

MINUTES
March 21, 2014 Meeting
Indiana State Advisory Council (SAC)
on the Education of Children with Disabilities
H. Dean Evans Community and Education Center
8550 Woodfield Crossing Blvd.
Indianapolis, IN, 46240

Council Members:

Present
(Yes/No)

Shirley Amond , Ind School for the Blind & Visually Impaired Board and parent representative	N
Tiffany Ball , parent representative	Y
Sirilla Blackmon , Division of Mental Health & Addiction, FSSA	Y
Becky Bowman , Indiana Department of Education	Y
Keith Briner , Indiana State Department of Health	N
Rich Burden , IN*SOURCE and parent representative	Y
Annette Castillo , parent representative	Y
Kim Dodson , ARC of Indiana	Y
Dr. Karol Farrell , MSD of Washington Township	Y
Gina Fleming , Archdiocese of Indianapolis	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
Lisa Kovacs , Hands & Voices and parent representative	Y
Danny O'Neill , parent representative	N
Patty Reed , About Special Kids and parent representative	Y
Dr. Sharon Johnson-Shirley , Lake Ridge Schools	Y
John Nally , Indiana Department of Correction	Y
Dr. Anita Silverman , Department of Child Services	N
Dr. Jane Swiss , University of St. Francis School of Professional Studies	Y
Kristi Tesmer , parent representative	N
Lucy Witte , Indiana School for the Deaf Board	Y

Also Present:

Tracy Brunner, IDOE

Call to Order

Chair Karol Farrell called the meeting to order at 9:32 a. m. Seventeen of twenty-three members were present. As this was the first meeting for a few new appointees, all those present introduced themselves and described their roles with respect to the advisory council.

Informational Items

State Director of Special Education Becky Bowman guided members through a slide presentation on the status of Special Education in Indiana. Topics of the presentation included Special Education funding, statistical data, rules revisions, student assessments, curriculum standards and the State's monitoring activities. Various council members contributed clarifications and additional details regarding information in Becky's presentation. Becky advised the council that Indiana's application for IDEA Part B funding is available online for review and public comment prior to its submission to the federal education agency. She also updated members concerning special conditions imposed on one Indiana school district with continued noncompliance issues over several years.

Throughout her presentation Becky entertained questions and comments. There was general discussion about potential impacts of Indiana's proposed teacher licensing rule changes, including shortages of qualified teachers and insufficient training or skills to teach students with disabilities.

On behalf of the SAC Legislative Committee, Chair Kim Dodson gave an update concerning education-related legislation passed during this year's session of the Indiana General Assembly, and she provided a handout summarizing bills of interest to the council. IDOE School-based Medicaid Specialist Tracy Brunner explained Indiana's rule change to align with a federal regulation that simplifies administration of Medicaid claiming for school-based services. Tracy also shared data on schools' federal funds recoveries through Medicaid claiming.

Discussion Items

At the Chair's request, Becky Bowman conducted a line-by-line review of draft Bylaws for the advisory council. There is no record of these Bylaws ever having been formally adopted by the council. Becky explained the rationale for changes she recommends to the document if the council decides it wants to adopt and be governed by these Bylaws. Discussion followed about whether and what further definitions and clarifications the Bylaws should include regarding terms used in the state statute defining the State Advisory Council on the Education of Children with Disabilities. Council Vice Chair Lisa Kovacs volunteered to receive and compile council members' comments concerning the Bylaws and any changes they want to consider to the document before holding further discussion on this topic at a future council meeting.

Action Items

Jane Swiss made and John Nally seconded a motion to approve the minutes of the September 13, 2013 meeting. The motion passed.

John Nally moved to approve the proposed SAC meeting schedule for the remainder of 2014. Lucy Witte seconded. By a favorable vote of the council, additional 2014 meetings are scheduled for June 3, September 12 and November 14, 2014. These meeting dates will be posted on the State Advisory Council page at the Indiana Department of Education's public web site.

Public Comment

Council member Dr. Jane Swiss announced her plan to retire in May of 2014 and reflected on her experience serving on the council. The Chair and council members offered their congratulations and thanked Dr. Swiss for her contributions over several years.

Adjournment

The meeting adjourned at 12:23 p.m.



Office of Special Education Update

State Advisory Council
March 21, 2014

Child Count

Exceptionality Area	Total 2013 Count	Total 2012 Count
Multiple Disability	2,090	2,065
Orthopedic Impairment	1,491	1,487
Blind/Low Vision	1,003	976
Deaf/Hard of Hearing	2,251	2,238
Emotional Disability (FT)	6,127	6,267
Emotional Disability (AO)	6,798	6,871
Specific Learning Disability	54,549	54,132
Language/Speech Impairment	35,563	35,414
Mild Cognitive Disability	11,121	11,643
Moderate Cognitive Disability	3,705	3,669
Severe Cognitive Disability	474	517
Deaf-Blind	25	28
Autism Spectrum Disorder	13,675	13,020
Traumatic Brain Injury	452	477
Other Health Impairment	18,252	16,387
Total	157,576	155,191

Choice Scholarship Students with Disabilities

- Approximately 2,100 students with disabilities received a choice scholarship
- 241 are receiving special education services from their Choice School

SLD	56%
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OHI	18%
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ASD	7%
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Part B funding for 2014

Year	611 (Ages 3-21)	619 (Preschool)
2012	\$ 257,576,165	\$ 8,727,260
2013	\$ 244,540,302	\$ 8,322,698
2014	Anticipate an increase over 2013 amount, but still less than 2012 amount	No change from 2013 amount

