in which the student does not have legal settlement may attend a high school in the school corporation if the school corporation: (1) has the capacity to accept the student and the majority of the students in the same grade as the transferring student at the accredited nonpublic school have legal settlement in the transferee school corporation; (2) has only one high school; and (3) does not have a policy to accept transfer students.
Current Status: 2/24/2015 - Referred to committee on Education and Career Development
State Bill Page: [HB1056](#)
- HB1068** **BACKGROUND CHECKS** (THOMPSON J) Makes changes to the definition of an "expanded criminal history check", which is required for employment at a school.
Current Status: 3/4/2015 - Senate Education and Career Development, (Bill Scheduled for Hearing)
State Bill Page: [HB1068](#)
- HB1072** **VARIOUS EDUCATION MATTERS** (THOMPSON J) Provides that the department of education (department) shall provide any data to the state board of education (state board) that the state board determines is necessary to perform the state board's duties under law. Makes changes to the provision requiring school corporations to establish plans for evaluations of certificated employees. Provides that a school corporation may adopt the department's model plan or any other model plan approved by the department and the state board. Requires the education roundtable to make recommendations to the state board regarding the passing scores required at the various grade levels tested under the ISTEP program. Provides that the state board may place a school in a category or designation of school performance only if: (1) the department has provided each school the opportunity to review, add to, or supplement the data, and to correct any errors in the data; and (2) the state board's authorized representatives have had an opportunity to review and analyze the school and corporation level data. Provides that the state board may obtain assistance from the legislative services agency with the approval of the legislative council or another entity to ensure the validity and reliability of the performance category or designation placements calculated by the department. Makes various changes to provisions relating to the assessment of school performance. Makes various changes to the administration of the ISTEP program.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1072](#)

- HB1095** **SMALL SCHOOL GRANTS** (FRYE R) Reestablishes a small school grant for school corporations having a current ADM (average daily membership) of less than 2,400 and a complexity index of at least 0.1. Appropriates from the state general fund an amount sufficient to make the grants for the 2015-2017 biennium.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1095](#)
- HB1099** **EDUCATION STANDARDS** (NISLY C) Removes the requirement that Indiana's educational standards must comply with federal standards necessary to receive a flexibility waiver under the federal No Child Left Behind Act of 2001.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1099](#)
- HB1100** **SCHOOL EFFICIENCY GRANTS** (FRYE R) Establishes the school efficiency grant program to provide one or more school corporations grants to implement plans that would make one or more school corporations more cost effective. Establishes the school efficiency grant fund.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1100](#)
- HB1108** **DYSLEXIA** (BURTON W) Defines "dyslexia". Requires an individual who seeks to receive an initial practitioner's license as an elementary school teacher to demonstrate proficiency in the recognition that a student who is not progressing at a normal rate related to reading may need to be referred to the school's multidisciplinary team to determine the student's special learning needs, including learning needs related to dyslexia. Provides that if an education service center offers inservice training or other teacher training programs, the education service center may offer courses for teachers on dyslexia screening and appropriate interventions.
Current Status: 3/4/2015 - Senate Education and Career Development, (Bill Scheduled for Hearing)
State Bill Page: [HB1108](#)
- HB1128** **LIFELONG LEARNING ACCOUNTS** (ERRINGTON S) Requires the education savings authority (authority) to establish and administer a lifelong learning account program. Specifies that a lifelong learning account established for a participating individual must: (1) be an account in a financial institution; and (2) allow a participating individual to deposit, from the individual's earned income, money that may be matched by the participating individual's employer, a financial institution, the state, or any other entity, and that will be used by the participating individual for education and training costs at a postsecondary educational institution, a vocational school, or a training program that may lead to employment for the individual. Requires the authority to seek grants and other funding for the program from public and private entities. Provides that money withdrawn from a participating individual's lifelong learning account is not subject to state income taxation if the money is used by the participating individual for specified education and training costs. Provides a state tax credit to an individual or an individual's employer for contributions to a lifelong learning account. Specifies that money in a participating individual's lifelong learning account may not be considered: (1) an asset of the participating individual when determining the individual's eligibility for the Temporary Assistance for Needy Families program; or (2) a countable asset for purposes of township assistance.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1128](#)
- HB1129** **PREKINDERGARTEN EDUCATION** (ERRINGTON S) Expands the prekindergarten pilot program to include 13 counties that were selected as finalist counties by the office of the secretary of family and social services but were not selected as one of the five initial pilot counties. Provides that the pilot program in finalist counties is to be funded from the state lottery administrative trust fund. Makes an appropriation.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1129](#)
- HB1176** **TEACHER COMPENSATION** (KARICKHOFF M) Provides that for the first two school years after a teacher initially receives a teaching license the teacher is not prohibited from receiving a raise or increment for the following year if the teacher receives a rating of ineffective or improvement necessary.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1176](#)

HB1194

HIGH SCHOOL DIPLOMAS (CLERE E) Provides that, beginning with the annual case review when a student who is a child with a disability is in grade 8, the student's individualized education program must include the type of diploma the student will seek and the courses necessary to obtain the diploma. Provides that, beginning with grade 9, the student's teacher of record must communicate with the student's parent at least one time each reporting period to review the student's progress toward the diploma. Provides that, not later than October 1, 2015, the Core 40 subcommittee of the Indiana career council shall present to the education study committee recommended changes to course requirements for general, Core 40, academic honors, and technical honors diplomas to ensure that each student who seeks a diploma has enough flexibility in the student's schedule to pursue a college or career pathway appropriate for the student's individual goals, knowledge, skills, and abilities. Requires the education study committee to propose legislative changes necessary to carry out the recommended changes.

