

**SUMMARY**  
**June 19, 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 (Yes/No)</u>
<b>Tiffany Ball</b> , parent representative	N
<b>Sirilla Blackmon</b> , Division of Mental Health & Addiction, FSSA	N
<b>Keith Briner</b> , Indiana State Department of Health	N
<b>Rich Burden</b> , Council Chair, IN*SOURCE and parent representative	Y
<b>Michael Dalrymple</b> , Indiana School for the Blind and Visually Impaired	N
<b>Kim Dodson</b> , ARC of Indiana	Y
<b>Gina Fleming</b> , Archdiocese of Indianapolis	N
<b>Melaina Gant</b> , Department of Child Services	N
<b>Carol Guess</b> , parent representative	N
<b>James Hammond III</b> , Indiana Assoc of Rehabilitation Facilities/INARF	Y
<b>Kylee Hope</b> , Division of Disability & Rehabilitation Services, FSSA	N
<b>Jan Huffman</b> , parent representative	Y
<b>Latha Joseph</b> , Indianapolis Public Schools	N
<b>Lisa Kovacs</b> , Hands & Voices International and parent representative	Y
<b>Jodi Logman</b> , community representative	N
<b>John Nally</b> , Indiana Department of Corrections	Y
<b>Danny O’Neill</b> , parent representative	N
<b>Patty Reed</b> , About Special Kids and parent representative	N
<b>Dr. Sharon Johnson-Shirley</b> , Lake Ridge Schools	Y
<b>Kristi Tesmer</b> , parent representative	Y
<b>Dr. George Van Horn</b> , Bartholomew Consolidated School Corporation	Y
<b>Lucy Witte</b> , Indiana School for the Deaf Board	Y
<b>Dr. Pam Wright</b> , Indiana Department of Education	Y
<b>Also Present:</b>	
<b>Becky Reed</b> , IDOE	

**Call to Order**

Chair Rich Burden called the meeting to order at 9:35 a. m. Eleven of twenty-three members were present.

**Informational Items**

In response to State Director of Special Education Pam Wright’s request, council members shared their thoughts about the future of Special Education in Indiana and their vision for how best to serve students in years to come. To promote better instructional practices and outcomes for all students, members’ comments touched on the need for increased supports for students’ mental health needs; changes to higher education curriculum/teacher preparatory programs to better prepare K-12 educators to reach all students in the least restrictive environments; increased natural supports to help schools, teachers and families help students reach their goals, including better communication with and training for parents; changes in education funding; expanded opportunities for students to receive career and technical education and training as well as expanded diploma options; eliminate the distinctions and stigmas separating “special” education from “general” education. Pam

Wright advised that she intends to continue this type of conversation in future meetings. SAC Chair Rich Burden and Pam plan to begin the next meeting with a discussion about roles of the council and its members.

Included with the agenda and materials for the June 19, 2015 meeting was a proposed calendar for 2016 council meetings. In response to suggestions at the April meeting, there was discussion about approving 2016 dates now and to set an 18-month SAC meeting schedule extending through the end of the coming calendar year. The calendar will be voted on at the next SAC meeting.

Pam Wright reported that Indiana Department of Education has not yet received the U.S. DOE's determination of the state's compliance with Part B requirements. She also presented Part B compliance indicator updates regarding Indiana schools' provision of instruction in the Least Restrictive Environment and disproportionate representation of specific groups among certain districts' special education student populations. Pam noted the "Disproportionality Summit" held in June and the upcoming new Special Education Director Training scheduled for July. Pam also updated the council on the OSE's efforts to improve post school outcomes for students with disabilities and looking into barriers presented to students who earn a certificate of completion rather than a high school diploma. Currently, a statewide group is advising Vocational Rehabilitation. OSE representatives met with the leaders of this group to propose broadening their work to look at Transition as a whole. The hope is the group can focus on the barriers to successful transition after high school and recommend changes in policy and practice. Pam acknowledged council members' comments, suggestions and requests to contribute to this work. She also discussed efforts to explore how virtual schools address the needs of special education students.

SAC Legislative Committee Chair Kim Dodson gave an update on recent education legislation. Kim provided a handout describing education bills that have been signed into law by the Governor following the close of the latest legislative session.

Kim Dodson encouraged all SAC members to respond to the Indiana High School Diploma Survey using the link provided in the DOE Dialogue forwarded to all council members on June 9, 2015. She reported that The ARC of Indiana also plans to send out a survey on this topic. Following further discussion about the role of the SAC in providing feedback to the Superintendent of Public Instruction regarding the diploma survey, George Van Horn suggested that, in its advisory role to the Office of Special Education, it would be appropriate for the SAC to share its input with State Special Education Director Pam Wright who can, in turn, advise the Superintendent. After hearing council comments and discussion, Pam said she will seek additional clarification regarding the intended outcomes of the state-level committee that recently studied Indiana's high school diploma options.