Pending rules

- Article 7 – Medicaid consent
 - To be reviewed by the Attorney General
 - Will be effective for 2014-2015 school year
- Choice School Special Education (HEA 1003)
 - Cost benefit analysis being prepared
 - Public hearings expected late spring
- Residential facility billing educational svcs (SEA 464)
 - Proposed language being drafted for State Board

Pending rules

- Seclusion and restraint
 - Public hearing(s) anticipated in next two months
 - Working toward June 1 effective date
 - Schools must have seclusion and restraint plan by July 1
- REPA 3 (teacher licensing rule)
 - Three regional public hearings conducted
 - Possible revisions based on more hundreds of public comments
 - State Board has to approve any changes to final rule

Special Conditions

- Imposed as a condition of receiving federal special education funds
- The result of the school's continued uncorrected noncompliance relating to:
 - Timely initial evaluations
 - Suspensions and expulsions of students with disabilities
 - Least restrictive environment
 - General supervision of special education and related services

Special Conditions

- Initially imposed in late 2012
 - *Actions to be taken by the school*
 - *IDOE directed use of portion of the federal funds*
- School failed to satisfy special conditions
- Additional special conditions imposed in October 2013
 - *Step-by-step actions to be taken by the school*
 - *Access to FY 2014 grant funds restricted*
 - *IDOE directed use of larger portion of federal funds*

Transitioning Standards & Assessments

- States must adopt college- and career-ready (CCR) standards
 - Indiana State Board of Education required to adopt standards by July 1, 2014
 - *Working toward adoption of new CCR standards in **April***
- States must administer assessments based on CCR standards by the spring of 2015
 - IDOE responsibility to provide students and educators with access to assessments that:
 - Measure CCR standards
 - Include technology-enhanced (TE) items

IMAST and ISTAR

- IMAST – last administration Spring 2014
 - No replacement – no longer permitted
- ISTAR – last administration Spring 2014
 - Does not satisfy CCR requirements
 - Will be replaced by new alternate assessment
- NCSC – National Center and State Collaborative
 - Piloting alternate assessment to replace ISTAR
 - Based on college- and career-readiness standards
 - Indiana educators involved in development
 - Student response/interactive – not teacher rating
 - Designed to be accessible for all students
 - 198 Indiana schools taking part in Spring pilot

Statewide Assessments

	2013-14	2014-15
General education assessment	ISTEP+ and CoreLink	CCRTA and ISTEP+
Modified Achievement Standards	IMAST	Not available
Alternate Achievement Standards	ISTAR	Likely NCSC



Annual Performance Report FFY 2012

- Submitted February 3
- Report of performance on Indicators and Indiana's State Performance Plan
- Will serve as basis of USDOE's determination
 - Meets requirements
 - Needs Assistance ***
 - Needs Intervention
 - Needs Substantial Intervention



INDICATOR	TARGET MET	IMPROVEMENT/SLIPPAGE
Indicator 1	No	Slippage
Indicator 2	Yes	Improvement
Indicator 3	Yes	Slippage (reading/math proficiency)
Indicator 4A	No	Improvement
Indicator 4B	No	Improvement
Indicator 5	Yes (2 of 3)	Slight slippage
Indicator 6	Yes	Improvement/Slippage
Indicator 7	Yes (3 of 6)	Improvement/Slippage
Indicator 8	Non-Applicable	
Indicator 9	Yes	At Target (0%)
Indicator 10	No	Improvement
Indicator 11	No	Slight slippage
Indicator 12	No	Improvement
Indicator 13	No	Improvement
Indicator 14	Non-Applicable	
Indicator 15	No	Improvement
Indicator 18	Yes	Slippage
Indicator 19	Yes	Slight slippage



Monitoring 2013

Findings issued November 2013

- 168 LEAs had no findings
- 83 LEAs had one or more findings

Most common findings of noncompliance

- Indicator 11 – Evaluation timelines
- Indicator 13 – Transition IEPs



Monitoring 2014

- Discontinuing onsite visits for LRE
- Reviewing how disproportionality is calculated
- Reviewing the self-assessment, file review, and root cause analysis process for disproportionality
- Technical assistance meetings on Indicator 13
- Reviewing procedural audit process and content
- Adjusting rotation lists



Results Driven Accountability

- USDOE refocus of monitoring activities on improving educational results and functional outcomes for all children with disabilities
- Three components of RDA
 - A differentiated monitoring and support system
 - A revised determinations system
 - A revised State Performance Plan/Annual Performance Report (SPP/APR), including the State Systemic Improvement Plan (SSIP) **

Additional Council Member Candidates

- Individuals with a disability
 - Two recommendations from the Governor's Council for People with Disabilities
- Teacher
 - Potential candidate from IPS

Two Types of School-based Medicaid Claiming

1) IEP Direct Services

- Medicaid rates for IEP-required services (PT, Speech, R.N., etc.)
- Last year: 142 districts claimed \$7.8 million total
- Reimbursement per district varied from \$191 - \$767,4551

2) Medicaid Administrative Claiming ("IndianaMAC")

- % local costs for healthcare-related administrative activities to assist all (not solely Special Education) students
- Last Year: 91 districts claimed \$4.3 million total
- Reimbursement per district varied from \$1,896 - \$303,350



ESCUELAS QUE LE COBRAN A MEDICAID

Preguntas y Respuestas para las Familias

¿POR QUE LAS ESCUELAS LE COBRAN A MEDICAID?

El acta de Mejoramiento de la Educación para Individuos con Discapacidades (individuals with Disabilities Education Improvement Act – IDEA) permite que algunos servicios del Programa de Educación Individualizada (IEP) sean cubiertos por Medicaid. Los distritos escolares optimizan el uso de los recursos financieros cobrándole a Medicaid cuando les es posible.

¿CUALES SON LOS SERVICIOS QUE LAS ESCUELAS LE PUEDEN COBRAR A MEDICAID?

