



2022 CASE Report

[OFFICERS](#), [AWARDS](#), [COMMUNICATION](#), [LEGISLATIVE](#), [MEMBERSHIP](#), [PROFESSIONAL DEVELOPMENT](#), [OTHER ACTIVITIES](#):

YOUR PROVINCE OR STATE:	Indiana	NAME AND ACRONYM FOR YOUR UNIT:	ICASE
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OFFICERS

	President	Past President	President Elect
NAME	Dr. Angela Balsley	Pam Bell	Joe Kwisz
MONTH/YEARS OF CURRENT TERM and LENGTH OF TERM	1st of two years	1st of two years	1st of two years
TITLE	President	Immediate Past President	President Elect
EMPLOYER	Earlywood Educational Services	Exceptional Children's Co-op	Old National Trail
EMAIL:	abalsley@earlywood.org	pambell@dspcoop.org	jkwisz@ont.k12.in.us
ADDRESS:	500 Earlywood Dr.	1520 St. Charles St.	1 N Calbert Way # B
CITY:	Franklin	Jasper	Greencastle
PROVINCE/STATE:	IN	IN	IN
POSTAL/ZIP CODE:	46131	47546	46135
PHONE:	574-933-3705	812-639-2944	765-744-7788

Complete the following section **ONLY** if your Representative to the CASE Board of Directors is **NOT** your Unit President:

REPRESENTATIVE TO CASE BOARD OF DIRECTORS:	
NAME	Pam Bell
MONTH/YEARS OF CURRENT TERM and LENGTH OF TERM	1st of two years
EMAIL:	pambell@dspcoop.org
ADDRESS:	1520 St. Charles St.
CITY:	Jasper
PROVINCE/STATE:	IN
POSTAL/ZIP CODE:	47546
PHONE:	812-639-2944

EXECUTIVE DIRECTOR/PAID STAFF:	Kim Williams The Corydon Group, Association Management Firm	OTHER STAFF:	Kelly Waggoner KWK Management Group, LLC Indiana Legislative Lobby Firm
NAME:	Kim Williams	NAME:	Kelly Waggoner
EMAIL:	kwilliams@thecorydongroup.com	EMAIL:	kawaggoner22@gmail.com
ADDRESS:	125 W Market St # 300	ADDRESS:	101 W Ohio St, Ste 2000
CITY:	Indianapolis	CITY:	Indianapolis
PROVINCE/STATE:	Indiana	PROVINCE/STATE:	Indiana
POSTAL/ZIP CODE:	46204	POSTAL/ZIP CODE:	46204
PHONE:	(317) 634-5963	PHONE:	(317) 684-6930

Please list your board elected officers and board members.

STATE ELECTED OFFICERS		STATE BOARD MEMBERS	
TITLE:	Secretary	TITLE:	Governmental Affairs Co-Chair
NAME:	Andrea Lakin	NAME:	Tammy Hurm
EMAIL:	lakina@myips.org	EMAIL:	thurm@dspcoop.org

TITLE:	Treasurer	TITLE:	Governmental Affairs Co-Chair
NAME:	Katie Yoder	NAME:	Jenny Smithson
EMAIL:	kyoder@neisec.com	EMAIL:	jenny.smithson@muncieschools.org

STATE BOARD MEMBERS			
TITLE:	Membership & Awards Co-Chair	TITLE:	Professional Development Committee Chair
NAME:	Madeline Sandberg	NAME:	Dana Williams
EMAIL:	sandbergm@leb.k12.in.us	EMAIL:	dwilliams@dspcoop.org
TITLE:	Membership & Awards Co-Chair	TITLE:	Diversity, Equity, & Inclusion Chair
NAME:	Sara Timm	NAME:	Pennie Gregory
EMAIL:	stimm@careeracademysb.com	EMAIL:	pennie.gregory@wayne.k12.in.us

STATE BOARD MEMBERS		STATE BOARD MEMBERS	
TITLE:	Communications Committee Co-Chair	TITLE:	Northeast Roundtable Chair
NAME:	Susie Hurt	NAME:	Wendy Lane-Ginder
EMAIL:	smhurt@avon-schools.org	EMAIL:	wginder@neisec.com
TITLE:	Communications Committee Co-Chair	TITLE:	Northwest Roundtable Chair
NAME:	Khailey Brown	NAME:	Linda Holland
EMAIL:	brownk3@centergrove.k12.in.us	EMAIL:	lholland@jesse.k12.in.us

STATE BOARD MEMBERS		STATE BOARD MEMBERS	
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TITLE:	East Roundtable Chair	TITLE	Central Roundtable Co-Chair
NAME:	Liza Bates	NAME:	Jen Culhan
EMAIL:	liza.bates@eciss.org	EMAIL:	jculhan@pike.k12.in.us
TITLE:	North Central Roundtable Chair	TITLE:	Central Roundtable Co-Chair
NAME:	Suzie Reagle	NAME:	Jill Lambert
EMAIL:	sreagle@kasec.k12.in.us	EMAIL:	jlambert@gws.k12.in.us

STATE BOARD MEMBERS		STATE BOARD MEMBERS	
TITLE:	Southeast Roundtable Chair	TITLE	Southwest Roundtable Chair
NAME:	Mika Ahlbrand	NAME:	Emily Dykstra
EMAIL:	ahlbrandm@scsc.k12.in.us	EMAIL:	dykstrae@mitchell.k12.in.us

AWARDS

X	CONSIDER FOR OUTSTANDING ACHIEVEMENT
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Describe awards presented within your province/state: (annual/when warranted/other)

ICASE PRESIDENTIAL SCHOLARSHIP

For more than 50 years, the Indiana Council of Administrators of Special Education (ICASE) members have worked tirelessly on improving the lives of students with disabilities. The mission of ICASE is to serve, support and represent special education administrators in Indiana in order to provide high-impact learning opportunities for all students. One goal of ICASE is to build capacity among its members and continue to develop future leaders in special education. To do this, ICASE awards two \$1,000.00 scholarships to individuals who are interested in becoming administrators in special education. In order to be eligible for this scholarship, the applicant must be nominated by a current special education director and enrolled in a special education licensing program. Recipients are celebrated at the Spring ICASE Conference annually.

ASPIRING SPECIAL EDUCATION LEADERS INSTITUTE SCHOLARSHIP

Ten aspiring special education leaders participated in the second ASELI Cohort. Through an application and review process with two ICASE co-chairs and Indiana Department of Education, ten participants were selected and each received a \$3,000 scholarship. In addition, ten experienced directors of special education and members of ICASE participated as mentors to the ASELI participants. They learned side by side with the participants about diversity, equity, and inclusion. These mentors received stipends for their time and talents from IDOE.

CELEBRATIONS AND RECOGNITION

Celebrations, recognition, and appreciation are of critical importance to the ICASE Executive Board. Monthly agendas for Executive meetings and Roundtable meetings focus first on recognizing the dedication and commitment to the field and the students and families we serve. Collaboration with the Communications committee has increased our presence on social media to promote ICASE as an organization that respects and recognizes the work of educators in the field and in leadership positions. Additionally, E-Blasts and monthly messages from the ICASE President are shared with all members to recognize outstanding members and work within our organization.

Do any awards exemplify special education advocacy?

ICASE aligns with the standards for CEC and CASE in advocating. Each award, scholarship, and recognition includes advocacy components. The Presidential Scholarship acknowledges recipients in a special education leadership program with a focus on advocacy for the field and for students with disabilities. Mentors and mentees in the ASELI program are selected based on several criteria, one of which is their special education advocacy.

Were any individuals from your unit submitted to International CASE for award consideration?

Yes. This year we proudly nominated Ms. Sara Timm for the CASE Early Career Special Education Administrator Award and Ms. Paula Nichols for the Harrie M. Selznick Distinguished Service Award. Both nominees exemplify commitment to the field and advocacy for students with disabilities.

List new awards or scholarships in 2021-22:

ICASE has established two new awards as a means of recognizing professional excellence in our members. These awards are presented as a public acknowledgment of these individuals' achievements and in appreciation of their contributions to the field. There was an application process, review process via a rubric, and selection by the Membership Committee members. Recipients were selected in May 2022.

The Cheryl Harshman ICASE Distinguished Service Award recognizes an individual who has been a career-long leader in the administration of special education programs. The intended recipients of the award made significant contributions to the field over their extended professional career. The Cheryl Harshman Award is the highest ICASE honor and is accompanied by a plaque. The recipient's name was forwarded to CASE as a nomination for the Harrie M. Selznick Award. The recipient will also be recognized at the annual ICASE Fall 2022 Conference.

The Early Career Special Education Administrator Award is presented to a Special Education Administrator who is a member of ICASE and in their first five years administering special education programs and/or services. The applicants are nominated for exemplary leadership, consistent with ICASE standards, innovation and contributions to special education and/or quality of services to children with exceptionalities, and additional education-related and/or community accomplishments and recognitions. The recipient's name was forwarded to CASE as a nominee for the CASE Early Career Administrator Award. The recipient will also be recognized at the annual ICASE Fall 2022 Conference.

Please share strategies you have found effective in soliciting award nominations:

ICASE is active in communicating awards and scholarship opportunities through regular communication to our members. The Communications Committee collaborates with the Membership Committee and the management company to solicit nominations. Monthly Roundtable agenda items include current scholarship and award opportunities for aspiring and current members. Current special education leaders and directors share information with colleagues in their districts working on a Special Education Administration license. The [ICASE website features previous award winners](#). ICASE members collaborate and communicate with institutes of Higher Education in Indiana that offer a licensure program in Special Education Administration to share scholarship opportunities and post information. Opportunities are also shared through collaboration with the Indiana Department of Education.

We invite each Scholarship recipient to attend our spring conference. They were acknowledged by the Membership Committee during the Business Meeting. This recognition encourages members to nominate staff in their Roundtables.

Nomination for the Early Career and Distinguished Service awards is shared with ICASE Membership through our member communications and roundtable agenda.

2022 ICASE PRESIDENTIAL SCHOLARSHIP RECIPIENTS



Kelly Blakey

Kelly is a member of the Developmental Preschool team in Center Grove at Sugar Grove and currently serves as the teacher lead. In her role, she coordinates training and student support team meetings for the team, leads the grade level PLC, and covers many administrative responsibilities. Kelly is the teacher trainer for the district in ISPROUT, and is a member of the Preschool Assessment team where she attends all initial case conferences for students transitioning into the preschool program. Kelly is pursuing her Master's in Special Education, with a Director of Exceptional Needs License, through Ball State University. She also is a professional member of CEC, NAEYC, and ICASE.



Traci Henn

Traci Henn is a Special Education teacher for Elkhart Community Schools serving the non-public student population. Traci earned her masters in Science of Education at Purdue University, majoring in Curriculum and Instruction. In addition, she took part in the Purdue Leadership program gaining valuable experience in leadership and teaching. Traci was honored as the INCEC 2021 Special Education Teacher of the Year. She is currently pursuing her Director of Exceptional Needs Licensure at the University of Indianapolis.

2022 ICASE ASELI INSTITUTE SCHOLARSHIP RECIPIENTS

The ICASE ASELI Institute is a one-year leadership development program designed to improve outcomes for all students by preparing a diverse group of educators for leadership roles in special education. The participants below are in Cohort 2. Cohort 3 is currently accepting applications for both cohort members and mentors. (Last year, we had over 44 applicants.) This mentorship program for leaders is a collaboration with the Indiana Department of Education, Office of Special Education.



ASELI Cohort II Participants

Michelle Robinson
Ciara Vazquez
Heather Pitcock
LaMeca Perkins-Knight
Bridget Lueken

Katherine O'Neal
Bridgette Kelly
Dustin Robinson
Chelsea Clukey
Adra Young

2022 ASILI Mentors

Pam Bell
Steve Wornoff
George Van Horn
Megan Ahlers
Joe Kwisz

Tammy Hurm
Todd Hawks
Ghirmay Alazar
Jill Lambert
Eleese Payne

The ASELi program has been successful for 2 years. With the twenty cohort members who have gone through the program in these 2 years, at least 11 of them have new leadership positions as of the writing of this report.

2022 ICASE EARLY CAREER ADMINISTRATOR



Mrs. Sara Timm is a special education administrator at Career and Success Academy in South Bend, Indiana. In her short time there, Sara has grown the Special Education Department by adding teachers and programs specifically for students with emotional disabilities where there were none previously. She also added a functional skills classroom, teacher, and para staff to their elementary school. She has grown their SLP team from 1.5 FTE to 3 FTE. Through her leadership, Career and Success Academy is providing robust RtI support in addition to servicing students who have qualified for special education. Sara provides district professional development to teachers on how to increase language skills in the classroom. Strategically utilizing Part B funding and increasing revenue from Medicaid has allowed the academy to add many needed

positions and classrooms in her schools. Sara has been the Membership Committee Co-Chair for ICASE for two years. In that time, she and her co-chair have completely changed the Membership Committee's effectiveness! Along with their committee, they developed 2-year goals of improving the New Directors Training, creating a Mentorship program, and creating an Award Program. Sara has shown perseverance in creating membership levels for ICASE. She has shown creativity and innovation in coming up with ideas to increase membership in ICASE and in CASE.

2022 ICASE CHERYL HARSHMAN DISTINGUISHED CAREER ADMINISTRATOR



Mrs. Paula Nichols has served as the Director of the South LaPorte County Special Education Cooperative for fourteen years, serving as a supervisor prior to taking on that role. In the history of the Cooperative, Mrs. Nichols is the longest-tenured director, which has provided consistency and stability to the staff and students within our districts. The cohesiveness that has been provided from this amongst the five districts that make up the 2300 students within the Cooperative has allowed for the continuum to be met and provided opportunities for smaller districts that would not otherwise be able to be provided. Mrs. Nichols has played a vital role during her tenure at ICASE. She has served as a chairperson

for six years and an additional three years as an alternate. While serving on the NorthWest

Roundtable she organized educational opportunities, assisted aspiring or new directors, and organized and hosted many Topicals.