Kim Dodson gave an update on the work of the State Seclusion and Restraint Commission, advising where to access model plans and current information. She noted that feedback has been positive and parents indicate they feel much more aware of the issues. Questions remain regarding what level of accountability measures are needed for schools and whether any additional changes are needed? There are also costs of training and work to be done to find free training through local experts.

### **Action Items**

Due to a lack of quorum, the council could not vote on the 2 action items included on the agenda.

### **Council Member Reports and Concerns**

Those present voiced their concerns about the problem with absenteeism at meeting. Members also expressed frustration that despite IDOE's routine meeting reminders, the SAC continues to experience difficulties convening a quorum. In the future, council members asked to be notified a few days prior to the meeting as to

whether a quorum was expected. Dr. Wright and the chair affirmed that they will hold meetings whether a quorum was expected or not.

**Public Comments**

There were none.

**Date of Next Council Meeting:** September 4, 2015

*Please note:* the ***SAC meeting schedule is posted online*** at: <http://www.doe.in.gov/specialed/state-advisory-council>. Beginning with the council's September 2015 meeting, the agenda for the upcoming SAC meeting will be posted at the council's web page approximately two weeks prior to the meeting. SAC meeting summaries continue to be archived at the aforementioned SAC web page following their approval of the council.

**Adjournment**

The meeting adjourned at 12:20 p.m.

As of June 19, 2015, this is the remainder of the council's previously approved 2015 meeting schedule:

Friday, September 4, 2015

Friday, November 13, 2015

Proposed 2016 SAC meeting dates (based on recent SAC member poll):

Thursday, March 10, 2016

Thursday, June 9, 2016

Thursday, September 8, 2016

Thursday, November 10, 2016



Indiana  
Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

## Indiana High School Diploma Survey

June 2015

As part of the Indiana Career Council, the Core 40 subcommittee was established in 2014 through HEA 1213 to examine the current Core 40 diploma offerings and make recommendations to the SBOE, which may include:

- Changing course requirements for the Core 40 diploma
- Changing the types of diplomas offered in Indiana
- Analysis of need in Indiana for a CTE diploma and/or CTE offerings

Over the past several months, and through the chairmanship of both Superintendent of Public Instruction Glenda Ritz and Commissioner of Higher Education Teresa Lubbers, a large committee made up of stakeholders representing business and industry, higher education, school administration, K-12 educators, special educators, and CTE directors has developed the following proposed draft of diploma requirements to be implemented with the freshman class of 2018-2019. Please go to <http://www.doe.in.gov/ccr/indiana-high-school-diploma-survey> to review the drafts and then take the survey that follows.

We appreciate your feedback!



Indiana's  
**College & Career Ready\***  
High School Diploma

DRAFT: 5/27/15 - 9:30 a.m.

Takes effect beginning with students who enter high school in 2018-2019 (class of 2022)

**Minimum 44 Total Credits**

<b>English/ Language Arts</b>	<b>8 credits</b> Including literature, composition, speech/communications or other state-approved alternative		
<b>Mathematics</b>	<b>8 credits</b> (All Indiana students must be enrolled in a math course or state-approved alternative during each year of high school.)		
	<b>Technical Math Sequence</b> 2 credits: Algebra I 2 credits: Algebra II, Geometry or Math 10 4 credits: Technical Math or state-approved alternative	<b>Quantitative Reasoning Sequence</b> 2 credits: Algebra I 2 credits: Algebra II or Geometry 2 credits: Geometry or Algebra II 2 credits: Quantitative Reasoning or state-approved alternative	<b>Calculus Sequence</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II 2 credits: Pre-Calculus and Trigonometry
	[NOTE: Integrated Math I, II and III may be completed as an alternative to Algebra I, Geometry and Algebra II.]		
<b>Science</b>	<b>6 credits</b> 2 credits: Biology I 2 credits: Chemistry I, Physics I or Integrated Chemistry-Physics 2 credits: Any science course or state-approved alternative [NOTE: Students in a STEM Pathway** should complete 8 science credits that include a laboratory component.]		
<b>Social Studies</b>	<b>6 credits</b> 2 credits: U.S. History 2 credits: World History/Civilization or Geography/History of the World 1 credit: U.S. Government 1 credit: Economics, Consumer Economics or Global Economics		
<b>Health &amp; Wellness</b>	<b>3 credits</b> 2 credits: Physical Education 1 credit: Health & Wellness		
<b>College &amp; Career Readiness</b>	<b>8 credits</b> 1 credit: Preparing for College & Careers (Should be completed by the end of 9th grade.) 1 credit: Personal Financial Responsibility 6 credits: College & Career Readiness Sequence (with graduation capstone***) [NOTE: College & Career Readiness Sequences may include Academic courses, Career & Technical Education courses, Early College credits, Fine Arts courses, Advanced Coursework or other sequenced coursework aligned with a student's College & Career Pathway Plan. Students may earn 6 credits in a single sequence or 8 credits in two sequences.] • College-bound students who plan to pursue a One-Year Certificate or non-transferable Two-Year College Degree should complete a College & Career Readiness Sequence that includes Career & Technical Education and/or Dual Credit courses. • College-bound students who plan to pursue a Four-Year College Degree or transferable Two-Year College Degree should complete a College & Career Readiness Sequence that includes Advanced Placement, Career & Technical Education, and/or priority Dual Credit courses listed in Indiana's Core Transfer Library.]		
<b>Electives</b>	<b>5 credits</b> [NOTE: College-bound students should complete at least 4 credits in the same World Language.]		