Las corporaciones escolares únicamente pueden cobrarle a Medicaid por tratamiento médico y por servicios relacionados detallados en el IEP del estudiante. En general, los servicios por los cuales una escuela puede cobrarle a Medicaid son: servicios de audiología, evaluaciones y exámenes, servicios de enfermería, terapia ocupacional, fisioterapia, terapia del lenguaje, servicios psicológicos y servicios de trabajo social.

¿COMO USAN LAS ESCUELAS EL DINERO QUE RECIBEN DE MEDICAID?

El dinero que reciben los distritos escolares se añade a los fondos generales del sistema y se puede usar en la manera que la corporación escolar local lo determine.

ASK & ?

About • Special • Kids
Answers for families of kids with special needs

7275 Shadeland Ave., Suite 1
Indianapolis, IN 46250
Phone: 317-257-8683
Toll free: 1-800-964-4746
Fax: 317-251-7488

www.aboutspecialkids.org

<http://www.doe.in.gov/specialized/school-based-medicaid>

DO SCHOOLS NEED PARENTAL CONSENT TO BILL MEDICAID?

Yes. Schools are required by the Family Educational Rights and Privacy Act (FERPA) to obtain parent consent before disclosing information about a student with a disability. This includes providing information to Medicaid. The school needs parental consent to help offset the costs of services.

WILL MY SCHOOL BILL MY PRIVATE INSURANCE AS WELL?

Because there could be a cost incurred by the family, schools do not bill private insurance for IEP related services.

IF SCHOOLS BILL MEDICAID, WILL MEDICAID SERVICES THAT I RECEIVE OUTSIDE OF SCHOOL BE AFFECTED?

No. Medicaid services received outside of school and the child's IEP are authorized separately. If outside services have been affected, families are encouraged to share concerns or perceived errors with the Department of Education, Medicaid Liaison (317-232-0570).

DOES THIS PROCESS IMPACT THE SCHOOL SERVICES MY CHILD WILL RECEIVE?

No. Schools are required to provide all IEP services even if the school cannot bill Medicaid.

WHERE CAN I GET MORE INFORMATION ABOUT THIS?

About Special Kids (ASK), with its staff of parent liaisons, is available to provide more information on how schools billing Medicaid impacts students.

ADDITIONAL SOURCES OF INFORMATION INCLUDE:

IN*SOURCE, 1-800-332-4433,



special needs



Questions . . .

Comments . . .

Results Driven Accountability (RDA)

OSEP's Reconceptualization of its Accountability System

VISION

To create a balance between the focus on improved results and functional outcomes for students with disabilities while considering compliance as it relates to those results and outcomes, The SPP/APR will be a critical tool for this process

1

PRINCIPLES

SPP/APR revisions are necessary based on the following principles –

- Alignment with the RDA vision
- Reduction of reporting burden by requiring only what is necessary in statute/regulation and vital to improvements in results & functional outcomes
- Retaining consistent data sources and measurements

2

CHANGES

Proposed SPP/APR changes include –

1. Combine the SPP and APR into one document
2. Collect SPP/APR through an online submission system (GRADS 360)
3. Report on slippage only if the State does not meet its target
4. Develop streamlined and coordinated systems descriptions
 - a. No longer report by individual indicators
 - b. One systems description, cohesive representation of the State's systems that highlights linkages and delineates where improvement may be needed
5. No longer required to report on improvement activities for each indicator but rather present a comprehensive State Systemic Improvement Plan (SSIP)
 - a. New B17 indicator
 - b. New C 11 Indicator
6. Eliminate indicators B15 & B20; C9 & C14

3

SSIP

The SSIP is a comprehensive, multi-year State Systemic Improvement Plan that will consist of three phases:

4

Phase I - (due with Feb. 1, 2015 SPP/APR)

- a. Data analysis
- b. Identification of the Focus for Improvement
- c. Infrastructure to Support Improvement and Build Capacity
- d. Theory of Action

Phase II - (due with Feb. 1, 2016 SPP/APR)

- e. Infrastructure Development
- f. Support LEA Implementation of Evidence-Based Practices; and
- g. Evaluation Plan

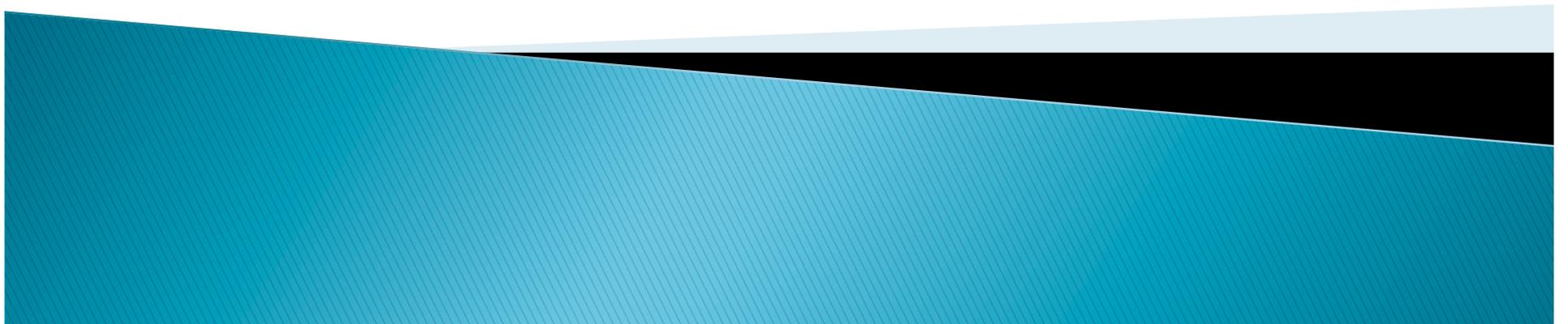
Phase III – (due with Feb. 1, 2017 SPP/APR)

- h. Results of Ongoing Evaluation and Revisions to the SPP

Facilitation Questions

1. What are your first impressions of RDA?
2. What strengths does our state bring to this process?
3. What challenges will we encounter along the way?
4. What do you feel your role should be in supporting our state in this process?
5. What partners do you suggest need to be a part of this process?