OUR MOST SIGNIFICANT ACTIVITY IN AWARDS THIS YEAR WAS:

The most significant activity within awards this year was the development and selection of the first Cheryl Harshman Distinguished Service Award and the ICASE Early Career Special Education Administrator Award. As a unit, we were compelled to recognize the contributions to the field and acknowledge the advocacy and dedication of our members. We put the process and procedures in place to make this an annual practice.

COMMUNICATION:

x	CONSIDER FOR OUTSTANDING ACHIEVEMENT
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ICASE ORGANIZATIONAL ALIGNMENT

Organizational alignment is a critical component of effective communication with association members. ICASE took several actions this year to align our communications via our [Bylaws](#), our Policies & Procedures Manual, and our [Strategic Plan](#). These three key organizational documents were a standing agenda item at our Executive Committee meetings. Our work began with a Bylaw revision in the fall. This is a [summary of the changes we made to the Bylaws](#).

ICASE Organizational Alignment	<p>Bylaws "The roots of the organization." Approved November 2021</p> <p>Policy and Procedures "The guidelines for management of the organization"</p> <ul style="list-style-type: none">Next steps<ul style="list-style-type: none">Presidents & Kim to work on over the summer <p>Strategic Plan "The visions and associated actions of the organization"</p> <p>Strategic Priorities</p> <ul style="list-style-type: none">At the June 2nd Exec meeting @ Earlywood, we will define our core values and vision. Exec will also review the progress on our objectives and update them to be obtainable within two yearsAt the fall 2022 conference, a finalized 2022-24 strategic plan will be shared with our membership
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Our Fiscal Management Committee is Chaired by our Treasurer. She led the work this year with policy revisions regarding reimbursement of expenses, budget process, cancellation and refunds, conflict of interest, record retention, and whistleblower. Additionally, our Treasurer worked with our association management company to make changes to the way our budget is presented and discussed with our Executive Committee. Our management company starts the budgeting process by putting together a spreadsheet of the last 5 years, year to date expenditures, and a

SPONSORSHIP LEVELS

	Associates \$1500	Friends \$3750	Patrons \$6000
COMMUNICATIONS			
Logo with link listed on web page as a sponsor Logo specs: ttf/jpg/png/pdf, 300 dpi, minimum 2" high	✓	✓	✓
30 second video on web page		✓	✓
30 second video emailed to members			✓
Acknowledgment of sponsorship in e-blasts		✓	✓
Announcements sent to followers on social media		2	4
Custom banner ad (provided by sponsor) displayed in e-blast(s) Ad specs: 600 X 75 pixels	1	4	6
EVENETS			

draft proposal for the coming year. After meeting with the Treasurer to review, the proposed budget is presented to the Fiscal Management Committee for review and edits. The recommended budget is then presented to the entire Exec Committee for final approval. Another important organizational alignment communication that ICASE created this year was the creation of the Annual Sponsorship document for us to use as we engage with our valued sponsors. We added a [page](#) to our website to promote our sponsors and provide added benefit to the sponsors.

ICASE REPRESENTATION

It is critically important to ICASE that our membership and leadership represent the children we serve. To meet this goal, we formed the Aspiring Special Education Leadership Institute (ASELI) to intentionally increase our network of diverse special education leaders. Additionally, our DEI Committee advocated that our speakers and presenters at ICASE-sponsored professional development represent diversity. This is explained more in a section below.



Does your Unit publish and disseminate a newsletter? If so, list the number of issues published this year?

The ICASE leadership team has taken a multimedia approach to distributing information and engaging members in a variety of ways outside of email or print. We have several ways of communicating with our members. Regular eBlasts are sent with helpful information to special education administrators across the state. This includes information dispersed from our

Executive Meetings, as well as information from the committee meetings that take place around the state. Here is a [sample of our May 2022 eBlast](#).

Additionally each month, the roundtable representatives meet with the President-Elect to discuss the key points of the most recent executive session. This helps drive questions and quality discussion during the monthly roundtable meetings and has enhanced the format of many roundtable discussions across Indiana. From this meeting, a list of topics is generated and the current President creates a short three to five minute video teasing these topics out so that members know what is most important in the information they receive monthly. The video message increases connection and engagement with members, while bringing the “fun” through song and dance at times!

Links to ICASE Executive Committee Summaries

[November 2021](#)

[January 2022](#)

[February 2022](#)

[April 2022](#)

[June 2022](#)

Does your Unit maintain a website? If so, list the URL.

www.icase.org

We made many improvements to the content on our website this year. We removed the stock photos and added pictures of our members in action. We also added bios of our elected leadership, information on each of our committees and Roundtables. Our website allows members access to newsletters, bylaws, minutes from our Executive Board meetings and committee meetings. It also allows easy access to upcoming events for the organization. Another update to the website was the addition of a Career Development page. The page highlights information on ASELI, ASSET, and our job bank which is free for posting open positions in Indiana. Improvements to our Members Only section also occurred and are ongoing. The newest addition is the use of Forums. This operates similarly to a listserv and allows members to share information, ask questions of each other, and collaborate. Members can also access CASE and CEC websites through our ICASE website. We had our website intentionally reviewed for accessibility and have incorporated recommendations including font style and size. Additional improvements are planned based on the review such as captioning photos and making navigation easier for visitors to the site.

Did your Unit submit articles/materials to other publications? If so, list them below.

While we didn't submit an article that we authored, we did engage with the media and other publishers. ICASE leadership is known as a source of reliable information and was often cited in media throughout the year, especially surrounding the topic of the educator shortage. Our President-Elect, Mr. Joe Kwisz was quoted in [*Indiana Will End Emergency Permits For Special Education Teachers Next Year*](#). As another example, we knew that the educator shortage was nearing a critical point and we also knew that we needed to build public awareness around the issue. Therefore, our President contacted Chalkbeat Indiana and pitched the idea for a story to draw public attention to the issue of the educator shortage. From that outreach by ICASE leadership, [*Nearing A Collapse, Indiana Needs More Special Educators*](#) was published on March 3, 2022. Dr. Balsley and one of her teachers are both quoted in the article. As a follow-up to the article, Indianapolis newscenter 13 reached out to Dr. Balsley for a follow-up story "[*Indiana Desperately Needs Special Education Teachers*](#)" that aired on March 29, 2022.

List any other publications published by your Unit:

As yet another way to communicate with our members and share relevant information from the field, ICASE started the use of Vodcasts this year. Vodcasts are short recorded video meetings. We've shared them via our e-Blasts and soon they will be archived on our website. The Vodcasts we've created to date include:

[EPIC Launch](#) (a new curriculum from Indiana Special Olympics)

[IN*Source Supports](#) (Indiana's parent information network)

[Student & Bi-lingual Outreach from IN*Source](#)

[IDEAL Statute from the Center for Deaf & Hard of Hearing](#)

[Alternate Special Education Licensure](#) (information from the IN Dept of Education)

[ICASE ASSET](#) (our new program for licensure add-ons)

These first six Vodcasts have **621 views** as of June 28, 2022!!!

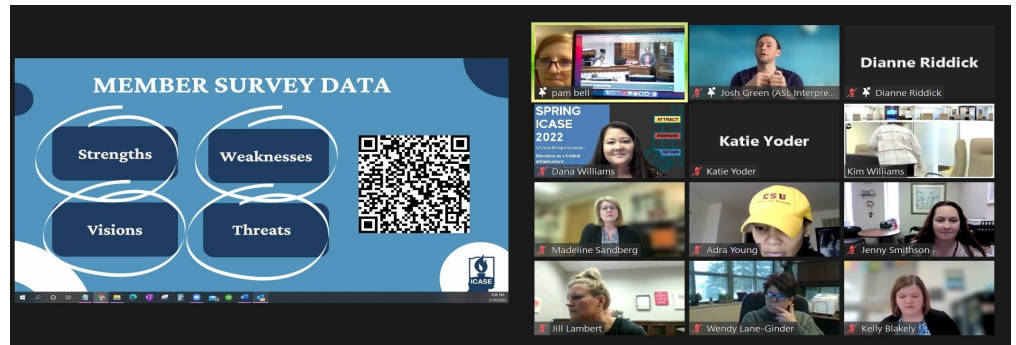
Do you conduct electronic surveys? If yes, how are the results communicated to your membership?

We survey our members often to gather their insights on preferred professional development topics, to gather insights on issues in their district to inform our legislative platform, and to gather data to craft our communications. Our most important member survey this year, we conducted in the fall. At our business meeting during our fall conference, our President shared that our Executive Committee had begun to conduct a SWOT analysis to inform the development of our new strategic plan. She explained about the SWOT process and shared that ICASE member input would be a critical component of the data. Following the conference, a survey was sent to members asking:

- What does ICASE do that is amazing

- What could ICASE do better?
- How can we help with your job?
- What barriers do you face as a Director

We used the member survey data and our SWOT analysis to craft [Five Priorities](#) at the Executive Committee Retreat in October. A draft strategic plan was developed by the Presidents in November, discussed with the Executive Committee in January, and shared with our membership during our February virtual conference.



How does your Unit communicate quickly with membership? (Examples: Listserv, blog, twitter, email, WIKI) Facebook, email, Twitter?

Our monthly roundtable meetings allow in-person OR virtual participation for members. This collaborative and personable environment allows members to connect and share information as a community and is a valued structure in our communication strategy as an organization. Increased publications within social media outlets is a new goal for the Communications Committee, as we look for more ways to meet the needs of all members, trying to access our information easily and efficiently!

We sought out the Indiana Department of Education to have a voice in what goes in our state IEP system. Because of this, we have ICASE members as stakeholders and attend meetings to give input and learn about upcoming changes to the system. We gain input from all of the members via email solicitation and through roundtable discussions.

We do the same with monthly meetings with the Indiana Department of Education Director. Members are used to the format, provide written questions and feedback, and read the responses. They learn more about the responses through the monthly roundtable meetings.

Over the course of the past year, ICASE has enhanced its social media presence through our Communications Committee. We now have active accounts on LinkedIn, Twitter and Facebook that are managed by a member of our Communications Committee. Relevant content is delivered through these platforms on an ongoing basis, and allows for interaction with both our direct membership, the public, and affiliated professional organizations in education. This growth has enabled ICASE to form stronger relationships with CASE units in other states and share ideas and resources across the country. Having a presence on multiple social media platforms enables ICASE to do its part in positively promoting the profession of education as

we all navigate through these turbulent times. To help streamline communication and align our multiple platforms, ICASE utilizes the Hootsuite app for seamless posting across our social media pages.

Does your Unit facilitate sharing of information from state, federal and provincial education partners?

Our structures for communication listed above allow for easy and efficient sharing of important information from state, federal and provincial education partners. The Indiana Department of Education, INSOURCE, CASE & CEC, and the Indiana State Teachers Association are just a few examples of our partners we support, collaborate with, and share information reciprocally.

One unique activity we did this year was to celebrate CEC’s 100th anniversary by resharing the CEC’s 100 stories via ICASE social media accounts.



OUR MOST SIGNIFICANT ACTIVITY IN COMMUNICATION THIS YEAR WAS:


We’ve made great strides with our Communications this year. We’re proud of the work we’ve done to align our communications and connect with our members. Our most significant systematic activity this year was to realign our former “Public Relations Committee” to become the “Communications Committee”. With this realignment, we are better equipped to distribute information to our members, engage with multiple populations outside of our member base, and streamline communication for all. This realignment has enabled us to have processes and procedures for the flow of information through ICASE, provides a better avenue for member feedback, and organizes communications in a manner that is efficient for our membership. Having this system in place has further promoted the use of multiple means of communication to better reach our members. ICASE members can receive e-blasts, vodcasts, and updates on critical information in a timely manner through a platform that best fits their daily flow of information online.

LEGISLATIVE:

X	CONSIDER FOR OUTSTANDING ACHIEVEMENT
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List/describe STATE activities/topics addressed by committee this year:

2022 WAS A BUSY LEGISLATIVE YEAR FOR ICASE

List/Describe	Results/Comments
Committee and Liaison Training	<p>The Governmental Affairs group educated the Executive committee on the process of determining what bills will receive verbal and written testimony on behalf of ICASE during the legislative session. Any public testimony that stands in opposition is always prefaced with a personal meeting with the author of the legislation. The personal relationships are crucial for making positive impacts/outcomes for our Indiana students. We also emphasized how to ensure that we were representatives of ICASE, not isolated entities. In doing that, we emphasized that each individual needed to only say they were representing ICASE when, in fact, ICASE membership had a voice in making the said statement. This is done through members' feedback during roundtable meetings and quick surveys .</p> 
<u>Advocacy</u> <u>Bingo</u>	<p>ICASE has worked to empower its members to be more comfortable in the legislative process. This year we made it a legislative priority to increase our member's comfort level and expand their relationships with their legislators. We challenged our members to complete an Advocacy Bingo card after they performed some of the activities on the card. Time was set aside during roundtable meetings for the members to take a few minutes to send e-mails to their legislators. It also provided immediate</p>

	<p>support for those who may have needed a bit of coaxing or encouragement due to their own insecurity of making the contact.</p>
<p>Supporting our membership</p>	<p>We provided Know Your Legislator Organizer to our members to complete in order to have all necessary information in one handy location that was easy to access. We provide Short training from ICASE Govt Affairs entitled 'If You Are Not at the Table, You Are on the Menu'. This webinar walked our members through internet sites so that they could find the information to complete the graphic organizer.</p> <p>In identifying our members' barriers to contacting their legislators, uncertainty and lack of confidence was common among the 7 roundtables across the state. Our legislators have told us that they do not appreciate chain letters so we are cautious to not utilize a chain email system. Instead we provided a framework/template for our members to use as a basis and then included ideas on who they could personalize their email correspondence. This served several different purposes. Obviously it shared information with the legislator, but because it was personalized as to how the legislation impacts the school/students. It also helps to build the relationship between our member and that legislator.</p> <p>All of our requests for our members to reach out to their legislators is about asking for something. We ask our members to extend a congratulatory email after elections to their legislators following contended primary and November elections. We also ask for them to send a thank you after each session ends to show our appreciation for their sacrifices being away from their families/jobs during the session. These contacts are very intentional to establish and strengthen relationships. This is extremely important this year as the primary election included all 100 House and 25 Senate seats. There are many retirees and the redistricting may lead to new faces in the Indiana General Assembly convenes in 2023.</p> <p>Each year the Indiana Chamber of Commerce prints a Legislative Directory that includes bios for each legislator, committee members, legislative organizational information, district maps, staff member contacts, etc. ICASE purchases a directory for each of the ICASE</p>

	<p>Governmental Affairs Committee members and the Presidents. This is a handy resource to have readily available as we need to contact legislators or office staff for the legislators. It is also very helpful to find the district numbers for when we need to notify specific members to request they make contact with that specific legislator for key issues/concerns.</p>
<u>ICASE Legislative Website</u>	<p>The Governmental Affairs Committee strives to have helpful resources available on the ICASE website. There are active links within the page that serve as educational tools for our members to better understand the legislative process. There is also a link for finding their local representative and senator. We have an advocacy form that we ask our members to complete in order to track contacts and collect information that we may need to follow up with any legislator. There are also links to CEC advocacy and to different news sources for Indiana.</p>

Indiana General Assembly 2022:

ICASE worked together with the Indiana Department of Education, Indiana Secretary of Education, the Indiana Director of Special Education, the ARC of Indiana, Indiana Disability Rights, Senate Policy Writing Staff, Indiana State Senators, and Indiana House of Representatives.