**Indiana Honors Diploma**  
(Minimum 48 Total Credits)

Indiana Honors Diploma graduates must meet all College & Career Ready diploma requirements, earn a cumulative **Grade Point Average of at least 3.0** on a 4-point scale, earn a **grade of "C" or better** in all courses that count toward the diploma and complete **at least two** of the following:

- Advanced Coursework:** Earn at least 4 credits with a letter grade of "B" or better in Advanced Placement or International Baccalaureate courses and take corresponding exams
- Arts & Culture:** Complete at least 6 credits in the same World Language and 2 Fine Arts credits
- College Credit:** Earn at least 6 transcribed college credits with a letter grade of "B" or better
- Career Credential:** Complete an Industry-Recognized Certification, One-Year Certificate or state-approved alternative
- College Entrance Exam:** Earn a minimum composite ACT or total SAT score (established by the Indiana Commission for Higher Education in consultation with the Indiana Department of Education and Indiana college admissions officers)

\*Indiana's College & Career Ready Diploma is the default diploma track for all Hoosier students. Graduating with less than the default diploma requires formal parental consent and school principal certification.  
\*\*Science, Technology, Engineering and Math (STEM) \*\*\*Graduation capstone could include a college/career credential, a project- or work-based learning experience, or other state-approved alternative.



Indiana's  
**Workforce Ready\***  
 High School Diploma

DRAFT: 5/27/15 -- 9:30 a.m.

Makes effect beginning with students who enter high school in 2018-2019 (class of 2022).

**Minimum 40 Total Credits**

<b>English/ Language Arts</b>	<b>8 credits</b> Including literature, composition, speech/communications or other state-approved alternative
<b>Mathematics</b>	<b>6-8 credits</b> (All Indiana students must be enrolled in a math course or state-approved alternative during each year of high school.)
	2 credits: Algebra I 2 credits: Algebra II, Geometry <b>or</b> Math 10 (with teacher approval based on diagnostic results) 2-4 credits: Technical Math <b>or</b> state-approved alternative
	[NOTE: Students who must retake a math course in high school may graduate with 6 math credits. Integrated Math I, II and III may be completed as an alternative math sequence to Algebra I, Geometry and Algebra II.]
<b>Science</b>	<b>4 credits</b> 2 credits: Biology I 2 credits: Any science course <b>or</b> state-approved alternative
<b>Social Studies</b>	<b>4 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course <b>or</b> state-approved alternative
<b>College &amp; Career Readiness</b>	<b>8 credits</b> 1 credit: Preparing for College & Careers (Should be completed by the end of 9th grade.) 1 credit: Personal Financial Responsibility 6 credits: College & Career Readiness Sequence (with graduation capstone)
	[NOTE: College & Career Readiness Sequences may include Academic courses, Career & Technical Education courses, Early College credits, Fine Arts courses, Advanced Coursework or other sequenced coursework aligned with a student's College & Career Pathway Plan. Students may earn 6 credits in a single sequence or 8 credits in two sequences.]
<b>Health &amp; Wellness</b>	<b>3 credits</b> 2 credits: Physical Education 1 credit: Health & Wellness
<b>Electives</b>	<b>5-7 credits</b>

**Graduation Capstone**

**Workforce Ready Diploma graduates must complete at least one of the following (aligned with their chosen College & Career Pathway Plan):**

- 1) **Career Credential:** Complete an Industry-Recognized Certification, One-Year Certificate **or** state-approved alternative
- 2) **Career Experience:** Complete a project-based capstone **or** work-based learning experience
- 3) **College Credit:** Earn at least 3 transcripted college credits

\*Indiana's College & Career Ready Diploma is the default diploma track for all Hoosier students. Graduating with the Workforce Ready Diploma requires formal parental consent and school principal certification. Unless a student's Individualized Education Plan (IEP) indicates otherwise, determinations that permit a student to graduate with the Workforce Ready Diploma should be made no earlier than the end of 10<sup>th</sup> grade.<sup>1</sup>

<sup>1</sup> Proposed opt-out language would require a statutory change.