Current Status: 2/25/2015 - Referred to committee on Education and Career Development

State Bill Page: [HB1194](#)

HB1201

STATE BOARD OF EDUCATION (ARNOLD L) Provides that the state board of education has 13 members. (Currently, the board has 11 members.) Sets forth qualifications for members appointed by the governor. Makes transitional provisions.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1201](#)

HB1218

VARIOUS EDUCATION MATTERS (TRUITT R) Makes comprehensive revisions to the Indiana Code relating to all aspects of the administration of schools and school corporations and the education of students from prekindergarten through grade 12. Repeals various obsolete provisions and provisions that limit local control of schools. Makes conforming and technical amendments.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1218](#)

HB1219

USE OF THE ISTEP TEST (TRUITT R) Provides that statewide assessment (ISTEP) results may not be used in teacher evaluation plans during the 2015-2016 and 2016-2017 school years. Provides that a school's performance category may not decrease more than one letter grade during a particular school year for the 2015-2016 and 2016-2017 school years.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1219](#)

HB1276

INCENTIVE AWARD FOR TEACHERS (HUSTON T) Establishes the education savings performance incentive award fund (fund) to reward highly effective and effective teachers by paying contributions to certain education savings accounts. Provides that a teacher who: (1) is employed by a school corporation; and (2) has been rated highly effective or effective in performance evaluations for eight of the immediately preceding 10 years the teacher has been employed by a school corporation as a teacher; is entitled to receive from the fund a contribution of \$2,500 to an account designated by the teacher. Provides that only one contribution may be paid in a 10 year period. Provides that the amount of a contribution is not included in a teacher's adjusted gross income for state income tax purposes. Makes a continuous appropriation.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1276](#)

HB1280

DEREGULATION OF K-12 EDUCATION (TRUITT R) Makes amendments to or repeals certain provisions that: (1) require the department of education (department) to review school construction plans; (2) provide the state board of education (state board) authority to make rules and guidelines for school media centers and libraries; (3) provide the state board authority to make rules governing cheerleading; (4) require certain military family reporting; (5) require certain qualifications for school social workers; (6) require professional development as part of a school improvement plan; (7) pertain to restraint and seclusion policies; (8) pertain to annual performance reports; (9) pertain to metropolitan school districts; (10) require the reporting of, other than ISTEP

program results, standardized test results; (11) require certain tuition support reporting; (12) relate to curricular materials; (13) establish the number of members on a case review panel for athletics; (14) require schools to verify certain claims over \$100; (15) pertain to waivers of notices for meetings of the governing body; (16) pertain to school board terms and vacancies; (17) pertain to teacher contracts; (18) pertain to Arbor Day; (19) sets requirements on how performance based awards may be used by schools; (20) require mandatory accreditation of schools; and (21) relate to a school's strategic and continuous school improvement plan.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1280](#)

HB1296

CIVICS TEST AS GRADUATION REQUIREMENT (WESCO T) Provides that, beginning with the 2016-2017 school year, an individual must obtain a satisfactory score on the United States Civics Test, administered by the United States Citizenship and Immigration Services to each applicant for United States citizenship, before graduating high school or obtaining a high school equivalency certificate.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1296](#)

HB1323

MEDICAL RESIDENCY EDUCATION (BROWN T) Establishes the medical residency education fund for the purpose of expanding medical education in Indiana by funding new residency program slots at licensed hospitals. Specifies uses of money from the medical residency education fund. Establishes the graduate medical education board in order to: (1) provide funding for residents not funded by the federal Centers for Medicare and Medicaid Services; (2) provide technical assistance for entities that wish to establish a residency program; and (3) provide startup funding for entities that wish to establish a residency program.

Current Status: 2/25/2015 - Referred to Senate Appropriations

State Bill Page: [HB1323](#)

HB1326

TUTORING GRANT PROGRAM FUND (SHACKLEFORD R) Establishes the tutoring program grant fund (fund). Establishes the requirements for awarding grants under the fund. Makes a continuous appropriation from the fund.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1326](#)

HB1332

MENTOR TEACHERS; NATIONAL BOARD CERTIFICATION (TRUITT R) Provides for the development of a mentoring program for beginning teachers, teachers who receive a designation of "improvement necessary" or "ineffective", teachers who request the assignment of a mentor, and teachers who are seeking national board certification. Requires the department of education to provide training through educational service centers for teachers who meet certain requirements and wish to become mentors. Provides that a teacher who serves as a mentor receives an annual salary supplement of \$500 for each teacher who is receiving mentoring services. Establishes the goal that by 2035, there will be at least one teacher who is certified by the National Board for Professional Teaching Standards (national board) in every public school. Establishes the teachers' national board certification incentive fund for purposes of: (1) reimbursing 50% of the national board certification fee; and (2) funding stipends for national board certified teachers who serve as mentors to other teachers. Provides for an annual salary supplement of \$1,000 for a national board certified teacher.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1332](#)

HB1333

HIGHER EDUCATION FINANCIAL ASSISTANCE (TRUITT R) Amends eligibility requirements for scholarships under the National Guard tuition supplement program and the National Guard scholarship extension program. Establishes cumulative grade point average requirements for the renewal of scholarships under the National Guard tuition supplement program. Provides that for an applicant to be eligible for a first year higher education award, the applicant not be eligible for a National Guard tuition supplement grant or a scholarship under the National Guard scholarship extension program. Amends the cumulative grade point average requirements for certain tuition and fee exemptions for children of veterans. Amends the definition of "eligible student" for purposes of the employment aid readiness network (EARN) Indiana program.