Our work included many scheduled virtual, face to face meetings, phone meetings, email correspondence, text messaging, conversations through our legislative liaisons, calling legislators out of session conversations, as well as, catching legislators in passing at the Indiana State House. We personally met with Chairmen of the Education Committees in both chambers. We are pleased to report that the Chairmen and/or their staff actively sought our input on both sides - in support and opposition to proposed legislation by directly calling, texting, or emailing us on many occasions.

The 2022 Session for the Indiana General Assembly was quite unique in the many controversial topics that they

ICASE actively tracked multiple bills during the 2022 Indiana General Assembly session. ICASE influenced 3 different pieces of legislation. This included working with legislators to craft amendments that positively supported students with special education needs and their families.

ICASE members were very busy this session building relationships and advocating.

[HB 1107](#) was the main focus for ICASE members. This bill focused on shifting the burden of proof on the school regardless of who filed the due process request and on the appropriateness of non-disclosure agreements in due process hearing settlement agreements.

While ICASE leadership attempted to “make this bad bill better,” the legislator and his supporters were not willing to make any suggested amendments. Tammy Hurm, the Chair of the Governmental Affairs Committee, worked closely with the Executive Director of the ARC.

Additionally, the ICASE President, Dr. Angie Balsley met individually with the author of the bill, Representative Clere, the Executive Director of the ARC, the managing attorney for Indiana Disability Rights, the Executive Director of In*Source (Indiana’s Parent Information network), and the Executive Director of the Indiana Association of Public School Superintendents.

It is the belief of ICASE that early dispute resolution was the better focal point. One of the primary talking points was to act on the recommendations of the commission on early dispute resolution assembled several years ago based on the Indiana General Assembly. At this point none of the 9 recommendations from this multi-disciplinary

addressed. It was a short session (non-budget year) in which they strived to end early due to Indianapolis hosting the Big Ten Basketball Tournament and the need for hotel rooms. This meant things moved very quickly.

commission have been heeded.

To keep our membership informed of the issues, Dr. Balsley created and shared [this video message on January 14, 2022 to summarize the work with HB 1107](#).



On behalf of ICASE there were 4 members who testified in the Education Committees in the House and also before the Senate. The testimony drew media attention and ICASE leadership continued to represent our members' voices throughout. Dr. Balsley is quoted in [*Parents Can Be Silenced in Special Education Settlements. A Proposed Bill Would Change That*](#) on January 27, 2022. Additionally, Dr. Balsley was asked to be interviewed live on air for the NPR All In radio program. [*How Are Special Education Disputes Handled And Does It Need To Change?*](#) aired live on February 15, 2022.



In the end the efforts shifted in an attempt to defeat that one specific bill. The bill passed the House 57-33 which showed that our members' voices were being heard. At that point we worked very hard to encourage our members to keep talking to their Senators. It was very evident that they did just that as the bill was defeated in the Senate with a 0-50 vote. It is said that this has never happened in the history of the Indiana General Assembly.

[HB 1134](#) is a bill in which we provided our members with information and updates; however, as an association we did not provide testimony or take a position. This bill was

very controversial so we thought it was important for our members to be educated on the bill and the steps it was taking while remaining silent as ICASE. Our members were encouraged to speak to their legislators as constituent rather than an organization.

There was collaboration that resulted in language revisions that matched the proposed language made by ICASE. This work successfully led to many bills we opposed not making it to a committee hearing agenda or being pulled prior to a vote. There were 3 bills in which ICASE directly impacted the outcome of the language by either committee or floor amendments.

ICASE partnered with the Arc of Indiana as we advocated for language to support students and families in Indiana.

<p>Communication with Membership for Immediate Legislative Needs or planned meetings.</p>	<p>The Corydon Group helped us add state and federal Congressional Districts to our member information so we can easily print lists of members in a particular district if we need to reach out for members to be able to testify or to schedule a meeting with their legislator. This way we can leverage the power of their constituency. They have a means to track how many people opened their communication emails. The ‘open’ rate has been very positive.</p> <p>The Corydon Group also stores our members’ information in a database that sorts them by voting district. This is very helpful when we have specific legislators that need to hear from their own constituents on a certain topic. This is particularly helpful with Committee Chairs to help them understand the importance of getting bills heard in that committee. It is also useful when we need our members to encourage the bill authors to consider amendment language.</p>
<p>Bill Tracking</p>	<p>Our governmental affairs committee sent out weekly digital bill tracking updates and summaries to our GA roundtable representatives for them to share with our members.</p> <p>We discussed the bills in our monthly regional Roundtable meetings, our monthly Executive Committee meetings and during the business meetings during our fall and spring conferences.</p> <p>The feedback from these meetings formed our talking points and responses to proposed legislation.</p>

Educational Savings Accounts

One of the Co-chairs of the Governmental Affairs Committee sits on an advisory council to the Executive Director of the Indiana Educational Savings Accounts. This allows for ICASE to have a voice in the planning for the administration of the ESAs. The ESAs will begin implementation in the 22-23 school year.

In fall 2022 ICASE Govt Affairs Com will need to educate ICASE members on a process for collecting data about students who accept ESA's so we can use this to testify, beginning in spring 2023. It is anticipated the Indiana General Assembly plans to expand the ESA program beyond those students with IEPs.

Article 7 Sub-Committee within Governmental Affairs

The Indiana Department of Education (IDOE) requested the input from ICASE for the draft revisions of Article 7. The Governmental Affairs Committee developed a sub-committee with representation from each of the roundtables to review the drafted revisions and provide feedback to the IDOE. They met as a committee and then shared the drafts with their roundtable members who in turn gave feedback to the Article 7 committee. They compiled the feedback into one final report to the IDOE.



This evidences the mutual respect that exists between ICASE and the IDOE.

2023 Legislative Priorities

As the 2022 Legislative Session ends, we automatically begin to shift our focus into the 2023 Legislative Session. ICASE Governmental Affairs Committee started a brainstorming list of priorities that have been presented to the roundtable members. We have begun collecting feedback from our members through discussions from our roundtables through a summary form that is collecting the information for the committee to consider. [June 2022 GAC feedback form](#)

- Protect and increase S5 funds-Line item in the Indiana budget that allows the Indiana Department of Education to assist schools in paying excess costs for those students that require significant supports that can be extremely costly such as, residential placement.
- Shortage of school psychologists, SLPs, substitute teachers, therapists, paraprofessionals
 - Awareness of the real impact of these shortages
 - EV report-missing timelines rationale (staffing)
 - Do we look at aligning Article 7's 50 day timelines to IDEA to a 60 day timelines?

- Advocate at the collegiate level to keep programs open
- Compare licensing requirements of Indiana to other states
- Mental Health
 - Staff
 - Students
 - Outside placements are overwhelmed
 - Families

Indiana Commission on Seclusion and Restraint

The new co-chair for the Governmental Affairs Committee serves as a member of the Indiana Commission on Seclusion and Restraint. This committee was put together in order to put a sample plan for school corporations to use regarding seclusion and restraint. The ICASE representative shared some important reminders to our members following a recent meeting.

- Re-educate definitions of seclusion and restraint
 - our roundtables, principals, educators
- Reminder to keep definitions of seclusion and restraint updated and reviewed. Additionally, check to see how particular rooms could be viewed by parents.
- Parents are utilizing the commission for concerns.

Interim Study Committees

ICASE is monitoring the interim study committees that will be scheduled. The Legislative Council oversees the House and Senate leadership/operations of each and determines which interim study topics will be studied between now and Nov 1. Some committees are statutory; some are from legislation and are standing committees. Members are appointed and topics are distributed to the committees. Each committee submits a final report to the Indiana General Assembly.

The Education Committee has been assigned the topic of a multi-year study to eliminate, reduce or streamline mandates on schools. This study expires 2023. ICASE has been following this each year and provides feedback to the committee on the topics and length of time that these mandatory training entail for each staff member in a school, as well as the costs associated with the required training.

List/describe FEDERAL activities/topics addressed by committee this year:

ICASE HAD BOTH AN INDIANA AND A FEDERAL PRESENCE

List/Describe	Results/Comments
CEC Legislative Action Center	Our unit made members aware of issues that were pressing in the CEC Legislative Action Center including funding for special education in the FY 21 budget and COVID relief bills (CARES, ESSER II, ARFA) including advocating for the safe reopening of schools. We provided time during round table meetings for members to submit letters and encouraged all members to call or email their members of Congress when it mattered.
Julie Weatherly Legal Retreats and 30 minutes with Myrna	Our unit's federal co-chair, Jenny Smithson, attended all of Julie Weatherly's Legal Retreats and each of the 30 minutes with Myrna to summarize for the membership when these sessions were offered. We continue to appreciate CEC and CASE's support during the pandemic and the continued communication and guidance.

CEC/CASE Special Education Legislative Summit	Notes for SELS 2021 - Indiana Team	
	In 2021 the Indiana SELS team consisted of 67 registered participants from all 9 House districts.	
	District	Number of Participants
	House District 1	4
	House District 2	6
	House District 3	6
	House District 4	14
	House District 5	7
	House District 6	11
	House District 7	8
	House District 8	4
	House District 9	7

The participants received training from CEC/CASE over two days on the three issue briefs for the summit.

1. Education Appropriations
2. Shortages of Special Education Teachers and Early Intervention Providers
3. Mental Health: Building Positive Climates for Learning

The Indiana team split into groups and met virtually with all 11 legislators or their legislative aides between July 21 and July 23, 2021.

Indiana Committee Assignments that matter for SELS--

Rep Frank Mrvan (District 1) - House Committee on Education and Labor

Rep Victoria Spartz (District 4) - House Committee on Education and Labor

Rep Jim Banks (District 3) - House Committee on Education and Labor

Senator Mike Braun - Senate Appropriations Committee; Committee on Health, Education, Labor, and Pensions

Knowing these committee assignments helped our teams to address co-sponsoring bills we support.

7/20/21; 2pm - Hoosier Huddle with Senator Braun; asked for a follow up meeting with Tammy Hurm in Jasper to discuss the impact of federal appropriations on special education

7/22/21; 2pm - District 6 meeting with Leon Striker, LA for Rep Pence. Asked for a follow up meeting to review an FY22 grant once it is completed to see how we budget, what we spend the funds on, and how much is left for the education fund to pay for from the federal mandate. Jenny Smithson agreed to this follow up meeting.

Education Appropriations

CEC/CASE supported the funding levels in the President's budget and we also supported a glide path to full funding of IDEA as the Keep our Pact Act states.

Keep our Pact Act - S. 72 Sponsored by: Sen Chris Van Hollen (D-MD)/ H.R. 764 Sponsored by: Rep Susie Lee (D-NV)

[S.72](#)

19 cosponsors in the Senate (all democrat); 44 cosponsors in the House (all democrat)

This bill would provide mandatory full funding for IDEA on a ten year glide path. We asked them to cosponsor this bill if they have not already.

CEC/CASE also asked our legislators to support the levels of funding in the House Appropriations bill.

Shortages of Special Education Teachers and Early Intervention Providers

Issues of Concern:

#1 Teacher Prep - more high quality programs are needed; losing higher education faculty due to cuts and retirements; adjunct faculty make low salaries

#2 Working Conditions - high caseloads and a lack of understanding of special education law among their colleagues are contributing factors

#3 Financial - Low Salaries and student debt keeping us from recruiting and retaining highly qualified teachers

#4 Teacher Turnover - Higher turn over in high poverty schools; in Indiana it's the only way to get a raise in salary

Solutions:

- Improve quality of and access to teacher preparation programs
- Expand and strengthen (make time for) professional development for all teachers in understanding special education law and universal design for learning
- Improve working conditions - low caseloads; mentorship, coaching
- Increase compensation for high need fields

American Families Plan - \$9,000,000,000 for the educator pipeline (reconciliation)

Priorities:

1. Invest in high quality full teacher prep (dual licensure programs)
2. Promote policies that attract, prepare, and retain well qualified staff (teacher induction programs; embedded coaching; ongoing professional development)
3. Student Financial Aid/Teacher Compensation
 - a. IDEA Part B, C, and D (FY22 Appropriations Bills)
 - b. Teacher Quality Partnership Grants (FY22 Appropriations Bills; American Families Plan)
 - c. Augustus F. Hawkins Centers for Excellence in Higher Education (FY22 Appropriations Bill)

Mental Health: Building Positive Climates for Learning

Concern:

This is an urgent matter - young people need mental health support. They are experiencing significant stressors in their communities. Access to basic needs is key. BIPOC/API/LGBTQ+ students facing discrimination in our current climate.