- HB1009**     **INNOVATION NETWORK SCHOOLS** (BEHNING R) Provides for innovation network school programs in school corporations. Establishes the career pathways pilot program. Establishes the innovation network school pilot grant. Repeals the article relating to the establishment of innovation network schools by the Indianapolis Public Schools.  
*Current Status:* 5/7/2015 - **SIGNED BY GOVERNOR**  
*State Bill Page:* [HB1009](#)
- 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:* 4/15/2015 - **SIGNED BY GOVERNOR**  
*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:* 4/30/2015 - **SIGNED BY GOVERNOR**  
*State Bill Page:* [HB1068](#)
- HB1108**     **DYSLEXIA** (BURTON W) Defines "dyslexia". Requires teacher training programs to prepare teachers to recognize 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 characteristics and appropriate interventions.  
*Current Status:* 5/7/2015 - **SIGNED BY GOVERNOR**  
*State Bill Page:* [HB1108](#)
- 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 grading period to review the student's progress toward the diploma. Provides that, not later than September 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. Provides that the education study committee may propose legislative changes necessary to carry out the recommended changes.  
*Current Status:* 4/30/2015 - **SIGNED BY GOVERNOR**

*State Bill Page:* HB1194

**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 and the graduate medical education fund. Establishes the graduate medical education board (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; (3) fund infrastructure costs for an expansion of graduate medical education; and (4) provide startup funding for entities that wish to establish a residency program. Provides that a recipient of a medical education residence grant or money from the graduate medical education fund must agree to provide matching funds equal to at least 25% of the money provided. Allows the board to require an entity receiving a grant for infrastructure expenses to financially participate in the expenses in an amount not to exceed 25% of the infrastructure expenses. Requires the board to prepare and submit a report to the general assembly before November 1, 2016, concerning recommendations for the expansion of graduate medical education in Indiana.

*Current Status:* 5/5/2015 - **SIGNED BY GOVERNOR**

*State Bill Page:* HB1323

**HB1333**     **HIGHER EDUCATION FINANCIAL ASSISTANCE** (TRUITT R) Removes Indiana residency requirements for scholarships under the National Guard tuition supplement program and the National Guard scholarship extension program. Requires applicants for the National Guard tuition supplement program and the National Guard scholarship extension program to have used any available state or federal assistance, if applicable. Establishes cumulative grade point average requirements for the renewal of scholarships under the National Guard tuition supplement program. Provides that an applicant is eligible for a first year higher education award if the applicant is ineligible 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:* 5/7/2015 - **SIGNED BY GOVERNOR**

*State Bill Page:* HB1333

**HB1414**     **SCHOOL SAFETY DRILLS** (SPEEDY M) Allows a school to substitute a tornado drill or manmade occurrence disaster drill for not more than two fire drills each semester. Provides that the substitutions may not be made in consecutive months. Provides that the governing body of a school corporation may direct schools to conduct additional emergency preparedness drills.

*Current Status:* 4/30/2015 - **SIGNED BY GOVERNOR**

*State Bill Page:* HB1414

**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. Provides that an authorizer may not authorize an adult high school without obtaining an appropriation by the general assembly.

*Current Status:* 5/7/2015 - **SIGNED BY GOVERNOR**

*State Bill Page:* HB1438

**HB1483**

**VARIOUS EDUCATION ISSUES** (THOMPSON J) Adds "school psychologist" to the definition of "teacher" for the purposes of teacher preparation and licensing. Requires 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 to be made on a yearly basis and apply throughout the school year unless the student's parent no longer resides within the attendance area of the school corporation. Provides that the visual acuity required of a school bus driver is not required of a school bus monitor. Provides that an accredited school may not offer, support, or promote a student program, class, or activity that provides student instruction that is contrary to a curriculum required to be provided to students. 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. Provides that factfinding initiated by the Indiana education employment relations board (IEERB) may not last more than 30 days. Provides that the board must rule on an appeal within 60 days. Provides the factfinding process may not exceed 30 days. Urges the legislative council to assign to an existing study committee the topics of: (1) determining appropriate and feasible incentives to encourage highly effective teachers to teach in poorly performing schools; and (2) the feasibility of changing timelines related to teacher collective bargaining and impasse resolution.