Current Status: 2/24/2015 - Referred to Senate Appropriations

State Bill Page: [HB1333](#)

HB1345 **ADMINISTRATION OF STANDARDIZED TESTS IN SCHOOLS** (RHOADS R) Provides that the department of education (department) may not require the students in a school corporation, a charter school, a school, or a grade or class in a school to complete a required statewide, national, or international test using a computer. Provides that the department, a school corporation, or a school may not require a student to use a computer to complete a required statewide, national, or international test if the student's parent or the student, if the student is at least 18 years of age or emancipated, requests that the student complete the test on paper, or if the use of paper is required by the student's individualized education program.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1345](#)

HB1352 **TEACHER COMPENSATION** (COOK A) Removes a provision allowing the number of years of a teacher's experience and additional content areas degrees or credit hours beyond the requirements for employment to be used as up to 33% of the calculation used to determine a teacher's salary increase or increment in a local salary schedule.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1352](#)

HB1353 **PROPRIETARY EDUCATIONAL INSTITUTIONS** (SAUNDERS T) Provides that a student attending a postsecondary credit bearing proprietary educational institution receives scholarship awards at the same level as a student attending a four year state educational institution. Makes corresponding changes to related sections.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1353](#)

HB1377 **LAP AND SHOULDER SAFETY BELTS ON SCHOOL BUSES** (BARTLETT J) Provides that a school bus or special purpose bus placed into operation after June 30, 2016, that is used to transport elementary school or high school students must be equipped with a 3-point lap and shoulder safety belt (safety belt) at each seating location. Requires the state school bus committee to adopt rules for the design, installation, and use of safety belt systems that must be installed in school buses and special purpose buses. Provides for an exception to the laws concerning other types of passenger restraint systems. Requires each occupant of a school bus or special purpose bus that has a safety belt to have the safety belt properly fastened about the occupant's body at all times when the bus is in motion. Establishes the safety belt revolving loan fund (fund). Requires the department of education to establish a revolving loan program to provide loans from the fund to school corporations to assist school corporations in paying expenses necessary to comply with requirements concerning safety belts on school buses and special purpose buses. Appropriates \$10,000,000 to the fund from the state general fund. Makes conforming amendments.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1377](#)

HB1414 **SCHOOL SAFETY DRILLS** (SPEEDY M) Provides that a school or attendance center is required to conduct one tornado preparedness drill, or one manmade occurrence disaster drill (emergency preparedness drill), each semester. Provides that an emergency preparedness drill may be conducted instead of a periodic or monthly fire evacuation drill requirement established by the state fire marshal. Provides that an emergency preparedness drill conducted may not be made instead of more than two periodic or monthly fire evacuation drills in a particular school year. Provides that the governing body of a school corporation may direct schools to conduct additional emergency preparedness drills.

Current Status: 3/2/2015 - Referred to committee on Education and Career Development

State Bill Page: [HB1414](#)

HB1420 **SCHOOL NUTRITION** (SPEEDY M) Provides that a governing body must ensure that each student has at least: (1) 15 minutes to consume breakfast; and (2) 20 minutes to consume lunch; not including time spent acquiring the meal. Sets forth nutrition guidelines for snacks sold in schools.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1420](#)

- HB1437** **TEACHER EDUCATION** (NISLY C) Provides that an individual who seeks to obtain a teaching license must demonstrate proficiency in knowledge of best practices in providing classroom instruction to a student who is a child with a disability.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1437](#)
- HB1438** **ADULT HIGH SCHOOLS** (DEVON D) Provides that the department of education shall distribute funding for adult high schools to the adult high school's organizer. Provides that an adult high school may be authorized by the executive of a consolidated city.
Current Status: 2/24/2015 - Referred to committee on Education and Career Development
State Bill Page: [HB1438](#)
- HB1442** **VETERANS EDUCATION CENTER OF EXCELLENCE** (KLINKER S) Establishes the Indiana veterans education center of excellence to serve as a clearinghouse for information concerning educational benefits and programs available to veterans at state educational institutions.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1442](#)
- HB1444** **TEACHER COMPENSATION** (KLINKER S) Provides that the number of years of a teacher's employment and the attainment of additional degrees or credit hours must account for not less than 33% of the increments or increases in a local salary schedule. Makes a corresponding change to a related section.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1444](#)
- HB1445** **LIFE SCHOLARSHIPS** (KLINKER S) Establishes the lifelong learning incentive for excellence (LIFE) scholarship program to provide scholarships to Indiana residents for postsecondary education. Provides for administration of the program by the commission for higher education. Establishes the LIFE scholarship fund consisting of: (1) appropriations made to the fund from other sources; and (2) grants, gifts, and donations intended for deposit in the fund. Sets forth the amount of a scholarship award, subject to the amount of money in the LIFE scholarship fund. Provides eligibility criteria for potential recipients.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1445](#)
- HB1457** **HIGHER EDUCATION** (TRUITT R) Permits the board of trustees of a state educational institution that has a research intensive campus to directly hold equity in a private entity under certain conditions. Permits a public benefit corporation to merge with a state educational institution, without court approval, if the public benefit corporation is controlled by the state educational institution. Permits the Indiana economic development corporation to designate a university innovation district for a research intensive campus in which the incremental income taxes from employees working in the district are distributed to the research intensive campus for dedicated purposes. Provides that a certified technology park that is associated with a research intensive campus may be reclassified as a university innovation district under certain conditions.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1457](#)
- HB1467** **PERFORMANCE FUNDING** (CARBAUGH M) Requires that, if the commission for higher education includes in the performance based formula a metric for on time graduation rates, the metric for four year state educational institutions must be based on students included in the formula who graduate with a baccalaureate degree in six or fewer years.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)
State Bill Page: [HB1467](#)
- HB1483** **VARIOUS EDUCATION ISSUES** (THOMPSON J) Provides that if the school is closed on a noninstructional day on which the teacher is required to work or teacher professional development training or education is provided and the work day or the training or education is rescheduled, each teacher shall work on that rescheduled day