	<p>Staff need mental health support for vicarious trauma and/or direct trauma in their lives. Ignoring this can contribute to burn out and the teacher shortage.</p> <p>Strategies that Work:</p> <ol style="list-style-type: none"> 1. Assessment and Improvement of School Climate 2. Trauma Informed Education professional development 3. SEL curriculum for students and staff 4. Partnerships with Mental Health Agencies <p>Safe Schools National Activities - President's budget has 1 billion to address the shortage of mental health providers and mental health providers in schools.</p> <p>Panelists made suggestions about spending the influx of federal dollars on MTSS processes, hiring staff, and community coalitions to provide mental health support.</p>
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ACTIVITIES:

LEGISLATIVE LIAISON

The Governmental Affairs Committee partnered with ICASE's legislative liaisons, K. Waggoner and G. Waggoner. This partnership allowed for a daily presence at the State House, facilitated personal meetings with legislators, provided opportunity for proposed language to be presented to legislators, provided regular updates on bills and proposed amendments throughout the session, provided regular guidance as to how to proceed on issues throughout the session, facilitated partnerships with other groups with common interests as ICASE, and many more levels of support. Their daily presence also brings about 'in the moment' information/updates on what is happening or even what is about to happen.

FREQUENT IN-PERSON MEETINGS

Governmental Affairs committee members and ICASE members regularly contacted their respective legislators throughout the session to address areas of concern. These communications took place in a variety of fashions: email, phone calls, in person meetings - at the district level and at the State House. Governmental Affairs committee members and ICASE members regularly attended in-district breakfasts and town hall meetings (virtual and live) for their respective legislators.

ICASE challenged our roundtables to encourage our members to make personal contact with each of their own legislators through the advocacy bingo. While our goal this year started as relationship building. It quickly expanded to include playing defense against the due process language. Every roundtable participated in our challenge, ensuring all of our state was represented in our efforts.

PERSONAL TESTIMONIES AT STATEHOUSE

Governmental Affairs committee members and general ICASE members testified during committee meetings at the State House. In fact, the ICASE President met with the many different stakeholders as we collaborated with the author of HB 1107 in an attempt to amend the bill to make it more palatable.



Number of times your President/Executive Officers/Chairperson/Members have met with: Governor/Provincial Premier (or their representative), State Superintendent/Commissioner/Provincial Minister of Education, State/Provincial Director of Special Education, and/or Legislative Committee? Indicate with whom below.

WE KNOW THEM. THEY KNOW ICASE.

With whom did you meet?	How many times
State Director of Special Education	85-90 times (including formal/informal meetings-virtual meetings, phone calls, text messages, and emails)
Secretary of Education	3 times
Asst. Sec of Public Instruction	3 times
Director of Legislative Affairs	3 times
IDOE Chief Academic Advisor	4 times in person

ICASE Governmental Affairs Committee ICASE Executive Committee, Dr. Nancy Holsapple, Indiana Director of Special Education	<p>Monthly virtually or by phone (sometimes more)</p> <p>At least monthly as a committee</p> <p>Dr. Holsapple attends all of our Executive Meetings. We put out requests for <i>Questions for Nancy</i> each month to our full membership. The questions are compiled in a Google Doc. She answers the questions in another color font. During the meetings, she expands her responses, which we capture in a 3rd color.</p>
State Board of Education	ICASE has a liaison person that regularly attends/monitors all SBOE meetings and provides information to members of both organizations while building a positive, informative relationship.
Key State Legislators on the committees affecting educational matters	Varies: Weekly to monthly, depending when in session
Indiana Department of Education Workgroups	ICASE has representatives that sit on the various State workgroups involving Special Education. For example, Dispute Resolution, IIEP Stakeholders (which is the group designated to oversee changes, concerns etc with Indiana's electronic IEP system), Seclusion and Restraint Commission, Special Education Excess funding, Pathways to Graduation, Results Driven Accountability, Diversity Grant, ABA, and Dyslexia.
State Advisory Council (SAC)	ICASE has an appointed representative on SAC that regularly attends all SAC meetings and provides information to members of both organizations while building a positive, informative relationship.
Division of Disability and Rehabilitation Service Advisory Council	ICASE has a liaison person that regularly attends all DDRS meetings and provides information to members of both organizations while building a positive, informative relationship.

The Arc of Indiana	The Co-Chair of the Legislative Committee sits on the Education Committee for the Arc of Indiana. There are monthly meetings in which discussions of legislative issues related to special education and families with students with special education needs.
“Lunch Bunch”	The Co-Chair is included in a group of stakeholders who have a vested interest in public education. Many of the professional associations (superintendents, school boards, principals, school business officials, urban schools, suburban schools, rural and small schools, teacher unions, etc) are represented in the group. The group meets biweekly during the legislative session and monthly outside of session. There is a facilitator that leads the discussion and agenda. The format is to discuss potential legislation and its impact on schools/students. There is an opportunity for any member to discuss anything pertinent to their own association. The collaboration and information that is shared is a vital part of staying up to date on current topics and legislation twists that can happen during session.
Meet and Greet with Dr. Katie Jenner (Secretary of Education) and Jason Callahan (Assistant Secretary of Student Pathways and Opportunities)	Pam Bell (ICASE President), Joe Kwisz (ICASE President Elect), and Tammy Hurm (Governmental Affairs Chairperson) were personally invited to attend a Meet and Greet with Secretary Jenner. This meeting established a working relationship and rapport that will lead to an open door policy. When we are in the state house, we are welcome to stop in the office to touch base with her education staff.

Do you work with other professional organizations in your state on legislative issues?

DISPUTE RESOLUTION COLLABORATION WITH INSOURCE

Through the Dispute Resolution work, we have collaborated with InSource (Indiana’s Parent Information Network), The ARC of Indiana, Indiana Disabilities Rights, the Indiana School Boards Association, and the Indiana Superintendents Association. We acknowledge that this is an important and complex topic. ICASE is committed to continue working with our partners to better our systems that serve students with disabilities and their families.

LIAISONS

ICASE utilizes Liaisons with other professional organizations throughout the state. An ICASE member is appointed to serve as the liaison and communicates regularly with each organization. The professional organizations with ICASE liaisons are:

Indiana Association of Public School Superintendents

Indiana School Boards Association

Indiana State Teachers Association

Urban Schools Organization

Indiana's Principal Association

INSOURCE (Indiana's Special Education Parent Support Organization)

The Arc of Indiana

Indiana Speech and Hearing Association

Indiana Association of School Business Officials

PATINS

Project Success

Indiana CEC

Pathways to Graduation

Indiana State Advisory Council

CASE

Division of Disability and Rehabilitation Service Advisory Council



ICASE partners with many organizations throughout the year. Our Legislative liaison worked closely with different groups with common interests with specific pieces of legislation: Indiana Association of School Psychologists, The Arc of Indiana, Schools for Higher Education, Indiana Superintendents Association, Indiana State Teacher Association, and Indiana Speech and Hearing Association.

STAKEHOLDER GROUPS

As a result of these partnerships, ICASE has been invited to be represented on several stakeholder groups, such as a member of the Education Committee for The Arc of Indiana and several state advisory boards such as Results Driven Accountability. The stakeholder groups include: teacher shortage, emergency permits, certificate of completion, excess cost study committee, Indiana IEP, seclusion and restraint commission, ABA, and Dyslexia.

LUNCH BUNCH

ICASE continued its partnerships to include a state educational professional organization leadership team, AKA the “Lunch Bunch”, which represents many of the professional organization leaders from across the state. This group represents tens of thousands of educators across the state and meets monthly to discuss the pertinent issues facing public

education across the country and in Indiana. This group includes various stakeholders who all strive to promote public education (superintendent association, principal association, Indiana State Teacher Association, small and rural schools, urban schools, suburban schools, etc). ICASE sent one GA committee member each month

MEMBER OF EDUCATION COMMITTEE

The ICASE Governmental Affairs Co-Chair is a member of The Arc of Indiana's Education Committee. This group has monthly meetings in which they discuss all topics relevant to people with special needs. The Arc of Indiana has a strong presence in Indiana's policy making process. This relationship has been vital to making changes in Indiana policy.

Does your Unit send out a call for legislative action?

FEDERAL CALL FOR LEGISLATIVE ACTION

Yes--when CASE sends out their calls to action at the federal level, our legislative affairs committee responds in turn by sending the announcement out to members again and encouraging them to respond. Indiana has paid close attention to the IDEA Full Funding Legislation in attempting to get Indiana legislators to sign on as co-sponsors and targeted flexibility with regard to IDEA due to the COVID-19.

STATE CALL FOR LEGISLATIVE ACTION

When state level calls to action are needed, we send those out as well. We provided templates that could be personalized for our members to revise. We avoid chain emails per the input from our legislators that have indicated they are counterproductive because they upset them because they are not personalized.

Our governmental affairs co-chair and legislative liaisons presented a stand-alone session to the membership at the spring virtual ICASE conference on Virtual Advocacy in 2022. The participation was fantastic.

GOVERNMENTAL AFFAIRS COMMITTEE FROM ALL PARTS OF THE STATE

The ICASE Governmental Affairs Committee is composed of representation from each of the seven roundtable regions. The members meet monthly and report back to their respective roundtables regarding legislative action/plan and/or issues.

The ICASE Executive Committee meets monthly. The Governmental Affairs Chairpersons provide a monthly report to the Exec committee members. During the business meetings at

the fall and spring conference, the Governmental Affairs Chairpersons give updates on legislation and work to educate the members on the legislative process.

WEEKLY LEGISLATIVE UPDATES

The Governmental Affairs Chairpersons, in consultation with the legislative liaison, provide weekly (sometimes daily) updates to the Governmental Affairs committee members. Each of the committee members is charged with taking that information back to each of their respective roundtable members. The committee members are expected to stay current on the bills/amendments so they can serve as a resource to their other roundtable members.

Did you utilize CASE legislative resources?

REGULAR USE OF THE LEGISLATIVE ACTION CENTER AND ISSUE BRIEFS:

STATE AND FEDERAL CHAIRS

We shared all CASE Legislative call for action emails with the membership. Because the Governmental Affairs Committee remains so active and busy, the committee has split off into two subcommittees: Federal and State. All committee members will participate in both but one co-chair focuses on Federal (Smithson) and the other focuses on State (Hurm). We have doubled the size of our committee to help with the workload and to get more active participation.

Several members of ICASE have been asked to be a part of the CASE policy and legislative group. They provide updates to the Governmental Affairs Committee after each of their meetings, both via emails and phone calls.

During one of the breakout sessions and during the Business Meeting, the Legislative Affairs Co-Chairs gave instructions on how to participate in the Legislative Call for Action.

PROMOTION OF CASE WEBSITE

During the ICASE Executive meetings and ICASE Spring and Fall conferences, members are reminded to utilize and become familiar with the CASE website. The Governmental Affairs

Committee members encourage Roundtable members to access the CASE website to the CEC Legislative Action Center to communicate with legislators on specific issues.

USE OF CEC / CASE LEGISLATIVE SUMMIT INFORMATION TO SET STATE AGENDA

The CEC/CASE Annual Legislative Summit information is used by our Governmental Affairs team when determining the legislative agenda for ICASE.

OUR MOST SIGNIFICANT ACTIVITY IN LEGISLATIVE THIS YEAR WAS:

CONSISTENT PRESENCE THROUGH THE STATE

Our most significant activity within the legislative category this year was our activity in the legislative session and related collaborative efforts with key stakeholders. Our Governmental Affairs State Chair connected almost daily with our lobbyist. She shared information with the committee and membership to quickly respond as the bills evolved. Members were able to testify in person on HB 1107. Having that bill die on the Senate floor 0-50 was our monstremental moment. (0-50 is an amazing vote. It hardly ever happens!)



An important component of our lobbying efforts is ICASE’s collaboration with other organizations. ICASE has built a strong relationship with the ARC of Indiana over the course of several years. Despite being on different sides of HB 1107, we are still able to collaborate and work together for the students and families of Indiana. While we didn’t see eye to eye on this bill, we still worked together on other bills and other topics.

MEMBERSHIP:

x	CONSIDER FOR OUTSTANDING ACHIEVEMENT
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Describe types of membership:

ICASE MEMBERSHIP LEVELS ([ICASE.ORG](https://www.icase.org))

Voting Membership is open to a current or former director, assistant director, supervisor, or coordinator in Indiana who is also a **member of CEC and CASE**.

Non-Voting Membership is open to a current or former director, assistant director, supervisor, or coordinator in Indiana who has chosen not to affiliate with CEC and CASE.

Aspiring Membership is open to an individual who is not an administrator and is enrolled in a graduate program leading to a Director of Exceptional Needs License.

Associate Membership is open to any other professional fields related to the practice of special education leadership, but not eligible for another class of membership (could be an Indiana Resource Network members, attorneys, non-special education school staff, state consultant, university faculty, or other administrator in the field of special education in public agencies in Indiana).

Retiree Membership is open to individuals who were previously a member of ICASE, have retired, and are not currently working in the educational field.

Benefits for each level and membership fees are [located on the website](#) for members to review prior to joining ICASE.

List/describe activities conducted to recruit or support membership:

DIVERSITY, EQUITY, & INCLUSION COMMITTEE

Recognizing when highly skilled leaders from various backgrounds collaborate, the myriad of experiences, perspectives, and creative ideas produced can lead to innovative ways of thinking and problem solving that can interrupt the status quo and determined to make strides toward a more diverse and inclusive membership, Indiana Council for Administrators of Special Education established its first-ever Diversity, Equity and Inclusion (DEI) Committee.

This committee met eight times over the course of the school year including a four hour [retreat](#) in the month of June. The intent of this committee was to create a focused effort to increase diverse representation within ICASE and to create a sense of community and belonging for members of color. Our committee members represented each of the seven regions of our state, this included both rural and urban areas.