OSEP's Results Driven Accountability: What's on the Horizon?



Vision for Results Driven Accountability (RDA)

All components of an accountability system will be aligned in a manner that best support States in improving results for infants, toddlers, children, and youth with disabilities and their families through the creation of a State Systemic Improvement Plan (SSIP)

Results Driven Accountability (RDA) OSEP's Reconceptualization of its Accountability System

VISION

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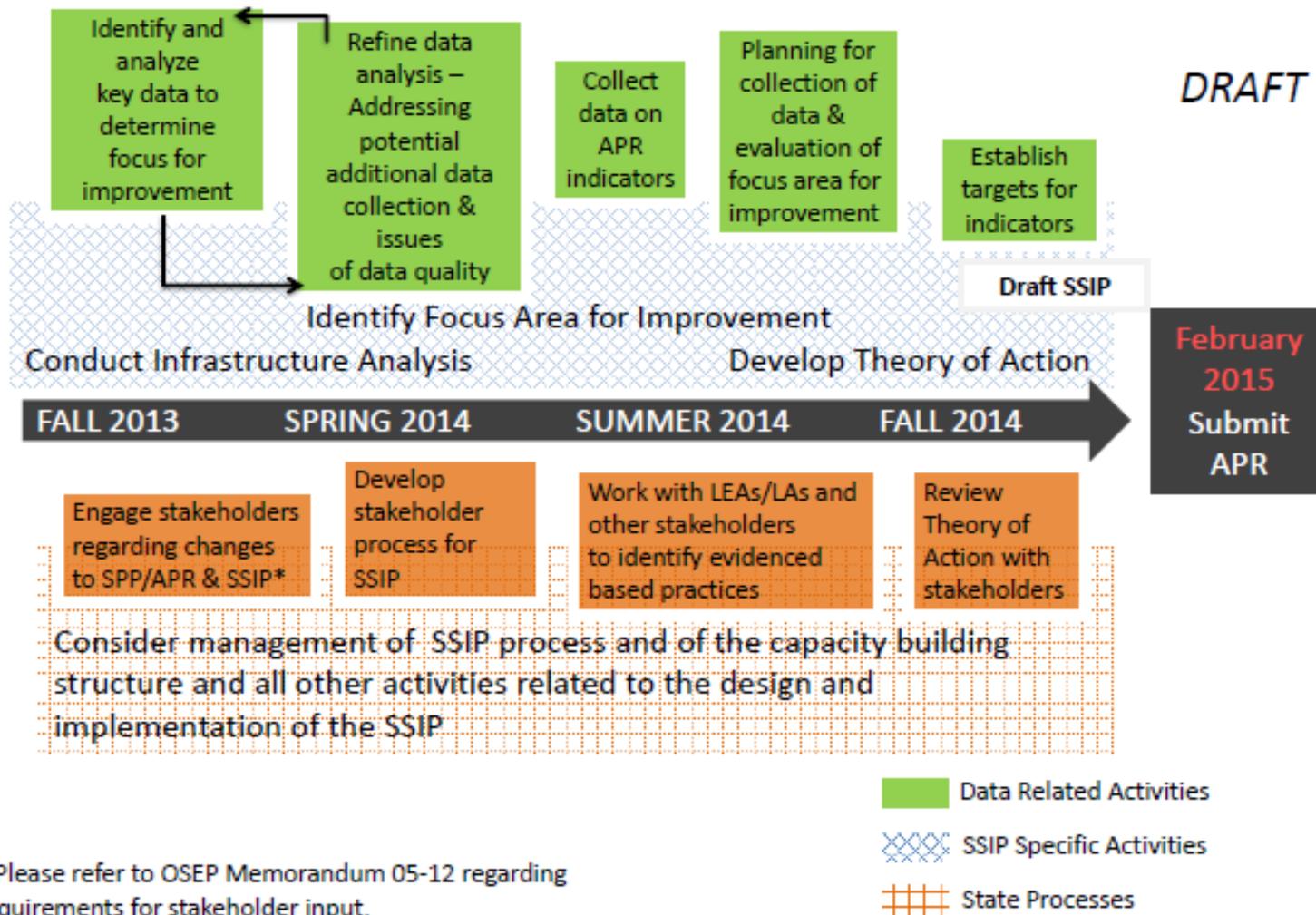
- h. Results of Ongoing Evaluation and Revisions to the SPP

4

Facilitation Questions

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2. What strengths does our state bring to this process?
3. What challenges will we encounter along the way?
4. What do you feel your role should be in supporting our state in this process?
5. What partners do you suggest need to be a part of this process?

Note The content of the document is based on the SPP/APR revised materials OSEP distributed for the 60-day comment period which ended June 14, 2013. OSEP may revise elements of Indicator B-17/SSIP based on received comments and will submit these materials for another 30-day period as part of the final OMB approval process. This document will be updated accordingly.

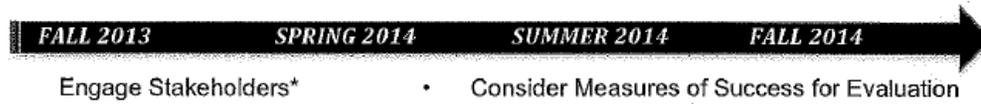


* Please refer to OSEP Memorandum 05-12 regarding requirements for stakeholder input.