without additional compensation. Provides that a district wide or school wide committee that has teacher members who are members of the exclusive representative and teacher members who are not members of the exclusive representative may address discussion topics subject to bargaining. Provides that if, at any time after at least 60 days following the beginning of bargaining collectively between the parties or August 1, whichever is later, an impasse is declared, the Indiana education employment relations board (IEERB) shall appoint a mediator. Provides for the reimbursement of a mediator in a collective bargaining proceeding. Provides that the IEERB, with mutual agreement by the parties, may appoint a financial consultant to assist a factfinder during mediation. Provides that collective bargaining may begin before August 1. Provides for reimbursement of IEERB by the parties involved in mediation. Provides that the complaint for an unfair practice must be filed within three years after the alleged unfair practice or within three years after the date on which the school employer or school employee reasonably should have known of the alleged unfair practice. Provides that, upon mutual agreement by the parties, IEERB may appoint a mediator for informal mediation. Provides that a person who has served as a mediator in a dispute between a school employer and an exclusive representative may not serve as a factfinder in a dispute arising in the same school corporation within a period of two years except by the mutual consent of the parties. Changes the date in which a factfinding hearing in an impasse procedure must occur. Urges the legislative council to assign to an existing study committee the topic of determining appropriate and feasible incentives to encourage highly effective teachers to teach in poor performing schools.

Current Status: 2/24/2015 - Referred to committee on Education and Career Development

State Bill Page: [HB1483](#)

HB1486

EDUCATION ISSUES (THOMPSON J) Requires the state board of education (state board) to adopt voluntary prekindergarten standards that align with the kindergarten through grade 12 standards. Provides that records of the state board shall be kept by the state board. (Current law provides that the records are kept by the state superintendent of public instruction.) Provides that the state board oversees the operation of turnaround academies. Provides that the state board shall appoint an executive director of the state board. Provides that the state board may employ third party experts and consultants to assist the state board in carrying out the state board's functions. Provides that the state board is considered a state educational authority within the meaning of the Family Educational Rights and Privacy Act. Provides that the department of education (department) shall provide any data necessary to conduct an audit or evaluation of any federal or state supported program principally engaged in the provision of education. Provides that the state board may adopt rules relating to performance qualified schools. Provides that a model teacher evaluation plan developed by the department must be approved by the state board. Authorizes the state board to establish academic standards in subject areas determined appropriate by the state board. Provides that the update of academic standards must be revised on a schedule determined by the state board. Makes changes to who may be appointed to the academic standards committee. Provides that the state board may obtain assistance from the legislative services agency with the approval of the legislative council or another entity to ensure the validity and reliability of the performance category or designation placements calculated by the department. Makes various changes to the administration of the ISTEP program. Makes various changes to provisions relating to the assessment of school performance. Requires the state board to require IREAD-3 as a statewide assessment to assess reading skills in grade 3.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.1)

State Bill Page: [HB1486](#)

SB1

STATE BOARD OF EDUCATION GOVERNANCE (HOLDMAN T) Makes changes to the composition of the state board of education (state board). Provides that the state board may hire staff and administrative support. Provides that the state board shall meet at least once every six months and at the call of the chairperson. Provides that the state board shall elect a chairperson annually from the members of the state board. Requires the chairperson to provide notice of a state board meeting and make the agenda for the state board meeting available on the state board's and the department of education's Internet web sites at least 14 days before the meeting. Provides that a member of the state board may submit a request to the chairperson to amend the agenda at least seven days before the state board meeting. Provides that if the chairperson does not respond or refuses to amend the state board's agenda, the agenda may be amended to include the agenda item requested at the current or subsequent state board meeting with a majority vote of the state board. Provides that the state board may not take official action on an agenda item added at the current meeting until the next subsequent state board meeting.