We immediately established a three prong approach to the work of diversity, equity and inclusion borrowed from Dr. Renee Azziz who teaches that equity work should be accomplished in three phases: mindset, skill set and toolset. From this approach, we established this framework:

1. Alignment (mindset)
 - a. Where are we now? (culture assessment)
 - b. Congruent with ICASE goals
2. Awareness (skillset)
 - a. Transparency
 - b. Identity Activities
3. Activism (toolset)
 - a. Leadership training thread for membership

In addition to this original work, we discovered as a committee that relating diversity and inclusion to the organization's mission, values and objectives was vital. We have been able to be a part of executive committee discussions about professional development, financial reports and membership outreach. Through this collaboration, we have been able to outline important equity goals and actionable steps to accomplish them. In addition, we were able to adopt a culturally responsive and equitable support dashboard that members can use to engage in self learning on their individual equity journeys.



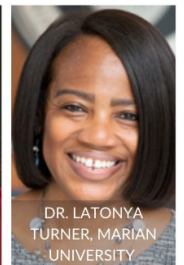
Another important component that the DEI Committee brought to our membership was advocacy that our speakers and presenters represent diversity. For example, for our Fall 2021 conference our keynote speaker was Rodey Walker, an African American man who experienced trauma as a child moving between twelve foster homes on the southside of Chicago. Rodney eventually found a mentor who believed in him and managed to find success through education and subsequently attended graduate school at both Harvard and Yale. In addition, Meghan Highfield, a graduate of Aspiring Special Education Leaders (ASELI) Cohort I, presented competency training related to the LGBTQIA+ community. We recognized this was a wonderful opportunity to gain momentum and continued to use an equity lens for our Spring 2022 conference where we were able to feature another ASELI Cohort I member, Denona Pryor who led the discussion: Equity, Diversity and Inclusion: More than Just Words. We also brought in Dr. Brian Dinkins who rejuvenated our membership with his talk: Sharing the Why and Magic of the Profession. This intentionality with not just optics of diversity but content of equity aligned with our organizational goal of

moving towards a more inclusive organization that represents all students of Indiana.

In our second year, we will continue to have a voice in these important matters, create resources and we plan to help institutionalize policies that support educational equity for the state of Indiana.

NEW DIRECTOR / SPECIAL EDUCATION ADMINISTRATOR TRAINING

One of our biggest recruitment activities annually is the New Director/Special Education Administrator Training which was held July 13-14, 2021. Turnout for the virtual event was high and the feedback received on the presentation and format was positive. Each year, we invite all new administrators for specialized training to gain knowledge and acquire resources for their new role. In collaboration with the Communications committee, the Indiana Department of Education, and our association management company, the Membership Committee promotes the New Director's Training day to ICASE membership, the Superintendent's Association, and the Roundtable representatives. We make personal contact with each of them. Annually, we average 50 new directors / administrators, with many second-year administrators attending as well.



SPRING ICASE 2022

Education as a Critical Infrastructure:
A Leadership Development Series

Hear from college & university school of education deans discuss ensuring graduates are ready to be successful teachers.

REGISTER TODAY | www.icaso.org | FEB 14 - 17

This event serves as a networking opportunity for new administrators to gain valuable contacts with established administrators across the state. A portion of the day is reserved for the Indiana Department of Education Office of Special Education staff to share information on state requirements. The presentation includes topics such as Federal compliance indicators, Part B Federal grants, proportionate share, state funding, dispute resolution, trends in special education in Indiana, and many other relevant topics.

This year, the Indiana Resource Network organizations were participants in the New Director Training to share their resources and services with participants. Many Resource centers are

contracted with the IDOE to support Indiana schools in meeting the needs of students with disabilities. The Indiana IEP Resource Center presents information on its services and assistance to districts with advanced reporting options within our IEP program.

ICASE officers and members present information on the benefits of ICASE membership and how the organization can support directors in their new role. We discuss Roundtable networking, membership levels, and upcoming training events. Follow-up emails are sent to each new director welcoming them, introducing them to our website, and explaining how to join ICASE.

To help our new members feel even more connected to ICASE, especially since we had to hold the New Director training virtually this year, all participants (~30) were mailed a New Directors Survival kit. Items were packaged in an insulated lunch tote with the ICASE Logo and included this note.



To the new director...

Wake up every day ready to grind (**coffee**). Sometimes this job **blows (pop)**, but stick (**Band-Aid**) with it. Take a look in the **mirror** and remember your team reflects your leadership and **Passion**. The headaches (**Tylenol**) may seem endless and when you think you've lost your **marbles** we've got an extra just for you.

Be **Kind** to yourself, take a break (**Kit-Kat**), and fill your **cup** so you can continue to fill other's. It may feel like you are in the center of a three-ring **circus (cookies)**, but we know you're going to hold it all together (**clips**). Reach out to your friends at ICASE when you need a **hug**, we're here for you!



INDIANA COUNCIL
of ADMINISTRATORS
of SPECIAL EDUCATION

MENTORSHIP PROGRAM

Each new ICASE member was matched with a mentor within their Roundtable area. New mentor expectations and duties were outlined and provided in August. A large number of new special education administrators, accompanied by Indiana DOE staff members, as well as multiple veteran members of ICASE were in attendance at the virtual training.

ASELI MEMBERSHIP

Members of the ASEL cohort are provided complimentary membership in ICASE to promote engagement and leadership in the field. The ASEL cohort members and ICASE mentors met in person at the fall ICASE conference. (Their conference attendance, travel costs, and lodging

were complimentary through the ASEL program.) They get to see firsthand how important ICASE is to special education leadership. They also are all invited to attend the monthly Roundtable meetings.

ROUNDTABLE PARTICIPATION

All ICASE members are assigned to one of seven Roundtables within the state. Roundtables provide regional support to new and veteran directors with monthly meetings. ICASE Executive Committee provides agendas to Roundtable representatives for review of ICASE policy, procedures, events, and initiatives. Each Roundtable has a representative on all committees to facilitate involvement and advocacy and to most effectively address member needs.

MONITORING MEMBERSHIP

The goal of the Membership Committee is to identify, recruit, and retain membership in ICASE. The committee also promotes Unified membership with CEC, CASE, and ICASE, by allowing voting privileges within the organization for unified members. The Membership Committee is composed of two co-chairs and a representative from each Roundtable. The committee stays current with the membership list and in communication with Roundtable representatives to identify and reach out to new directors. During the past year, **96% of the school districts in Indiana have at least one voting (unified) Indiana CASE member.** The committee also reaches out to charter schools within each roundtable to recruit members. Recruitment materials were developed which included [a handout with reasons to join ICASE](#). Membership Committee members made *personal contact* with each director who is not already a member of ICASE.

CONSISTENT MESSAGING AND DIRECT APPEALS

The Membership Committee collaborates with the Communications Committee to promote membership via social media, quarterly newsletters, emails, and via our website. Each membership roundtable representative reviewed the Indiana Directors of Special Education Directory to identify the possible school districts and co-ops in the state without representation. Any director who was not a current member of ICASE was personally contacted by a representative. Personally connecting with those who have not joined has been most successful.

ACCURATE RECORDS and PERSONAL CONTACTS

Utilizing our new association management company, The Corydon Group, we track membership data on a monthly basis in order to target new members. Monthly CASE membership lists are utilized to compare to ICASE membership to address members for both organizations. The committee contacted those individuals with expired CEC or CASE memberships, encouraging renewal. In addition to CASE emails, several ICASE email blasts

were sent out to encourage CASE and CEC membership. Personal emails were sent to those ICASE members with lapsed CEC or CASE membership.

We communicated with CEC to develop an opportunity for ICASE members to renew their membership one time a year to join CEC, CASE, and ICASE with only one renewal. We worked closely with Kevin in the CEC office, but we were unable, at this time, to align the process to have one payment for dues to all three organizations.

Annual messaging is sent to members to update member profiles on our website. Renewal notices include a field to indicate membership number and CEC/CASE membership renewal dates. ICASE uses this information to track renewals for CEC/CASE to proactively address membership goals.

FREE CEC MEMBERSHIP FOR NEW SPECIAL ED TEACHERS

A partnership between ICASE, CEC, and Indiana DOE provided new special education teachers with complimentary CEC membership along with professional development books pertinent to new educators. New teachers really appreciated these valuable memberships.

ICASE PRESIDENTIAL SCHOLARSHIPS

ICASE awarded two \$1000 Presidential Scholarships to Aspiring Members who are pursuing their licensure as a Director of Exceptional Needs as a recruitment effort.

RETIREE RECOGNITION

The membership committee compiles a list of retiring Special Education Directors to recognize their dedication and contributions to the field. This list is shared with the Indiana Department of Education Director of Special Education, Dr. Holsapple. ICASE sends out certificates honoring these Directors along with a personalized note from Dr. Holsapple.

Describe those activities which are most successful:

NEW DIRECTOR / SPECIAL EDUCATION ADMINISTRATOR TRAINING

The primary activity to engage and support new members in the field continues to be the New Director Training held in July. This event provides us an opportunity to meet each new director in person and make a connection. We share ICASE resources (10 Reasons to Join ICASE, Roundtable contacts and connections, and the ICASE website). The past two years have focused on directors and administrators with two years of experience or less so the event could be more personal and focused on *new* directors.

ROUNDTABLE PARTICIPATION

Once an ICASE member, regular participation in Roundtable meetings provides on-going, local support to members. These meetings provide information on the progress and initiatives of ICASE, professional development, and collegiality for members as a means of retention in ICASE. Virtual options for monthly Roundtable meetings increased attendance and allowed for more face time with members. Several Roundtables resumed in-person meetings to reconnect and continue to foster relationships for a strong membership.

UNIFIED MEMBERSHIP * is defined as a member who pays dues and belongs to both CEC and CASE. Growth in UNIFIED membership is highly valued by CASE. Describe any strategy utilized by your Unit to increase the percentage of unified membership:

RECORD MANAGEMENT AND MEMBER OUTREACH

ICASE email blasts continue to be sent to highlight the benefits of unified membership with CEC, CASE, and ICASE membership. We recognize the incredible resources and opportunities to develop strong leaders in the field with CEC and CASE membership. Monthly, membership committee co-chairs cross-check CASE membership lists with ICASE lists and make personal contact with those who were not unified members and those who have lapsed membership. With continued collaboration and partnership with our management firm, our membership data is accurate and reports membership data. Efforts to engage members at the International, National, and State level continue. In the last few months, we have worked to better explain the importance of CASE membership. During our current renewal cycle, we have already picked up 22 new or converted Voting (CASE) members.

<i>Number of Unit Members</i>	<i>Number of CASE Members</i>	<i>State/Province total number of Special Education Administrators</i>	<i>*Number of UNIFIED Members</i>
422	119	124	119

OUR MOST SIGNIFICANT ACTIVITY IN MEMBERSHIP THIS YEAR WAS:

ICASE is proud of MANY accomplishments for our members this year, but we're most proud of our newly formed Diversity, Equity, & Inclusion Committee and all of the significant work they have accomplished throughout the year as described above. Combined with the ASELI program's success, we are positive our membership will become more diverse. During the summer retreat, each committee member discussed why she/he felt called to be part of this committee. Their comments were personal as well as professional. At the end of the year celebration of ASELI, both cohort members and ICASE mentors alike, discussed what they

learned (facts and findings), how ASELI has changed them (feelings), and how it will impact their work (future).

PROFESSIONAL DEVELOPMENT:

X	CONSIDER FOR OUTSTANDING ACHIEVEMENT
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Describe activities conducted: (Conferences offered, number of statewide/provincial and regional ICASE meetings, etc.)
INCLUDE # OF ATTENDEES, SETTING AND OUTCOME.

2021 New Director/Special Education Administer Training - (July 13-14) - Virtual training for first and second year Administrators of Special Education. ICASE Partnered with Indiana Department of Education and Indiana Resource Networks. Topics included Federal compliance indicators, Part B Federal grants, proportionate share, state funding, dispute resolution, trends in special education in Indiana, and many other relevant topics.

ASELI (Aspiring Special Education Leadership Institute) -

This mentorship program continues to promote ICASE and increase the number and diversity of membership. Monthly professional development provides direct support to aspiring directors as well as current Indiana directors around best practices in special education, ableism, racism, and the intersectionality of identity, power, and leadership. The continued focus is on building leadership capacity using an equity lens. See further details in the report about ICASE's year-long professional development via our ASELI program.

Fall ICASE - (Sept. 29- Oct. 1, 2021) "A Future in Focus" - Caesar's of Southern Indiana - ICASE members were excited to get back to an in person conference! As the conference neared, COVID concerns from members began to elevate. The PD committee planned and added a virtual schedule to the conference just two weeks prior and were grateful for the presenters that were able to present both live and live virtual. This was a tremendous effort for our PD Committee to pull off, but they did and our members were grateful.

- Preconference - *Great Instruction, Great Achievement* with John O'Connor
 - Registered Attendees: 49
- Conference - *A Future in Focus*
 - 25 Live Breakout Sessions <http://icase.org/page-18212>
 - 16 Virtual Sessions <http://icase.org/page-18210>
 - LiveStreaming for ICASE news & celebrations and IDOE
 - 203 registered in-person attendees
 - 43 registered virtual attendees
 - 24 Vendors
 - Multiple opportunities for members to engage, reconnect, and network



○

Executive Leadership Retreat (Oct. 20-22, 2021) - The ICASE Executive Committee gathered in person for a leadership retreat at the Waycross Conference Center in Morgantown, IN to work on the ICASE Strategic Plan. Tamra Ummel, educational trainer and consultant for Venture International LLC and an ICASE Past President was invited to help the executive team recognize their strengths with the *Everything DiSC® Work of Leaders Assessment*. Tamra specializes in strategic planning, organizational restructuring, special education, human resource management, talent development and leadership coaching. The Executive Committee left with skills to use in the ICASE organization as well as the district level.