PHASE I • at-a-glance

Data Analysis • Focus for Improvement • Infrastructure Analysis • Theory of Action



FEBRUARY 2015
Submit APR

PHASE II • at-a-glance

Evaluation Plan • Infrastructure Development • Support LEA/LA Implementation



FEBRUARY 2016
Submit APR

PHASE III • at-a-glance

Support LEA/LA Implementation • Results of Ongoing Evaluation • Revise SPP



FEBRUARY 2017
Submit APR

* Please refer to OSEP Memorandum 05-12 regarding requirements for stakeholder input.

SSIP: Phase 1 – Analysis

Phase I

(submitted in 2015 with SPP/APR for 2013–14)

- Data Analysis;
- Identification of the Focus for Improvement;
- Infrastructure to Support Improvement and Build Capacity;
and
- Theory of Action....



Data Analysis

Description of how Indiana analyzed key data to determine area(s) for improvement

Current systems or processes in place today:

- Fiscal data
- Quality review data
- Local program internal monitoring
- Performance Reporting
- Database reporting



Improvement Outcome(s)

- How did the data analysis lead to the identification of Indiana's improvement outcome?
- What broad strategies will Indiana implement to address the improvement outcomes?



Infrastructure to Support Improvement/Build Capacity

- How Indiana analyzed its capacity to support improvement and build capacity in local programs to implement, scale up, and sustain evidence-based practices
- Governance, fiscal, quality standards, professional development, data capacity, TA and accountability
- Coordinate with other Indiana initiatives



Theory of Action

- ▶ A theory of action, at its core, a simple IF, THEN statement
- ▶ Developed properly, a theory of action's strength lies in the specificity of thought that sets out essential steps and checkpoints
- ▶ First Steps' SSIP theory of action should describe changes in the system and local provider practices that must occur to achieve the program's identified measurable improvement.



SPECIAL EDUCATION ADVISORY COUNCIL EDUCATION LEGISLATION SUMMARY

HB1004 EARLY LEARNING PILOT GRANT PROGRAM (BEHNING R) Authorizes the office of the secretary of family and social services (office) to establish a pilot program (pilot program) to make grants to certain entities that provide qualified early education services to eligible children who are four years of age. Specifies that the pilot program shall be funded (after review by the budget committee and approval by the budget agency) from any one or both of the following: (1) From Child Care and Development Fund (CCDF) grant funding. (2) From amounts reverted in a state fiscal year from funds appropriated to the divisions, departments, and bureaus administered by the office that are designated by the budget agency as available for funding the pilot program. Provides that the total amount of grants awarded from such funding under the pilot program in a state fiscal year may not exceed \$10,000,000. Specifies certain requirements that must be satisfied by an eligible provider that participates in the program. Provides that the amount of a grant made under the pilot program for an eligible child: (1) must equal at least \$2,500 during the state fiscal year; and (2) may not exceed \$6,800 during the state fiscal year. Specifies that at least 10% but not more than 50% of the tuition for eligible children under the pilot program during the state fiscal year must be paid from donations, gifts, grants, bequests, and other funds received from a private entity or person, from the United States government, or from other sources. Specifies that the grants shall be distributed in a manner consistent with how funds are distributed under the CCDF grant program. Requires the office to carry out a longitudinal study of students who participate in the pilot program to determine the achievement levels of those students in kindergarten and later grades. Provides that the office may, after consulting with the state board of education, enter into a contract with one or more persons to carry out the longitudinal study. Requires the office to report annually to the governor, the budget committee, the state board of education, the department of education, and the legislative council regarding the pilot program. Provides that a taxpayer is not entitled to a school scholarship tax credit for a contribution to a scholarship granting organization that is used to provide a scholarship or other assistance to a child participating in the pilot program. Establishes the prekindergarten and early learning study commission.

Current Status: 3/13/2014 - Signed by the Speaker

HB1028 ADULT HIGH SCHOOLS (DEVON D) Adds a definition of an "adult high school". Repeals a provision that prohibits the establishment of new adult high schools. Provides that an adult high school may only be authorized by the Indiana charter school board. Requires a charter for an adult high school

to contain certain requirements. Provides that, with certain exceptions, for state fiscal years beginning after June 30, 2014, an adult high school is not entitled to receive funding from the state unless the general assembly enacts an appropriation for the adult high school. Provides that an adult high school is subject to an alternative accountability system established by the state board. Provides that certain authorizers may collect a 3% administrative fee from the amount appropriated to an adult high school. (Current law provides that an authorizer may collect the administrative fee from the charter school's basic tuition support.)

Current Status: 3/13/2014 - Conference Committee Report 1 adopted; Roll Call 449: yeas 46 and nays 2

HB1036 CHILD CARE AND DEVELOPMENT FUND ELIGIBILITY (MAHAN K) Specifies health, education, safety, and training requirements that a child care provider must meet as a condition of eligibility to receive a federal Child Care and Development Fund (CCDF) voucher payment. Specifies that in determining whether a provider meets the CCDF eligibility requirements, the division of family resources may not consider religious instruction or activities. Provides for decertification of eligibility. Requires certain reporting related to safety of children. Requires certain information to be prepared and distributed concerning the duty to report known or suspected child abuse or neglect. Allows the state department of health to release to certain child care providers information from the immunization data registry.

Current Status: 3/13/2014 - Signed by the Speaker

HB1040 PROPRIETARY EDUCATIONAL INSTITUTIONS (CULVER W) 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 state educational institutions. Makes corresponding changes to related sections.