Current Status: 3/2/2015 - Referred to House Education

State Bill Page: [SB1](#)

SB24

SELECTION OF SUPERINTENDENT OF PUBLIC INSTRUCTION (BUCK J) Provides for the state superintendent of public instruction (superintendent) to be appointed by the governor after January 10, 2021. Provides that, after January 10, 2021, the governor appoints the members of the education roundtable and the

superintendent serves as the chair of the roundtable. (Under current law, the governor and the superintendent jointly appoint the members and serve as co-chairs.) Provides that, after January 10, 2021, the governor appoints the members of the charter school review panel. (Under current law, the superintendent, or the governor jointly with the superintendent, appoints the members of the panel.) Provides that, after January 10, 2021, the governor appoints the director of special education. (Under current law, the governor appoints the director of special education upon the recommendation of the superintendent.) Provides that a statute relating to the residency of candidates for state superintendent of public instruction expires January 1, 2017.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB24](#)

SB40

ADM FOR FULL-DAY KINDERGARTEN (TALLIAN K) Beginning with the 2015-2016 school year, provides that a kindergarten pupil is counted as one pupil (rather than 1/2 pupil) for purposes of ADM and school funding if the student is enrolled in a full-day kindergarten program.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB40](#)

SB62

2015 ISTEP PROGRAM (KRUSE D) Provides that the department of education (department) may waive certain assessment inspection requirements for purposes of administration of the 2015 ISTEP program. Provides that, if the department waives inspection requirements for any questions on the 2015 ISTEP program, the department must establish criteria to allow a student's parent the opportunity to inspect questions used as part of the 2015 ISTEP program in a manner that will not compromise the validity or integrity of the 2016 ISTEP program. Provides that the department may waive the administration of the social studies portion of ISTEP program during the 2015 administration of the ISTEP program.

Current Status: 2/23/2015 - Signed by the Speaker

State Bill Page: [SB62](#)

SB63

USE OF TECHNOLOGY IN THE TAKING OF STUDENT ASSESSMENTS (KRUSE D) Requires the department of education to allow the use of computer or digital response technology to complete a statewide, national, or international student assessment. Provides that a school corporation or school may allow a student to use computer or digital response technology to complete an assessment.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB63](#)

SB109

SUPPORT FOR EDUCATIONAL NEEDS (MILLER P) Urges the legislative council to study the topic of educational support orders during the 2015 interim.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB109](#)

SB123

CENTERS FOR MEDICAL EDUCATION (BECKER V) Revises the law setting forth the locations and names for centers for comprehensive medical education.

Current Status: 3/2/2015 - Referred to House Public Health

State Bill Page: [SB123](#)

SB130

SCHOOL CURRICULUM (LEISING J) Requires each school corporation and accredited nonpublic elementary school to include cursive writing in its curriculum. Requires each school corporation and accredited nonpublic school to include reading in its curriculum.

Current Status: 2/24/2015 - Senator Randolph added as coauthor

State Bill Page: [SB130](#)

SB169

READING ASSESSMENTS (HOUCHIN E) Requires, after June 30, 2016, that the state superintendent of public instruction's reading deficiency remediation plan (IREAD) provide a reading evaluation for students by grade 2. Provides that a student who requires remediation after the student is evaluated in grade 2 must receive remedial action and be reevaluated in grade 3. Provides that if the student remains below standard after receiving remedial action and being reevaluated in grade 3, the student, after other methods of remediation have been evaluated or used, or both, must be retained as a last resort. Asks the legislative council to assign to the education study committee issues concerning the timing of the IREAD test and remediation.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB169](#)

SB170

TEACHER PERFORMANCE ASSESSMENT (HOUCHIN E) Requires, before April 1, 2016, the department of education to develop, and the state board of education to approve, a method for measuring student growth throughout the school year to be used to evaluate a certificated employee as part of the school corporation's staff performance evaluation plan. Requires a school corporation's staff evaluation plan to be based upon, in part, student growth during the school year.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB170](#)

SB184

CHOICE SCHOLARSHIPS (TALLIAN K) Limits the number of choice scholarships that may be awarded per year to 20,000. Makes an appropriation.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB184](#)

SB196

PROPRIETARY EDUCATIONAL INSTITUTIONS (YODER C) Provides that a postsecondary proprietary educational institution that: (1) is domiciled and has its principal offices and the majority of its operations in Indiana; (2) provides an organized two year or longer program of collegiate level classes that are directly creditable toward a baccalaureate degree; and (3) is authorized to conduct business by the board for proprietary education and is accredited by a regional accrediting agency recognized by the United States Department of Education; is an approved postsecondary educational institution for purposes of higher education awards and receives awards at the same level as a four year state educational institution. Makes corresponding changes to related sections.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB196](#)

SB230

SCHOOL CORPORATION REPORTS (MILLER P) Requires certain additional information to be reported on a school corporation's annual performance report (report). Requires a school corporation to make the report available on the school corporation's Internet web site. (Current law provides that a school corporation may make the report available on its Internet web site.) Requires the school corporation to conduct a public hearing within 60 days after publication of the report. (Current law provides that a school corporation may conduct a public hearing within 60 days of publication of the report.)

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB230](#)

SB235

ELECTED SCHOOL BOARD MEMBERS (SMITH J) Provides that the elected members of the governing body of certain school corporations are elected on a partisan basis, beginning after December 31, 2014. Makes conforming changes to related sections.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB235](#)

SB269

CIVICS TEST AS GRADUATION REQUIREMENT (KRUSE D) Provides that, beginning with the 2016-2017 school year, an individual must obtain a satisfactory score on the United States Civics Test, administered by the United States Citizenship and Immigration Services to each applicant for United States citizenship, before: (1) graduating from a public high school or an accredited nonpublic high school that participates in the choice scholarship program; or (2) obtaining a high school equivalency certificate.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB269](#)