Legislative Webinar - (January 5, 2022) - The Governmental Affairs Committee and KWK Management Group, LLC provided free training on how to contact your legislators. Members were given resources on finding their local legislators, tips on when and how to contact, and support for members to feel comfortable contacting.

Spring ICASE (Feb. 14-17, 2022)- Virtual- “*Education as a Critical Infrastructure: A Leadership Development Series*” ICASE is proud to be one of the first to have a conference focused on how to Attract, Prepare, and Retain educators during an educator shortage crisis. Not only were there exceptional keynotes daily, each breakout was led by outstanding leaders across the country. Opportunities to network and socialize included a Networking Session and a Virtual Trivia Night.

- 17 Virtual Sessions <http://icase.org/page-18224>
- 4 Keynote Presenters
- 214 registered attendees



Procedure Manual Symposium - After discussions held at state roundtables and disproportionality reports, Indiana Directors expressed a need of updating their local procedure manuals. State attorneys paired with directors to give training on the legal procedures and procedure examples shared from the field. The flow of each session went as follows: The attorney reported on the Federal law, Indiana law, and case law. The director then reported on how it was done in his/her school district, and followed with examples.

Members and non-members were able to choose a single topic or a bundle of all 5 topics.

<http://icase.org/Procedure-Manual-Symposium/>

- November 4, 2021 - Case Conference Procedures and Parent Involvement
- December 9, 2021 - Transition
- January 6, 2022 - Evaluation Procedures and Child Find
- April 14, 2022 - FBA, BIP, MD, Discipline
- June 9, 2022 - Continuum of Services, Teacher of Record Responsibilities, Teacher of Service Responsibilities
- 173 Registered Attendees

ICASE Topical - (April 26, 2022) - “*The Intersectionality of Student Safety & the Rights of Students with Emotional Disabilities*” presented by Abby Cypher, Oxford Parent and Andrew Manna, CCHA (Church, Church, Hittle, + Antrim) Abby presented through the lens of an administrator and parent of a student who lived through a recent school shooting in Michigan.

Did you utilize CASE professional development resources/tools? List them below:

Each pre-conference attendee received John O'Connor's (hot off the press) 2nd edition of *Great Instruction Great Achievement for Students with Disabilities: A Road Map for Special Education Administrators* through CASE.

Thirty Minutes with Myrna

The Weatherly Review

CASE Weekly Reports

CASE Annual Conference

CASE Special Education Legislative Summit

CEC High Leverage Practices (ASELI)

Does your Unit conduct a survey of the membership to identify needed professional development needs & opportunities? If yes, how were the survey results utilized to plan PD.

Surveys are conducted in many ways to gather data from committees, members, and presenters. The information collected is used to plan and improve professional development that meets the needs of our members. Below is a list of examples of the types of surveys sent. (Note: this is not an exhaustive list)

[Proposals for Fall 2021](#) - Surveys are sent to professional development committee members to review and vote on proposals to help plan for each conference.

[Fall 2021 Options Survey](#) - This survey was sent to presenters to see how they would be willing to present with the last minute addition of the virtual platform to the conference.

[Social Media Survey](#) This survey was sent to presenters to share their social media connections on the ICASE Facebook, Twitter, and website.

[ICASE Spring 2022 Survey](#) - Surveys are sent after each conference and the data is used to plan and improve future conferences.

How did your Unit collaborate with educational agencies/organizations and other partners to provide PD?

ICASE partners with:

[Indiana Department of Education](#) - IDOE provides updates and professional development during annual fall and spring conferences. ICASE and IDOE partner with ASELI (Aspiring Special Education Leadership Institute) to provide mentors, free registration to ICASE conferences, and additional professional development throughout the year.

[Indiana Resource Networks \(IRNs\)](#) - The Indiana Resource Network is made up of the following organizations: Indiana Center on Teacher Quality (ICTQ), Indiana IEP Resource Center, IN*SOURCE, Promoting Achievement for Students with Sensory Loss (PASS), PATINS Project, Indiana Center for Accessible Instructional Materials (ICAM), Indiana Secondary

Transition Resource Center (INSTRC), Indiana Disproportionality Resource Center, Virtuoso Education Consulting, and Early Childhood Center. The purpose of the IRNs is to provide schools with free or low cost resources and professional development. ICASE is proud to have IRNs presenting at the Annual Conferences and New Director Training.

CASE and CEC - Phyllis Wolfram, Erin Maguire, and Chad Rummel were asked to welcome the keynote speakers during the Spring Conference: Education as a Critical Infrastructure. ICASE members are then able to make the connection of ICASE to CASE and CEC and the importance of becoming a unified member.



CEEDAR Center & Center on Great Teachers & Leaders

In looking for guidance and experts in the field on addressing the educator shortage, ICASE collaborated with both the CEEDAR Center and the Center on Great Teachers and Leaders. Researchers from both centers presented at our Education As A Critical Infrastructure Conference.



List presenters from conferences held that you would recommend to other CASE Units:

Presenter	Topic	Contact Information
Tim Gard	<i>Laughter Becomes You</i>	https://timgard.com/
Beth Houf	<i>Lead Like a PIRATE</i>	https://leadlikeapirate.net/

Dr. Brian Dinkins	<i>Sharing the WHY and the Magic of the profession</i>	bdinkins@center4empowering.org
Rodney J. Walker	<i>The Power of Resilience: From 12 Foster Homes to Harvard University</i>	https://www.anewdayone.org/
Laurie Vanderploeg	<i>Building & Sustaining An Effective Workforce</i>	LVanderPloeg@exceptionalchildren.org
Nate Levenson	<i>Making the Case for Continued Funding Post ARP and ESSER</i>	nathanlevenson@gmail.com
Dr. Mollie Bolton	<i>Accelerating Competence: Teacher and Paraprofessional Induction Program</i>	MBolton@ssdmo.org
Patricia Weinzapfel	<i>Using Effective Communication to Build Relationships</i>	patricia@patriciaweinzapfel.com
Dr. Luann Purcell	<i>Leading By Convening: A Framework for Engaging Thought-Partners</i>	luannpurcell@gmail.com
John O'Connor	<i>Great Instruction, Great Achievement</i> <i>Providing Ongoing Training, Coaching, & Collaboration:</i>	greatinstruction@bellsouth.net

	<i>Steps 8 & 9 of Great Instruction</i>	
Dr. Lucy Fischman	<i>Grown Your Own: Pathways to Licensure</i>	lucyfischman@gmail.com
Dr. Erica McCray	<i>Intentionally Enhancing the Educator Development Infrastructure: How the CEEDAR Center Can Help</i>	edm@coe.ufl.edu
Keane Alavi	<i>Toolkits to Address the Educator Shortage</i>	kalavi@air.org
Dr. Bonnie Billingsley	<i>Cultivating & Keeping Committed Special Education Teachers: What Principals & District Leaders Can Do</i>	bbilling@vt.edu
Dr. Liz Bettini	<i>How Working Conditions Influence Special Educators' Efforts To Serve Students with Disabilities, Especially Students with Emotional & Behavioral Disabilities</i>	lbettini@bu.edu
Abby Cypher and Andrew Manna	<i>The Intersectionality of Student Safety & the Rights of Students with Emotional Disabilities</i>	andrew@cchalaw.com

OUR MOST SIGNIFICANT ACTIVITY IN PROFESSIONAL DEVELOPMENT THIS YEAR WAS:

Addressing the Educator Shortage

The most significant activity in professional development was addressing the educator shortage. The virtual conference, Education as a Critical Infrastructure: A Leadership Development Series, focused on Attracting, Preparing and Retaining for the future. With teacher shortages across the country and the “Great Resignation”, there was an urgency to empower educators and reach out to anyone who cares about kids. This professional development fueled a passion in leadership to build a structure that will bring sustainable solutions to Indiana schools. Stakeholders throughout the state were invited to collaborate and learn how to focus on strategies to strengthen and build current programs. State and National leaders shared valuable information that reignited enthusiasm about education!

EXEMPLARY AWARD:

x	CONSIDER FOR EXEMPLARY AWARD - Overall Outstanding Unit
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OTHER ACTIVITIES:

Did your Unit create any new, innovative practice this year?

ICASE developed many new innovative practices this year!!!

Aspiring Statewide Special Education Teacher (ASSET) Alternate Licensure Add-On Program

To help with Indiana teacher shortage in the area of special education, ASSET was created. ASSET is an approved alternative licensure program through the Indiana Department of Education and Indiana State Board of Education. ASSET falls under the Transition to Teaching umbrella, but does not award an initial teaching license. The ICASE sponsored program is for currently licensed Indiana educators to be able to add a special education teaching credential. Successful completion of the ASSET program, coupled with passing the appropriate licensing exams, will enable educators to add either the Mild or/and Intense Interventions endorsement to their existing license. ASSET was approved for three-years of initial program approval on 4/13/2022. Our inaugural class begins in July 2022 and we plan to have between 75-100 participants.

The scope and sequence of this program will be aligned with CEC teaching standards. With the goal of addressing Indiana’s special education teacher shortage, ASSET breaks down two of the biggest barriers to licensure completion: 1) time and 2) money. All work, aside from the three-day summer intensive bootcamp, will be completed during the course of a candidate’s traditional work day. Each month, special education directors from Indiana schools will facilitate full-day intensive training virtual seminars to provide a learning experience that is relevant to the job they are fulfilling in special education. This uniquely innovative approach

also benefits students and schools as the professionals working with students receive training that directly impacts their job! Along with the benefit of completing the required sessions during contracted hours, candidates have no direct cost to complete the ASSET program.

During the course of each month, candidates will meet with their local special education director or designee to review their completed training for that month. There is a checklist to complete during this meeting to ensure the candidate demonstrates mastery of the standards, and allow for additional feedback from both the candidate and director. During this meeting, the teams will establish artifacts demonstrating their mastery of the standards. These artifacts will be compiled as a final portfolio reviewed at the end of the ASSET program. Along with this monthly checklist meeting, candidates will complete an assessment based on the training for that month. From the data gathered during the monthly meeting and assessment results, the ASSET Program Director will be able to provide additional support and resources to candidates and schools as needed for successful completion of the program. Upon completion of the eleven month program, candidates will be eligible to take the state assessment(s) required for licensure add on. This is truly an innovative approach to combat the educator shortage that all states are facing. ICASE is honored to be able to offer this program to our state, and be a model for other states facing similar educator shortages as Indiana.

More about the ASSET Program is described below.

Professional Development

In order to reach the maximum number of people, at a time when many were still not allowed to travel, ICASE provided their members professional development both in-person and virtually. Our PD committee ensured that presentations were given live both virtually and in person, so no one missed out on any opportunities! In addition, there were online social activities so those that could not be there in person still connected with others.

Communication

We've taken a multi-media approach to communicating with our members this year via virtual meetings, in-person meetings, retreats, hybrid conferences, eblasts, video meeting summaries, Vodcasts, Twitter, Facebook, and Linked In.

Aspiring Special Education Leadership Institute (ASELI)

The Institute is a one-year leadership development program designed to improve outcomes for all students by preparing a diverse group of educators for leadership roles in special education. The ultimate purpose of Aspiring Special Ed Leadership Institute is dedicated to improving the outcomes for all students in Indiana. By ensuring equity, access, and the development of aspiring special education leaders through professional training, practical application, professional organization membership, and networking opportunities, we hope to create an inclusive and multicultural educational landscape by recruiting highly qualified diverse candidates, especially those who have been traditionally underrepresented in special education

leadership. Participants express interest in and have a commitment to a career in special education leadership. We value equity, excellence, and success for our diverse Hoosier student population.

Goals of the Institute

Goal #1

To increase the capacity of and retain a network of aspiring diverse special education leaders at the local education agency level to improve systems serving children with disabilities and their families.

Goal #2

To develop, improve, and expand system-level collaborative practices between SEA, LEA, Parent Center, IHE, and other children-serving agencies to ensure the delivery and maintenance of a special education leadership development program.

Goal #3

To increase the number of diverse early intervention and special education leaders at the local education agency level with the knowledge, skills, and competencies to improve systems serving students with disabilities and their families.



There is an [application process](#) to select both the mentees and the mentors. The mentors are prized with the task to coach the mentees about special education leadership. The mentors engage in a separate professional development program to learn more about diversity, equity, and inclusion themselves. ICASE understands that there will be no change to the current disparity of Indiana leaders in special education if both mentees and mentors do not take steps forward in their thinking. Each mentor is responsible for presenting information in the afternoons regarding tasks and roles of a supervisor / director of special education.

The Indiana Department of Education has partnered with ICASE in our efforts to diversify the special education leaders in Indiana. At the beginning of each session, IDOE's

Director of Special Education welcomes the cohort members and mentors. She stays with the group most of the morning for the collegial section. We hire two college professors who work with us on diminishing ableism and racism. During the working lunch, the cohort members are taught *High Leverage Practices* from Indiana CEC. The mentors learn more about diversity, equity, and inclusion during their working lunch. The group comes together in the afternoon where the mentors share knowledge and practices with the CASE Standards. We go through this schedule all but two of the months. For those two months, the ASEL cohort members and mentors attend the fall and spring ICASE conferences. This further promotes networking and collegiality among ICASE members and mentors.

The hopeful outcome of the ASEL project is that cohort members will go back to college to gain their Director's license and / or will obtain a job as a Supervisor, Department Chair, Team Leader, or Director of Special Education. In fact of the 20 cohort members, 75% of them have already changed positions into more leadership roles than when they started.



Does your Unit have a Strategic Plan?

Yes, ICASE Executive committee has developed a two year strategic plan (2022-2024). This assists in keeping our vision focused and provides for alignment across our association. This plan was developed through an intensive and intentional process (described below) throughout this year.

Our Strategic Plan is posted on our website [here](#).