Current Status: 2/3/2014 - DEAD BILL; Fails to advance by House 3rd reading deadline (Rule 147.2)

HB1063 CHARTER SCHOOL COMPACTS (HUSTON T) Provides that a charter school and a school corporation may enter into a compact under which the: (1) school corporation or charter school agrees to provide goods, facilities, services, or other consideration to the other party to the compact; and (2)

charter school authorizes the school corporation to include the charter school's performance assessment results when calculating the school corporation's performance assessment. Provides that a charter school may participate in a special education cooperative. Provides that a special education cooperative may be operated and managed by a board of managers that consists of members as determined by agreement between the parties. Provides that a charter school may enter into an interlocal agreement.

Current Status: 3/13/2014 - Signed by the Speaker

HB1064 STUDY OF CAREER AND TECHNICAL EDUCATION PROGRAMS

(MCNAMARA W) Requires the Indiana career council to complete not later than August 1, 2014, a return on investment and utilization study of career and technical education programs in Indiana. Makes technical corrections.

Current Status: 3/5/2014 - Signed by the Speaker

HB1079 STUDENT TRANSFERS (KARICKHOFF M) Provides that the governing body of a school corporation may authorize the school corporation to enter into an agreement with an accredited nonpublic school or charter school to allow students of the accredited nonpublic school or charter school to transfer to a school within 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 member of a household in which any other member of the household was a transfer student who attended a school within the school corporation during the 2012-2013 school year. Provides that in the event a school corporation enrolls a transfer student or a member of the same household of a transfer student that attended a school corporation during the 2012-2013 school year, the school corporation shall also allow a student or member of the same household of a student who attended an accredited nonpublic school within the attendance area of the school corporation during the 2012-2013 school year to enroll in a school within the school corporation.

Current Status: 3/13/2014 - Signed by the Speaker

HB1181 CAREER AND TECHNICAL EDUCATION CENTERS (FRYE R) Provides that a school corporation career and technical education center may receive a grant from the Indiana safe schools fund. Provides that a school corporation career and technical education school may apply for a matching grant from the Indiana secured school fund. Provides that a school corporation career and technical education center may receive an advance from the common school fund. Specifies that each member school corporation is considered to receive a proportionate share of the advance and is responsible for its proportionate share of the repayment based on the

number of pupils the school corporation has attending the career and technical education center in the school year when the advance is made. Allows a school corporation career and technical education center to receive an advance even if the school corporation has an outstanding advance. Specifies, for purposes of the law relating to controlled project financing, that the project cost is not the total project cost but is to be allocated among the member school corporations based on pupils.

Current Status: 3/13/2014 - Signed by the Speaker

HB1204 VARIOUS EDUCATION AND SCHOOL MATTERS (HUSTON T) Provides that if the parent, guardian, or court appointed special guardian of a child enrolled in a school requests a health care provider to disclose certain mental health information to the child's school, the health care provider shall provide the child's school the information. Prescribes the manner in which the information must be released and requires a principal or school leader to sign a confidentiality agreement concerning the release of the information. Prohibits a superintendent or school leader from excusing or excluding a student who was found to be mentally or physically unfit for school attendance if a physician, psychologist, or psychiatrist certifies that the student is fit for school attendance. Provides that the witness fee for an employee of a school district is \$100. Provides civil immunity for a school, school employee, or school board for civil damages that are the result of: (1) an injury to a child or family members of a child if the injury is the result of a student's mental health issue that has not been disclosed to the school by the student's parent or guardian; or (2) referrals the school made or services the school offered concerning evaluations or treatment of the student's health.

Current Status: 3/13/2014 - Signed by the Speaker

HB1213 CAREER AND TECHNICAL EDUCATION; DUAL CREDIT COURSES (MCNAMARA W) Requires the Indiana career council to appoint a subcommittee that includes a member of each council and representatives of high school career and technical education programs, the department of education, community colleges, the commission for higher education, and industry to: (1) review the current Core 40 diploma course offerings; (2) make recommendations to the state board of education concerning changing course requirements, including the total number of academic credits required, changing the types of diplomas offered, and the need for a career and technical education diploma; and (3) examine and make recommendations concerning career and technical education offerings. Makes changes to the provision regarding the number of dual credit or advanced placement courses that must be provided by a high school. Provides that a student who is enrolled in a dual credit course must achieve at least a 2.0 on a 4.0 unweighted grading scale to enroll in subsequent

related dual credit course work in the same subject area.

Current Status: 3/12/2014 - Signed by the President Pro Tempore

HB1303 SCHOOL BUS SAFETY (VANNATTER H) Provides that the driver of a special purpose bus or school bus (bus) at the time of the inspection shall be notified of an out-of-service order and a copy shall be made available on the Internet web site of the state police department. (Current law provides that a copy of the out-of-service order is to be forwarded to the governing body of the school corporation that controls the operation of the bus.) Requires the state school bus committee to adopt and enforce rules that require that each school bus placed into service for the first time bear in black letter on the back of the school bus: (1) an indication that the school bus is required to stop at all railroad crossings; and (2) the name of the school corporation. Provides that an individual who is or intends to become a school bus driver must obtain a physical examination certificate from an individual who is registered in the Federal Motor Carrier Safety Administration's National Registry of Certified Medical Examiners. Provides that a school corporation shall determine how a certified medical examiner who is to conduct the physical examination is chosen and who must pay for the physical examination.