SB271

COLLEGE AND CAREER COUNSELING GRANT (KRUSE D) Establishes the college and career readiness certificate grant to assist school school counselors in obtaining a college and career readiness certificate from an approved postsecondary educational institution. Establishes the college and career readiness certificate grant

fund. Requires a postsecondary educational institution that accepts applicants to conduct research into the impact of certification on student outcomes. Makes an appropriation.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB271](#)

SB299

SCHOOL DISCIPLINE (TAYLOR G) Requires charter schools and nonpublic schools that accept choice scholarships to adopt written discipline rules in the same manner as school corporations. Removes a good faith effort exception to the requirement of giving general publicity to the written discipline rules.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB299](#)

SB301

AGE FOR COMPULSORY SCHOOL ATTENDANCE (TAYLOR G) Provides that, beginning with the 2015-2016 school year, a student shall enroll in a kindergarten program not later than the fall term of the school year in which the student becomes five years of age (rather than seven years of age). Makes conforming amendments.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB301](#)

SB304

DYSLEXIA (BRAY R) Defines "dyslexia" for purposes of teacher licensing. Requires an individual who seeks to receive an initial practitioner's license as an elementary school teacher to demonstrate proficiency in the recognition of specific learning disabilities related to reading, including dyslexia.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB304](#)

SB310

ALTERNATIVE SCHOOLS (MERRITT J) Makes changes to the requirements as to what information must be reported on a school corporation's annual performance report. Provides that when a student is expelled from school, the department of education shall deposit the remaining state tuition support for the expelled student into the alternative education fund to be used to provide grants to alternative education programs. Establishes the alternative education fund. Provides that if a student who was enrolled in a public school on the date of the fall count of ADM is not enrolled in the school on the spring count of ADM because the student was expelled or dropped out of school, the department shall transfer to the fund from the amount appropriated by the general assembly to the department for distribution as state tuition support an amount equal to the amount of state tuition support the school corporation would have received for the student in the second six months of the state fiscal year.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB310](#)

SB331

STUDENT TESTING (BOOTS P) Provides that after June 30, 2016, a public school may not require a student to take a qualified standardized test. Removes the requirement that a school is required to administer a college and career readiness exam to identify students who may require remedial work at a postsecondary educational institution or workforce training program. Requires the state board of education to provide a report to the general assembly that includes recommendations as to how to reduce the number of standardized assessments administered to students.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB331](#)

SB344

PREKINDERGARTEN PILOT PROGRAM (ROGERS E) Expands the prekindergarten pilot program to include 13 counties that were selected as finalist counties by the office of the secretary of family and social services but were not selected as one of the five initial pilot counties. Provides that the pilot program in the finalist counties must be funded from the state lottery administrative trust fund. Makes an appropriation.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB344](#)

SB403 **STUDENT ATHLETES AND HEAD INJURIES** (LANANE T) Provides that the law concerning concussions and head injuries applies to student athletes in grades 5 through 12 who participate in interscholastic or intramural sports. (Current law provides that the law concerning concussions and head injuries applies to high school student athletes.) Requires beginning July 1, 2016: (1) all coaches and assistant coaches of student athletes of specified sports; and (2) assistant football coaches of student athletes who are less than 20 years old; to complete certain certified coaching education courses. (Current law requires coaches and assistant coaches who coach football to individuals who are less than 20 years old to complete certain certified coaching education courses). Provides civil immunity for the coaches and assistant coaches in compliance with the training and who provide coaching services in good faith from damages as a result of a concussion or head injury incurred by an athlete.
Current Status: 2/19/2015 - Representatives Brown, C. and Errington added as cosponsor
State Bill Page: [SB403](#)

SB434 **FINANCIAL AID AND TUITION** (HERSHMAN B) Provides that a person who: (1) is a nonresident; (2) is a member of the Indiana National Guard; and (3) attends a state educational institution; is eligible to pay the resident tuition rate for undergraduate and graduate courses. Provides that certain: (1) veterans; and (2) persons who serve on active military duty; are eligible to pay the resident tuition rate for graduate courses. Provides that the commission for higher education: (1) may consider only the residency status of a student; and (2) may not consider the residency status of the student's parents or legal guardian even if the student is considered a dependent for purposes of federal or state financial aid; for purposes of eligibility for the National Guard tuition supplement program and the National Guard scholarship extension program. Amends the definition of "eligible student" for purposes of the employment aid readiness network (EARN) Indiana program.
Current Status: 2/19/2015 - Referred to House
State Bill Page: [SB434](#)

SB443 **VARIOUS EDUCATION MATTERS** (KRUSE D) Allows grants from the safe schools fund to provide schoolwide programs to improve school climate and professional development and training in alternatives to suspension and expulsion and evidence based practices that contribute to a positive school environment. Provides that an election for a student to have legal settlement in the school corporation whose attendance area contains the residence of the student's mother or father shall be made on a yearly basis and applies throughout the school year unless the student's mother or father no longer resides within the attendance area of the school corporation. Provides that a school corporation that has adopted a policy not to accept student transfers after June 30, 2013, is not prohibited from enrolling a transfer student from an accredited nonpublic school or charter school located within the school corporation's boundaries if the school corporation has entered into an agreement to allow students of the accredited nonpublic school or charter school to transfer to the school within the school corporation. Requires the department of education (department) to develop guidelines for use by accredited teacher education institutions in preparing teachers to successfully apply classroom behavioral management strategies, including culturally responsive methods, to provide alternatives to suspension and expulsion. Removes a requirement that the department report instances of noncompliance of local salary scale requirements to the state board of education. Requires the department to allow the use of computer or digital response technology to complete a statewide, national, or international student assessment. Provides that a school corporation or school may allow a student to use computer or digital response technology to complete an assessment. Provides that a school staff member may take disciplinary action instead of suspending or expelling a student for misconduct that is not related to school safety. Requires the state board of education to develop for school counselors who hold a professional or accomplished teaching license professional development requirements or standards that emphasize improving skills and knowledge related to providing effective school counseling or guidance. Requires a school's professional development program to include separate professional development requirements for school counselors. Changes references in the Indiana Code from "guidance counselor" to "school counselor". Creates a school discipline data workgroup to study various issues related to the collection and analysis of school discipline data. Urges the legislative council to assign to the education study committee the topic of requiring 30 minutes for physical activity each school day for students and related topics.
Current Status: 2/10/2015 - Senator Randolph added as coauthor
State Bill Page: [SB443](#)