Our strategic plan focuses on five main goals, which are then further broken down into specific objectives:

1. Leadership Development
2. Fiscal Sustainability
3. Advocacy & Political Influence
4. Positively Promote the Profession & Address the Special Educator Shortage
5. Active Voice

SWOT Analysis & Member Survey

The work on our strategic plan began with the ICASE [SWOT Analysis](#). The ICASE Executive Committee met in person while gathered for our fall conference to discuss our strengths, weaknesses, opportunities, and barriers as an association.

At the conference, we launched a member survey. Survey questions asked our members

- What does ICASE do that is amazing
- What could ICASE do better?
- How can we help with your job?
- What barriers do you face as a Director

Work of Leaders Retreat

Our Strategic Plan was developed as a collaborative effort with our Executive Committee at our Work of Leaders Retreat in October. Our Executive Committee conducted the retreat for these reasons:

- Helps us to know each other as professionals
- Add to our Speed of Trust
- Elevates the professionalism of our work
- Efficiencies in our future work
- A professional “give back” to our volunteer Exec Board
- To identify our priorities and begin to develop our strategies plan
- Common language for future work

We contracted [Tammy Ummel](#) to facilitate our retreat.

Tammy was the ICASE President 2003-2004 and now is a partner with Venture International. She is a former Special Education Director and Director of Human Resources. Given her school experience, her direct experience with ICASE leadership, and her current role as a strategic facilitator, she was the perfect person to lead our two day retreat.

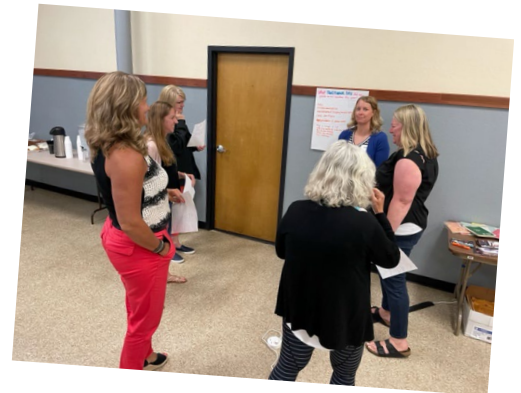


Prior to attending the retreat, all members of the ICASE Executive Committee completed the

[Work of Leaders Assessment](#). ([More about the DISC Assessment](#)). This was the basis for our learnings and discussion. As we all learned about our individual leadership strengths and growth areas, we also began to use this information, along with our member survey data and our SWOT analysis to craft [Five Priorities](#).

A draft strategic plan was developed by the Presidents in November, discussed with the Executive Committee in January, and shared with our membership during our February virtual conference.

Our Executive Committee met in person again in June 2022 to review progress on our goals to this point and make adjustments to our strategic goals. During this process, we also gathered feedback from our full Executive Committee on content for this report. We also discussed our vision and core values, which have not yet been identified. We looked at



and discussed CEC's strategic plan format that we received at the CEC conference in June. At the end of the June meeting, each committee "parked on a downward slope" by identifying the starting point for their committees to continue the momentum in August. Our plan is to have a

printed version of our Strategic Plan to share with membership at our fall conference in September.

Did you have a goal for your Unit this year? If so, please list and comment on progress.

Yes! We had many goals which are captured within our strategic plan. Our priorities this year included:

ENGAGE MEMBER'S GROWTH MINDSET

Recognizing when highly skilled leaders from various backgrounds collaborate, the myriad of experiences, perspectives and creative ideas produced can lead to innovative ways of thinking and problem solving that can interrupt the status quo and determined to make strides toward a more diverse and inclusive membership, Indiana Council for Administrators of Special Education established its first ever **Diversity, Equity and Inclusion (DEI) Committee.**

This committee met eight times over the course of the school year including a four hour [retreat](#) in the month of June. The intent of this committee was to create a focused effort to increase diverse representation within ICASE and to create a sense of community and belonging for members of color. Our committee members represented each of the seven regions of our state, this included both rural and urban areas. The committee was chaired by Ms. Pennie Gregory, the CASE Early Career Administrator from 2021.



We immediately established a three prong approach to the work of diversity, equity and inclusion borrowed from Dr. Renee Azziz who teaches that equity work should be accomplished in three phases: mindset, skill set and toolset. From this approach, we established this framework:

- a. Alignment (mindset)
 - i. Where are we now? (culture assessment)
 - ii. Congruent with ICASE goals
- b. Awareness (skillset)
 - i. Transparency
 - ii. Identity Activities
- c. Activism (toolset)
 - i. Leadership training thread for membership

In addition to this original work, we discovered as a committee that relating diversity and inclusion to the organization's mission, values and objectives was vital. We have been able

to be a part of executive committee discussions about professional development, financial reports and membership outreach. Through this collaboration, we have been able to outline important equity goals and actionable steps to accomplish them. In addition, we were able to adopt a culturally responsive and equitable support dashboard that members can use to engage in self learning on their individual equity journeys.

The committee discussed a [Culturally Responsive Equity Dashboard](#) to utilize as the toolset with our members. The dashboard recognizes that our members are in different places in their equity journey and provides resources to help members identify and pursue their growth opportunities. We recognized that our present version of the dashboard focuses on race. We've discussed that equity conversations should always be rooted in race. We also acknowledge that it would be useful to our members to add resources pertaining to growing mindsets surrounding disability and gender identity. The committee will continue to refine and add to this tool.

This resource will support you in meeting you where YOU are on this journey.

ICASE Culturally Responsive and Equitable Support Dashboard			
Novice	Growing	Practiced	Experienced
<p><u>Personal</u> I am just beginning my equity journey. I am interested in short, practical steps. I would like to become an ally but, I don't know where to start.</p> <p><u>Professional</u> I have rarely or never incorporated equity work in my instructional/SEL practices, but I want to learn more!</p>	<p><u>Personal</u> I have some experience in equity, and I am interested in advancing my understanding in this work. I know what it means to be an ally, but I am not yet one.</p> <p><u>Professional</u> I incorporate equity work somewhat in my instructional/SEL practices.</p>	<p><u>Personal</u> I have been on the equity journey for a while. I am an active reader on equitable practices and a participant in the work. I am an ally to colleagues</p> <p><u>Professional</u> I incorporate equity work in every layer of my classroom environment: behavioral and instructional.</p>	<p><u>Personal</u> I have progressed through each of the previous categories. I lead professional development, am an active reader on equitable practices, support others in the implementation of this work and am taking action in my community in the area of equity.</p> <p><u>Professional</u> I incorporate equity work in every layer of my classroom environment, including families and community. In addition, I support other staff members in this area.</p>
Steps I can take...	Steps I can take...	Steps I can take...	Steps I can take...

In our second year, we will continue to have a voice in these important matters, create resources and we plan to help institutionalize policies that support educational equity for the state of Indiana.

[DEI Retreat](#)

The Diversity, Equity and Inclusion Committee held its first summer retreat on 6/20/2022. It was the first time the committee met in person. We met to celebrate and reaffirm the work throughout the year. We also have a change in our committee leadership for next year because the Founding Chair of

Monday, June 20, 2022

Deepen your capacity to:

- Engage in authentic dialogue about dynamics of inclusion and exclusion.
- Explore how the dynamics of privilege and marginalization impact student success and outcomes.
- Deepen capacity to recognize and interrupt microaggressions and other exclusionary situations.
- Use an Inclusion Lens to design and revise programs, policies, systems and procedures.

the committee, Pennie Gregory is moving to Boston to pursue her Doctorate in Educational Leadership at Harvard.

ACTIVELY ADDRESS THE EDUCATOR SHORTAGE

The Need! In June 2021, ICASE was invited to a problem-solving meeting with the Indiana Department of Education. Indiana's special education teacher emergency permit license was found to be out of compliance with IDEA. Changes would need to be made to this process to come into compliance with the law within the next year. After 18 months of leading and learning through COVID and the growing educator shortage, a description of our emergency permit process for special education teachers was a significant concern for state and local leaders. Our President-Elect, Joe Kwisz, represented ICASE at that meeting and asked if ICASE could help by developing a solution. That is when his wheels started turning on an alternate pathway to licensure.

Additionally, when we surveyed our members this fall about what help they needed to do their job, addressing the personnel shortage was one of their top concerns. This is why our Executive Committee identified that addressing the educator shortage needed to be one of our strategic goals.

Aspiring State Special Ed Teacher (ASSET) Development Process. Joe connected with Scott Bogan, Director of Higher Education and Educator Preparation Programs at the Indiana Department of Education, to learn more about the process of getting a new program approved by the Indiana State Board of Education. To ensure he would fully understand the intricacies of the approval process, Joe offered his personal time to be on the new educator preparation program committee that reviews all new alternate pathways proposals. This rigorous state level review process ensures that only qualified proposal applications are eligible for approval by the Indiana State Board of Education.

After this initial conversation with the Director of Higher Education and Educator Preparation Programs at the Department of Education, the ICASE President-Elect, President, and Past-President initiated the application process for a new transition to teaching program (ASSET). All new program proposals submit a standard application supplied by the Indiana Department of Education, and then are required to do a presentation of their proposal to the educator preparation program review committee. The proposal presentations are afforded an hour time slot to cover the new program material, and engage with the review committee and address any immediate questions presented. The review committee is composed of members of the Indiana Department of Education, representatives from Indiana institutes of higher education, and P-12 public school representatives. Once this presentation is complete, the review committee meets to discuss the program proposal, critique critical areas, and submit additional questions and feedback to the proposal team. In total, the review process required

three submissions of material to address the review committee's feedback, and the application's final version approached nearly 50 pages of content. Once the review committee is satisfied with the program proposal, it is sent to the Indiana State Board of Education for initial approval. For ASSET, this approval became effective on April 14, 2022, and received a three-year initial approval status.

Communicating the Dire Reality of the Need. Knowing the realities of the unfilled positions across the state, ICASE requested a meeting with our State Secretary of Education, Dr. Katie Jenner. The meeting was held with Dr. Jenner on January 6, 2022. Our message was direct and clear. We told her that our backs are against the wall with the personnel shortage and that our system is quickly nearing a collapse. We shared data from our school districts about the number of unfilled positions and emphasized that the lack of personnel in special education can lead to complaints and due process hearing requests. We elaborated on the elaborate legal cycle that will ensue when the complaints are closed and the due process requests are settled. Undoubtedly there will be a need for compensatory services, but school districts still will not have the personnel needed to provide the services.

Dr. Jenner heard our concerns and leveraged her team to work with us. We explained that we were in the process of getting the alternate certification program approved by the State Board of Education and that when we do, we will need funding to be able to support the development and implementation of the program.

Researching Solutions. While we were developing the ASSET program, we also continued to research other solutions. We know that making the impact needed is going to take a multilayer solution with long and short term strategies. We dug into the [13 Leverage Briefs from OSEP](#).

In a CASE Legislative & Policy Committee meeting, Dr. Rubenstein shared information about [AASPA's first National Summit on Educator Shortage](#) which was being held in February in Orlando. Our President, Dr. Balsley, registered herself to attend the summit. Knowing that such a complex issue is best addressed by multiple stakeholders, Dr. Balsley also invited Indiana Department of Education Personnel and other leaders in the state to attend the summit. The IDOE Director of Educator Quality & Talent, Dr. Rebecca Estes and Researcher, Dr. Lucy Fischman both attended the summit. Dr. Balsley took advantage of unscheduled time at the summit with Dr. Estes and Dr.



Fischman to discuss Indiana specific solutions. One of those ideas was to replicate the problem-solving nature of the summit, but in Indiana with Hoosier leaders from Pre K-12, institutes of higher education, the state department, and other key stakeholders. Three [Indiana Attract, Prepare, & Retain Connect Point Summits](#) were held in three locations in Indiana in

June. ICASE supported the development of the Indiana summits by collaborating with IDOE on content and even working to secure summit locations.

Building ICASE Member Local Capacity. With the desire to provide support and assistance with the critical shortage needed to our members, it was an easy decision to focus our entire spring conference on the educator shortage. The title of our conference was “Education As A Critical Infrastructure: Attract, Prepare, and Retain Personnel. We sought speakers associated with the OSEP leverage briefs. As an example, in the OSEP brief about [effective mentoring and induction programs](#), provided exemplar models and resources such as the link to the [Center on Great Teachers and Leaders](#) and to the [Special School District of St. Louis County](#). Dr. Balsley connected with Mollie Bolton, the Executive Director. From that connection, Dr. Mollie Bolton agreed to be one of the presenters at Indiana’s conference. As another example, Dr. Liz Bettini’s research was frequently cited as best practice related to working conditions. Dr. Balsley also connected with her and Dr. Bettini was also one of our speakers. Knowing that one of the needs to address this issue was to change the public perception, we wanted a speaker who could assist us with our communications which is why we contracted with a media professional as another one of our session presenters. Other notable speakers included Laurie VanderPloeg, LuAnn Purcell, and Beth Houf of Lead Like a Pirate. Our full list of presenters can be seen above in the professional development section of this report.

Budget. We developed a budget, then met with Dr. Jenner. We made many revisions, but ultimately the Department of Education agreed to funding it for two years. Our ultimate goal is for it to be a self-sustaining program.

Communicating the Changes. As you can likely imagine, changes of this magnitude to our emergency permit process were of high interest to our membership. We communicated with our members through our Executive Committee Meetings. The Roundtable Chairs would share that message back



SPRING ICASE 2022

Education as a Critical Infrastructure: A Leadership Development Series

FEB 14 - FEB 17
9:00 AM - 4:00 PM

100% ONLINE Live on Zoom

KEYNOTE SPEAKERS

- Tim Gard**
Motivational, Funny Keynote Speaker
- Laurie VanderPloeg**
Associate Executive Director for the Council for Exceptional Children
- Nate Levenson**
Thought Leader, Author
- Beth Houf**
Principal, Author

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Using Effective Communication to Build Relationships
Patricia Weinzapfel

For educators, the pandemic has lifted up the importance of communicating effectively. It's not just nice, it's absolutely necessary. For years, we have often struggled to tell our stories in ways that create champions. The complicated language we sometimes use, our authoritative tone, and the overwhelming amount of information we provide can create barriers that cause the public and our families to tune us out or express strong negative emotions toward us. This interactive workshop is full of practical tips, tools, and techniques you can use immediately. This session will help PREPARE you to communicate better with any audience.