**Current Status:** 5/7/2015 - **SIGNED BY GOVERNOR**

**State Bill Page:** HB1483

**SB1**

**STATE BOARD OF EDUCATION GOVERNANCE** (HOLDMAN T) Adds a statement of legislative intent regarding the roles of the general assembly, the state board of education (state board), and the department of education (department) relating to education. Makes changes, beginning June 1, 2015, to the composition of the state board. Provides that the state board may hire staff and administrative support. Provides that, after December 31, 2016, the state board shall elect a chairperson annually from the members of the state board. Provides that the state board shall, after June 30, 2015, elect a vice chairperson annually from the members of the state board. Provides that at least eight of the members of the state board appointed by the governor must have professional experience in the field of education. Provides that the speaker of the house of representatives and the president pro tempore of the senate shall each appoint one member to the state board. Provides that a state board member serves a four year term. Provides that the state board and the department are considered state educational authorities within the meaning of the federal Family Educational Rights and Privacy Act. Requires the chairperson to provide notice of a state board meeting on the state board's and the department of education's Internet web sites at least five days before the meeting.

**Current Status:** 5/7/2015 - **SIGNED BY GOVERNOR**

**State Bill Page:** SB1

**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 GOVERNOR**

*State Bill Page:* SB62

**SB123** **HIGHER EDUCATION (BECKER V)** Revises the law setting forth the locations and names for centers for comprehensive medical education.

*Current Status:* 5/5/2015 - **SIGNED BY GOVERNOR**

*State Bill Page:* SB123

**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:* 4/15/2015 - **SIGNED BY GOVERNOR**

*State Bill Page:* SB434

**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. Makes conforming and technical amendments.

*Current Status:* 5/7/2015 - **SIGNED BY GOVERNOR**

*State Bill Page:* SB500

**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. Provides that a student who applies for a twenty-first century scholars program tuition scholarship must certify in writing that the student complied with certain requirements before the student's graduation from high school and not each year a scholarship is awarded. 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, not to exceed \$500, in a recipient's final semester to a recipient graduating with a degree aligned to priority economic sectors identified by the department of workforce development. Makes technical and conforming amendments.

*Current Status:* 5/7/2015 - **SIGNED BY GOVERNOR**

*State Bill Page:* SB509



# Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

## MEMORANDUM

**TO:** Indiana State Board of Education  
**FROM:** Dr. Pamela Wright, Director of Special Education  
**DATE:** April 28, 2015  
**SUBJECT:** April 1, 2015 Special Education Child Count

Indiana Code 20-43-4-4 provides that the State Board of Education shall monitor changes that occur in the number of students enrolled in programs for children with disabilities and shall make an adjusted count before December 2 and before April 2 of the same school year. The chart below shows the numbers of students by eligibility category, reported in the December 2014 and April 2015 special education child counts, as well as the increase or decrease in the number of students reported in each category.

UNDUPLICATED STATE TOTALS (AGES 5B-22) DEC 1 AND APRIL 1 DOE-SE AND DOE-SV CHILD COUNTS			
Exceptionality Category	December 1 Count	April 1 Count	Difference
Multiple Disability	2,085	2,059	(26)
Orthopedic Impairment	1,463	1,455	(8)
Blind or Low Vision	995	995	0
Deaf or Hard of Hearing	2,196	2,215	19
Emotional Disability - FT	6,352	6,516	164
Emotional Disability - All Other	6,394	6,451	57
Specific Learning Disability	54,788	55,922	1,134
Language/Speech Impairment	34,730	33,098	(1,632)
Mild Cognitive Disability	10,700	10,670	(30)
Moderate Cognitive Disability	3,712	3,751	39
Severe Cognitive Disability	455	483	28
Deaf -Blind	26	23	(3)
Autism Spectrum Disorder	14,179	14,410	231
Traumatic Brain Injury	460	459	(1)
Other Health Impairment	19,727	20,394	667
<b>Total Unduplicated Count</b>	<b>158,262</b>	<b>158,901</b>	<b>639</b>

STATE TOTAL (AGES 3-5A) PRESCHOOL DECEMBER 1 AND APRIL 1 DOE-SE			
	December 1 Count	April 1 Count	Difference
<b>Total Preschool Count</b>	<b>12,613</b>	<b>14,346</b>	<b>1,733</b>