SB448 **SCHOOL CORPORATION FINANCIAL MANAGEMENT** (ROGERS E) Establishes the financially distressed school corporation appeals board to evaluate and authorize emergency relief to school corporations that the board determines are unable to carry out their public education responsibilities. Establishes the distressed school fund. Permits a loan or advance from the counter-cyclical revenue and economic stabilization fund, the distressed school fund, or the common school fund to a distressed school corporation.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))
State Bill Page: [SB448](#)

- SB452 STATE BOARD OF EDUCATION GOVERNANCE (HOLDMAN T)** Makes changes to the composition of the state board of education (state board). Provides that the state board may hire staff and administrative support. Provides that the state board shall meet once every six months and at the call of the chairperson. Provides that the state board shall elect a chairperson annually from the members of the state board. Requires the chairperson to provide notice of a state board meeting and make the agenda for the state board meeting available on the state board's and the department of education's Internet web sites at least 14 days before the meeting. Provides that a member of the state board may submit a request to the chairperson to amend the agenda at least seven days before the state board meeting. Provides that if the chairperson does not respond or refuses to amend the state board's agenda, the agenda may be amended to include the agenda item requested at the current or subsequent state board meeting with a majority vote of the state board. Provides that the state board may not take official action on an agenda item added at the current meeting until the next subsequent state board meeting.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))
State Bill Page: [SB452](#)
- SB453 STATE BOARD OF EDUCATION (HOLDMAN T)** Makes changes to the composition of the state board of education (state board). Provides that the state board may hire staff and administrative support. Provides that the state board shall meet once every six months and at the call of the chairperson. Provides that the state board shall elect a chairperson annually from the members of the state board. Requires the chairperson to provide notice of a state board meeting and make the agenda for the state board meeting available on the state board's and the department of education's Internet web sites at least 14 days before the meeting. Provides that a member of the state board may submit a request to the chairperson to amend the agenda at least seven days before the state board meeting. Provides that if the chairperson does not respond or refuses to amend the state board's agenda, the agenda may be amended to include the agenda item requested at the current or subsequent state board meeting with a majority vote of the state board. Provides that the state board may not take official action on an agenda item added at the current meeting until the next subsequent state board meeting.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))
State Bill Page: [SB453](#)
- SB457 EDUCATION FUNDING (DELPH M)** Increases the amounts used in determining performance grant awards. Appropriates \$20,000,000 each state fiscal year of the biennium for performance grant awards that is in addition to the appropriation made by the budget act. Provides a complexity grant minimum guarantee based on a floor of \$450 per average daily membership (ADM). Appropriates \$10,700,000 each state fiscal year to fund the minimum guarantee complexity grant.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))
State Bill Page: [SB457](#)
- SB470 STUDY OF ISSUES RELATED TO STUDENT ASSESSMENTS (SCHNEIDER S)** Urges the legislative council to assign to the appropriate study committee the topic of studying issues related to the development by the state board of education of acceptable tests from which all schools may select a test that meets the requirements of IC 20-32 concerning student standards, assessments, and performance.
Current Status: 2/24/2015 - Senator Bassler added as third author
State Bill Page: [SB470](#)
- SB491 SCHOOL EMERGENCY RESPONSE SYSTEMS (BOOTS P)** Urges the legislative council to assign to the appropriate interim study committee the topic of school emergency response systems for study during the 2015 interim.
Current Status: 2/19/2015 - Referred to House
State Bill Page: [SB491](#)
- SB494 ALTERNATIVE SCHOOLS AND EXPELLED STUDENTS (TAYLOR G)** Provides that a student who is expelled is in violation of Indiana's compulsory school attendance law unless the student attends another school, an alternative school, or an alternative education program. Provides that a school corporation may not expel a student unless the school corporation makes arrangements for the student to attend an alternative school or an alternative education program that agrees to accept the student.
Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

SB497

HEALTH EDUCATION AND SEX EDUCATION CURRICULA (BREAUX J) Requires the state department of health and the department of education, working cooperatively, to identify and report to the general assembly appropriate academic standards and curricula concerning health education and sex education.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB497](#)

SB500

EDUCATION DEREGULATION (MILLER P) Makes comprehensive revisions to the Indiana Code relating to all aspects of the administration of schools and school corporations and the education of students from pre-kindergarten through grade 12. Repeals various obsolete provisions and provisions that limit local control of schools. Establishes a school reporting oversight committee to review all reporting requirements by the state for schools. Authorizes public agencies to charge a search and detection fee of \$20 per hour for certain public information requests. Expands the list of items for which a state agency may not impose a fee under the public records law, and further regulates the public records fees that state agencies may charge. Removes a requirement that a local government authority awarding a public work contract to a bidder other than the lowest bidder must state in the authority's minutes or memoranda the factors used to determine the bidder awarded the contract. Provides that school accreditation is optional for schools. Makes conforming and technical amendments.