Current Status: 3/11/2014 - Signed by the President Pro Tempore

HB1319 EDUCATION MATTERS (BEHNING R) Adds a school counselor to the definition of a teacher. Provides that a student's latest PSAT test results are included in the student's official high school transcript. Changes the date on which a school corporation's annual performance report must be published from between January 15 and January 31 to between March 15 and March 31. Requires the department of education (department) to disaggregate from the ISTEP program test results the percentage of students in each school and each grade who are identified as high ability students by the school corporation who achieved a score in the highest performance level designated for the ISTEP program test. Requires the department to assign unique identifiers for students whose parents are active duty members of the armed forces. Requires the department to develop a format for school corporations to publish, as part of the school corporation's annual report, the percentage of students in each school and each grade who are identified as high ability students and also achieved a score in the highest performance level designated for the ISTEP test. Requests the legislative council to assign certain topics to interim study committees. Changes the date, from August 15 to 14 days before the first day a teacher is required to report for duty, after which a contract entered into between a school corporation and a teacher is void if at the time of signing the contract the teacher is bound by a previous contract, unless the teacher provides a 30 day written notice to the first employer or the first employer releases the

teacher from the previous contract.

Current Status: 3/13/2014 - Conference Committee Report 1 adopted;
Roll Call 457: yeas 46 and nays 2

HB1321 INNOVATION NETWORK SCHOOLS (BEHNING R) Authorizes Indianapolis public schools to enter into an agreement with a school management team to establish innovation network schools in certain schools. Provides that certain schools may be reconstituted as innovation network schools.

Current Status: 3/13/2014 - Signed by the Speaker

HB1388 TEACHER PREPARATION PROGRAMS (BEHNING R) Makes changes to the information a teacher preparation program must annually submit to the department of education (department). Requires certain additional information to be included on the department's Internet web site. Specifies that the department, the commission for higher education, the Independent Colleges of Indiana, Inc., and teacher preparation programs must establish a matrix rating system for teacher preparation programs. Provides that a transition to teaching program participant may obtain a license to teach in prekindergarten if the participant meets certain requirements. Requires principals and teachers to complete surveys concerning beginning teacher preparation.

Current Status: 3/13/2014 - Conference Committee Report 1 adopted;
Roll Call 460: yeas 40 and nays 8

SB85 SCHOOL RESOURCE OFFICERS (MILLER P) Permits the secured school safety board to award a matching grant for school resource officer training. Requires a school resource officer to be: (1) employed by a law enforcement agency; (2) appointed as a police reserve officer or special deputy; or employed as a school corporation police officer. Permits the Indiana law enforcement training board to approve school resource officer training programs.

Current Status: 3/10/2014 - Signed by the President Pro Tempore

SB91 EDUCATION STANDARDS (SCHNEIDER S) Adds a definition of "college and career readiness". Provides that before July 1, 2014, the state board of education (state board) shall adopt Indiana college and career readiness educational standards. Provides that during the 2015-2016 school year, the state board shall authorize the department to administer either the ISTEP assessment or a comparable assessment program that is aligned with the educational standards. Provides that before the state board may authorize a new assessment program, the state board shall submit the proposed assessment program to the budget committee for review. Makes technical

and conforming amendments.

Current Status: 3/14/2014 - Signed by the President Pro Tempore

SB205 **CHARTER SCHOOLS (BANKS J)** Requires an authorizer to submit an annual report of certain information to the state board of education (state board), the department of education, and the public. Limits the length of a charter agreement to not more than seven years. Requires the state board to determine, during a turnaround academy's fifth year of operation, whether the turnaround academy will be returned to the operation of the school corporation, become a charter school, or be subject to an additional intervention. Specifies that the length of a contract with a special management team to operate a turnaround academy is 5 years.

Current Status: 3/5/2014 - Motion to Concur in House Amendments: prevailed; Roll Call 354: yeas 48 and nays 0

SB207 **SCHOOL OPERATING REFERENDUM BALLOT LANGUAGE (WALKER G)** Changes the language to be used on the ballot when a school corporation conducts a school general fund referendum. Removes the requirement that the department of local government finance must approve the ballot language proposed by a school corporation for a school general fund referendum. Provides that the county election board of the county or counties in which the school corporation is located must either approve or revise the proposed ballot language. Provides that if the county election board revises the ballot language, the governing body of the school corporation may request the Indiana election commission to review the county election board's decision. Provides that if the Indiana election commission does not act not later than 60 days before the election at which the public question is to be placed on the ballot, the county election board's language is the language used for the public question. Provides that if a majority of the voters do not vote in favor of a school general fund referendum, another referendum under the law may not be held for another 350 days. (Current law provides that another referendum may not be held for another year.)

Current Status: 3/10/2014 - Signed by the President Pro Tempore

SB222 **STUDENT ATHLETE CONCUSSIONS (HOLDMAN T)** Provides that a high school student athlete who has been removed from play because of a suspected concussion or head injury may not return to play until at least 24 hours have passed since the incident. Beginning July 1, 2014, requires football coaches and assistant football coaches who are coaching individuals less than 20 years of age to complete a course concerning player safety and concussions at least once during a two year period. Provides civil immunity for football coaches in certain circumstances.