Current Status: 2/24/2015 - Representative Cook added as sponsor

State Bill Page: [SB500](#)

SB501

INDIANA ACADEMIC STANDARDS (DELPH M) Requires the state board of education (state board), before July 1, 2016, to readopt the Indiana academic standards that were in effect before January 1, 2009. Prohibits the state board, the department of education, and school corporations from applying for or renewing a flexibility waiver from federal Elementary and Secondary Education Act (No Child Left Behind) requirements after June 30, 2015. Provides for the continuation of the ISTEP assessment until the new standards are adopted. Allows the state board to adopt emergency rules concerning the standards until permanent rules can be adopted. Makes a technical correction.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB501](#)

SB509

SCHOLARSHIPS AND GRANTS (CHARBONNEAU E) Provides that at the end of each state fiscal year, the commission for higher education (commission) may order the auditor of state to transfer money among certain funds if the commission determines that the remaining appropriation in a particular fund could be used by eligible applicants for an award under one of the other funds in the following state fiscal year. Provides that the auditor of state shall make a transfer ordered by the commission. Renames the "part-time student grant" as the "adult student grant". Renames the "part-time student grant fund" as the "adult student grant fund". Requires the commission for higher education to award an additional amount in a recipient's final semester to a recipient graduating with a degree aligned to priority economic sectors identified by the Indiana career council. Makes technical and conforming amendments.

Current Status: 2/24/2015 - Representative Truitt added as cosponsor

State Bill Page: [SB509](#)

SB510

SCHOOL GRADES AND TEACHER EVALUATIONS (BECKER V) Provides that statewide assessment (ISTEP) results may not be used as an objective measure in teacher evaluations during the 2015-2016 and 2016-2017 school years. Provides that student assessment results may not be used as a factor in determining a school's performance category during a particular school year for the 2015-2016 and 2016-2017 school years.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB510](#)

SB513

INDIANA PROMISE SCHOLARSHIP PROGRAM (STOOPS M) Establishes the Indiana promise scholarship program and fund for students attending postsecondary educational institutions to earn associate degrees immediately after high school. Sets forth qualification requirements. Makes an appropriation.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB513](#)

SB527

SCHOOL PERFORMANCE MEASURES (SCHNEIDER S) Provides that an accredited nonpublic school or freeway school may administer, instead of the ISTEP program, another nationally recognized and norm referenced assessment. Corrects obsolete cross-references.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB527](#)

SB544

SCHOOL CORPORATION ANNUAL REPORTS (TAYLOR G) Requires that student information in a school corporation's annual performance report must be disaggregated by grade, gender, race, free and reduced price lunch status, and eligibility for special education.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB544](#)

SB550

PROFESSIONAL DEVELOPMENT FOR SCHOOL COUNSELORS (MILLER P) Requires the state board of education to develop professional development requirements or standards for school counselors, who hold a professional or accomplished teaching license, that emphasize improving skills and knowledge related to providing effective school counseling or guidance. Requires a school's professional development program to include separate professional development requirements for school counselors. Changes references in the Indiana Code from "guidance counselor" to "school counselor".

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB550](#)

SB552

TUITION EXEMPTION FOR CHILDREN OF VETERANS (MRVAN F) Removes the requirement that a veteran served during a time of war or performed hazardous duty recognized by an award or campaign medal in order for the veteran's child to receive a tuition and fee exemption at a state educational institution.

Current Status: 2/25/2015 - DEAD BILL; Fails to advance by Senate 3rd reading deadline (Rule 79(a))

State Bill Page: [SB552](#)

Examples of strategies and resources that schools use to help address shortages of school psychologists:

1) Establish cooperative agreements, systems of care and/or contracts with mental health providers in the surrounding area, including Community Mental Health Centers and Independent Practice School Psychologists.

Indiana Family & Soc Services Div of Mental Health & Addiction web pages regarding:
Systems of Care

<http://www.in.gov/fssa/dmha/2732.htm>

Community Mental Health Centers map

http://www.in.gov/fssa/dmha/files/DMHA_SOFs_and_CMHCs.pdf

2) U.S. DOE School Climate Transformation Grant - Local Educational Agency Grants

CFDA Number: 84.184G

Program Type: Discretionary/Competitive Grants

PROGRAM DESCRIPTION

The School Climate Transformation Grant—Local Educational Agency Program provides competitive grants to local educational agencies (LEAs) to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing an evidence-based multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students.

TYPES OF PROJECTS

Projects should: (1) build capacity for implementing a sustained, school-wide multi-tiered behavioral framework; (2) enhance capacity by providing training and technical assistance to schools; and (3) include an assurance that the applicant will work with a technical assistance provider, such as the PBIS Technical Assistance Center funded by the Department, to ensure that technical assistance related to implementing program activities is provided.

<http://www2.ed.gov/programs/schoolclimatelea/index.html>

3) Check for additional resources at the Natl Coalition on Personnel Shortages in Special Education and Related Services web site, <http://specialedshortages.org/>