Current Status: 3/14/2014 - Signed by the President Pro Tempore

SB229 FIREARM MATTERS (TOMES J) Allows a firearm that may be destroyed to be sold to a salvage company and destroyed by dismantling the firearm for parts, scrap metal, or recycling, or for resale as parts for other firearms. Provides that a unit may conduct a firearms buyback program with private funds or grants. Establishes a procedure to permit certain individuals whose firearms have been retained by a law enforcement agency to have the firearms sold at auction and the proceeds, less the costs of sale, returned to the individual. Removes a provision from the law making possession of a firearm on property that is being used by a school for a school function a felony. Provides, for purposes of the law concerning possession of firearms on school property, that the law does not apply to certain students who are members of a shooting sports team or certain individuals who may legally possess a firearm and possess a firearm that is locked in the trunk of the person's motor vehicle, kept in the glove compartment of the person's locked motor vehicle, or stored out of plain sight in the person's locked motor vehicle. Specifies that the law concerning firearms in locked vehicles does not prohibit an employer from prohibiting an employee from possessing a firearm or ammunition at the employer's residence. Provides that the chapter concerning possession of firearms on school property and school buses does not apply to a person who may possess the firearm and possesses the firearm in a motor vehicle. Makes it a Class A misdemeanor if certain persons leave a firearm in plain view in a motor vehicle parked in a school parking lot. Removes a provision from the law concerning firearms in locked vehicles that allows a person to adopt or enforce an ordinance, a resolution, a policy or rule that prohibits an employee of the person from possessing a firearm or ammunition in or on school property, in or on property that is being used by a school for a school function, or on a school bus in violation of: (1) student discipline laws concerning possession of firearms; or (2) the law concerning possession of firearms on school property and school buses. Provides that a person may adopt or enforce an ordinance, a resolution, a policy, or a rule that prohibits an employee from possessing a firearm or ammunition in a motor vehicle that is owned, leased, or controlled by a school or school district.

Current Status: 3/13/2014 - Rules Suspended. Conference Committee Report 1 adopted; Roll Call 519: yeas 75 and nays 24

SB245 SCHOOLS AND AUTO-INJECTABLE EPINEPHRINE (MILLER P) Allows a health care provider with prescriptive authority to prescribe auto-injectable epinephrine to a school or school district. Sets requirements for certain individuals employed by a school or school district to fill, store, and administer auto-injectable epinephrine. Provides civil immunity for: (1) certain school employees in the administration of auto-injectable

epinephrine; and (2) health care providers in the prescribing of auto-injectable epinephrine and in the training of school employees in the administration of auto-injectable epinephrine.

Current Status: 3/10/2014 - Signed by the Speaker

SB282 CHOICE SCHOLARSHIP (ECKERTY D) Provides that a choice scholarship student identified as eligible for special education services may receive special education funding as part of the choice scholarship if the choice scholarship school offers the necessary special education services and the student elects to receive those services at the choice scholarship school.

Current Status: 3/14/2014 - **SIGNED BY GOVERNOR**

SB321 CHARTER SCHOOL FUNDING (SCHNEIDER S) Allows a charter school organizer to notify the department that it wants to receive the tuition support distributions for the state fiscal year 2014-2015 for all of the charter schools that the organizer operates. Provides that the state examiner shall establish guidelines and prescribe reporting requirements for organizers that are consistent with generally accepted accounting principles. Requires the organizer's authorizer to verify to the department that the charter schools are operated by the organizer. Provides that the department shall distribute the tuition support for the verified charter schools to the organizer. Permits the organizer to distribute the tuition support to each charter school it operates in the amounts determined by the organizer. Requires identification numbers and accounts to be used at the organizer and charter school levels. Prohibits an organizer from using tuition support for expenses incurred outside Indiana that are not directly related to the charter school the organizer operates in Indiana. Provides that a student, and the student's siblings, who attends a charter school may attend a different charter school held by the same organizer in subsequent years. Provides that if the state board adopts a rule to assign a category or designation of school improvement to a school corporation the state board shall also assign a category or designation of school improvement to a charter school organizer.

Current Status: 3/13/2014 - Rules Suspended. Conference Committee Report 1 adopted; Roll Call 521: yeas 73 and nays 25

SB330 BETTER SKILLS FOR ADULT LEARNERS (BOOTS P) Makes changes to what is included as instructional time for a performance qualified school district or qualified high school. Provides that a high school may replace high school courses on the high school transcript with dual credit courses or advanced placement courses on the same subject matter with equal or greater rigor to the required high school course and may count such course as satisfying academic honors or another special diploma requirement.

Requires the commission for higher education (commission) to award part-time student grants totaling at least 50% of the available appropriation each fiscal year to students who are identified by the commission as financially independent from their parents and who are pursuing a program of study that will lead to a specific high demand, high wage job. Requires the commission to submit not later than November 1, 2014, to the legislative council a report that provides information about the part-time student population in Indiana, including the population's size, its financial need, its completion rates, and recommendations for increasing the population's completion rates using financial support and student incentives. Provides that, for state fiscal years beginning after June 30, 2014, the state workforce innovation council shall allocate a percentage of the funds made available to Indiana under the Workforce Investment Act for adult and dislocated worker training for performance based funding training that leads to occupations that the department of workforce development has categorized as high demand, high wage jobs and that are tied to existing employer demand in the region in which the training is offered. Provides an educational loan repayment for a public elementary or high school teacher who: (1) was in the highest 20% of the individual's high school graduating class or in the top twentieth percentile on the SAT or ACT examination; (2) graduated from college with at least a 3.5 grade point average; and (3) teaches science, technology, engineering, mathematics, or special education, or teaches in a critical shortage geographic area; in a public school in Indiana. Provides that at the end of the third consecutive year the teacher teaches, the commission for higher education shall make a payment of an amount determined by the commission based on the funds appropriated for the repayments or the balance of the teacher's student loans (whichever is less) directly to the financial institution that holds the teacher's student loans if a specific appropriation has been made to fund teacher student loan repayments.

Current Status: 3/10/2014 - Motion to Concur in House Amendments: prevailed; Roll Call 377: yeas 41 and nays 4

SB344 **SCHOOL BUILDING SAFETY** (HUME L) Establishes the division of school building physical security and safety (division) within the department of education. Provides that the division carries out certain responsibilities related to the school safety specialist training and certification program, establishing emergency protocols, and establishing guidelines for using professional services to integrate physical security improvements and safety practices in the construction, renovation, repair, or alteration of school facilities.

Current Status: 3/10/2014 - Signed by the President Pro Tempore