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within the Roundtables. Additionally, we created two related Vodcasts. The first Vodcast, “[*Changes with the Emergency Permits*](#)” was with the Indiana Department of Education. Scott Bogan and Risa Reigner explained the how and why behind the changes, as well as the timeline. The second Vodcast was Joe Kwisz explaining about [ASSET](#).

ESTABLISH ICASE AWARDS THAT ALIGN WITH THE CASE AWARDS

For many years, ICASE has awarded a scholarship for aspiring leaders who are taking graduate classes to obtain special education administrative credentials. ICASE has also occasionally submitted nominations for CASE Awards, but it has not been a systematic process. We also had not developed an annual process for recognizing and celebrating our own members. To address the need for this to become an annual routine, the Membership Committee developed a process for [two new ICASE Awards](#) this year. The Cheryl Harshman Award is named for a former ICASE President who was tragically killed just after she retired. It is modeled after the Harrie M. Selznick Award. The ICASE Early Career Administrator Award is also closely modeled after the CASE Award. The Membership Committee created the nominations, communicated about the awards, reviewed recipients, and made selections. The two ICASE Award winners were forwarded to CASE by the June 1st deadline consideration for national recognition.

UNIFIED MEMBERSHIP PROCESS BETWEEN CEC, CASE, & ICASE

Registering for membership separately with CEC, CASE, & ICASE is confusing to our membership. They may renew one membership and not understand that they need to renew the others as well. This results in gaps in membership renewal and missed revenue for all three associations. Having three different associations payments is also challenging because many school districts will only pay for one membership. To address the issue and attempt to ease the process for our members and increase membership and revenue for all three associations, ICASE attempted to form a partnership with CEC for a unified membership process. Our Membership Committee, Director of our association management company, and President had several communications and two meetings with Kevin at CEC. Knowing that other CASE units have “unified memberships,” our President connected with Illinois and Missouri leadership to learn about their systems. All of this research led to the conclusion that a system does exist for unified membership between CEC & CASE, but the current system does not also allow for members to register for a pay for their state units. It has continued to be a goal of the ICASE Membership Committee to streamline this process.

ENHANCE THE SUSTAINABILITY OF OUR PROFESSIONAL DEVELOPMENT

ICASE does fantastic work with coordinating and providing rich professional development to our members. However, our process was fragile and not sustainable. Our amazing PD

Committee would work tirelessly to pull off a fantastic conference and then meet again just a couple of weeks later to plan the next conference, which sometimes was only a couple of months away. This led to a rush on requesting speakers, securing hotel contracts, and a limit on the availability of the keynotes we wanted. To address this issue, the Professional Development Committee has worked with our association management company to put a system in place that has overlapping time schedules of conferences. The new system allows us to secure hotel contracts a couple of years in advance, many times resulting in discount pricing. It also allows us to secure keynotes and plan conference themes at a much more reasonable and sustainable pace. Locations for fall conferences through 2024 are already listed on our [website](#) and keynotes for Fall 2022 and Spring 2023 are already secured.

REVISE POLICIES & PROCEDURES

As described above in the communication section, one of the goals of the ICASE Executive Committee this year was to work on alignment by reviewing, updating, and revising our policies and procedures. In spring of 2021, we also transitioned to a new association management company. To address the need for this work, the Fiscal Management Committee worked in collaboration with our association management company and revised four different fiscal policies that were brought forth and voted on by the Executive Committee.

IMPLEMENT A REVENUE SOURCE FOR ROUNDTABLES

ICASE has an active roundtable structure. Regional directors meet as frequently as weekly. Throughout the year, roundtables like to host retreats and localized professional development for their region. Having funds available through ICASE to contract a speaker or provide the directors with lunch is valued by our membership.

About a decade ago, ICASE had a mechanism in place for the roundtables to host topics to generate revenue. With the transitions that have occurred with access to many varieties of professional learning, hosting “sit and gets” became a bit obsolete. We’ve been pondering a system to begin bringing revenue back to the roundtables and this year we’ve finally developed and implemented a solution! We’re now planning 2-3 virtual professional development trainings during that year with topics that would be beneficial to more than just ICASE members. Our goal is to provide training that principals, superintendents, guidance counselors, teachers, etc. would want to attend. Our first session of this kind that generated revenue was held in April. Abby Cypher and attorney Andrew Manna presented on the Intersectionality of School Safety and the Rights of Students with Disabilities. 112 people registered and we generated over \$3,000 to be distributed via the procedure that was detailed by our Fiscal Management Committee this year.

To add the capacity to plan and implement this ADDITIONAL Professional Development on top of all of the other exceptional PD we provide during the year, we made the decision to have our Roundtable Chairs be the group to plan these trainings. This allows an even greater opportunity

for these members to be more engaged in our work and the revenue generated impacts their roundtables, which provides incentive for ensuring the content is relevant and they actively recruit the target audience from their part of the state to attend these training sessions.

ACTIVELY ENGAGE SPONSORS & VENDORS

We've been fortunate to have a great deal of support from vendors and sponsors. However, we didn't have a sustainable and systematic procedure for communicating with and engaging the vendors and sponsors. We'd also received requests from sponsors to have an annual process for supporting ICASE as opposed to being contacted each time there was a need. To address this issue, the Professional Development Committee and the Fiscal Management Committee worked together in coordination with our association management company to create the ICASE Sponsor & Vendor communication.

Does your Unit support attendance at CASE conferences and functions? (yes/no) - If yes, please describe:

You bet!!! We wouldn't miss them!!!

SELS

ICASE Presidents (President-Elect, President, and Past-President) and two Governmental Affair committee members will attend SELS again in July. This is a budgeted expense for ICASE. When SELS was virtual last summer, we engaged over 100 of our members in the virtual SELS opportunity.

Board of Directors/Committees

We will have four ICASE members on 5 CASE committees.

- Pam Bell, CASE Membership and CASE Publications
- Angie Balsley, CASE Legislative & Policy
- Joe Kwisz, CASE Professional Development
- Liza Bates, CASE Unit Development

Fall CASE Conference & Board of Directors Meeting

Four ICASE members attended the CASE Fall Conference. This is a budgeted expense for ICASE. We make intentional efforts to engage with other CASE members at the conference by attending the welcome reception, CASE night, and all networking opportunities.

CEC & CASE Board of Directors

Information from CEC is reported to the ICASE Executive committee, which is then reported out to each of our roundtables. Materials/resources from CEC are also shared out this way.

ICASE also budgets for three of our members to attend the national CEC conference and the CASE Board of Directors meeting before the CASE conference.

Promoting unified membership & value of CEC/CASE resources

We encourage all ICASE members to also be a member of CEC & CASE. We share the benefits of membership and make personal connections with them to share the value we receive from CASE.

Has your Unit been able to support CASE during this year? (Hosting, Patron Club, sponsorships, door prizes, etc.). If yes, please describe:

Yes, in many ways. For several years, ICASE has been a Patron Member of CASE. We continued our support as a Gold Member this year.

Four of our ICASE members serve on 5 CASE Committees.

Pam Bell- CASE Membership Committee and CASE Publications Committee

Joe Kwisz- CASE Professional Development Committee

Liza Bates- Unit Development Committee

Angie Balsley- Legislative & Policy Committee.

We promote CASE publications with ICASE members. For our fall conference, Phyllis sent us publications from CASE to be able to share with our conference attendees. We were also intentional about our pre-conference speaker, John O'Connor. Since CASE was just launching the 2nd edition of *Great Achievement, Great Instruction*, we paid for John to be our ½ day speaker and also to discuss the strategies in his book.

CASE Communications is a standing topic on our monthly ICASE meetings. We share CASE professional development and resources with our members. We also support CASE Awards by submitting nominations. The CASE 2022 Early Career Administrator Award winner was Pennie Gregory, and Indiana Member. We paid for Pennie to attend the CASE conference to receive her award and we were intentional about providing her opportunities to connect with exceptional CASE leaders such as Erin McGuire, Gary Myrah, and Luann Purcell.



Has your Unit supported the International CEC or your state or provincial CEC Unit? (Provided stories for CEC publications, provided speakers for CASE Conference, collaborated on conferences with your state CEC Unit or other organizations, etc.). If yes, please describe:

Yes. Indiana CEC is a small organization. ICASE has made efforts this year to connect with and support the Indiana CEC chapter. Our two Presidents have met and discussed how the two organizations can support each other. One of the ways identified was by supporting ICASE members' teachers to engage in the Indiana CEC opportunities such as the program in which new teachers receive complimentary membership to CEC and resources and training throughout the year. ICASE promotes this program and encourages our members to connect their teachers with the program.

ICASE & CEC also connected at the CEC conference in Orlando in January. We organized a dinner for all Indiana CEC & ICASE members to get together and share the work we're doing and how we can support each other.

The Indiana CEC President-Elect and the ICASE President are collaborating as co-team leaders for SELS 2022. We're sharing resources and planning efforts to have the biggest impact on the Hill in July.

Indiana has supported International CEC as well throughout the year. We have done this through connection and promotion. Because CEC


leadership is so accessible to us, we've begun to form relationships with Chad & Laurie. We attended sessions that they presented at CASE in the fall. We networked and connected with them outside of sessions as well. We attended the opening session, the Legacy Luncheon, and we NEVER MISS the Yes I Can session! We also attended the Birthday Bash and shared our experiences at the CEC conference via ICASE social

media. Additionally, ICASE shared all of CEC's 100 stories via our social media platforms throughout the year.

After hearing Laurie's session on Attract, Prepare, and Retain at the November CASE conference, ICASE leadership connected with her to share the exceptional OSEP leverage





briefs and bring those ideas to life in Indiana. Angie Balsley & Laurie connected at the National Summit on Educator Shortage, having dinner together and discussing how we can put the ideas in ACTIONS. The biggest connection was with our virtual spring conference, Education As A Critical Infrastructure: Attract, Prepare, & Retain Personnel. The entire conference was inspired by Laurie's November presentation at CASE. We're grateful that Laurie was willing to engage with us at our spring conference. She was one of our keynote speakers, sharing about the leverage briefs with ICASE members. Luann Purcell also presented two sessions. One session was about how to utilize CEC resources to prepare and retain teachers. The other session was about how to utilize the Leading By Convening resource to engage needed change in our systems.



KEYNOTE SPEAKER

Laurie VanderPloeg

Laurie VanderPloeg is the Associate Executive Director for the Council for Exceptional Children (CEC). Prior to joining CEC, she was the director of the Office of Special Education Programs (OSEP), in the Office of Special Education and Rehabilitative Services (OSERS), at the U.S. Department of Education. Laurie also served as director of special education at Kent Intermediate School District (Kent ISD) in Michigan. Also at Kent ISD, she served as assistant director for monitoring, compliance and parent support. She was a local supervisor of special education, and a

Dr. Luann L. Purcell
 Consultant/Strategic Analyst
luannpurcell@gmail.com
 @luann_purcell
 #LearningLeadingProgressing

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ICASE also connected with Kevin from CEC membership. We Had a couple of meetings with him in our attempt to create our vision for the unified membership process. He was helpful and willing to engage with us even though we were unable to create the solution we imagined.

Additionally, we share the CEC High Leverage Practices and other resources available through CEC such as the series for teachers on how to utilize paraprofessionals. We've been talking up the paraeducator series that CEC is developing as well. We use High Leverage Practices (presented by CEC members) with our ASEL working lunch group.

What ideas does your unit have for additional professional development activities/opportunities?

ICASE is appreciative of the professional development provided by CASE. We value the focus on leadership development at the CASE conference. The virtual opportunities throughout the

year are also helpful and easily accessible by more of our members. Here are some ideas for leadership development that our members have expressed wanting to learn more about:

- How to calculate ROI on initiatives and projects
- How to market/brand services that we provide
- A process for program evaluation
- Implementation science
- Personnel development strategies
- Systems for mentoring and induction

What can CASE do to better support your Unit?

ICASE would like to have more support in growing our number of Indiana members who are also members of CASE. We appreciate the push from the CASE Membership Committee to grow more CASE members from Indiana. We run into a few barriers to make that happen. Those barriers include the membership registration process, connection, and value.

Membership registration. We gave a diligent effort this year to create a unified member process so Indiana leaders could register and pay ONE time to be members of CEC, CASE, & ICASE. We had hoped this could happen through CEC. That would be a HUGE benefit to state units. The process currently exists for CEC & CASE membership, but it does not currently exist for CEC to collect state membership dues and get them back to the state. We believe that if members only had to register and pay ONE time that it would simplify the process and it would result in more of our members being CASE members.

Connection. Some of our ICASE members feel very well connected with CASE. Those are the members who attend the CASE conference, serve on CASE committees, and attend events like 30 minutes with Myrna. In other words, they are engaged. We've attempted to build connections with CASE leadership and ICASE members this year by having President Maguire provide a welcome message at both of our conferences and having Phyllis and Chad Rummel introduce our keynotes at the virtual conference in the spring. We also share our CASE information and training. However, ICASE members have continued to report not feeling connected to CASE. We'd love to find ways to help our larger membership feel the CASE connection.

Value. We could use help "selling" the "WHY" of CASE Membership to ICASE members. We have many cooperatives in our state. A cooperative director may lead 4-12 school districts and may have a special education coordinator in each of those districts. But it is usually only the director who is a CASE member. The benefits s/he is able to access as a CASE member can be shared with the coordinators. However, the coordinators are likely to all be ICASE members (potential CASE members). Part of the reason for this is that the districts may only pay for their state membership. And the discounts the coordinators get for attending ICASE events is

valuable to them. They aren't as likely to attend the CASE conference because of the travel fees. Therefore, we would like CASE's help selling why all ICASE members should also be CASE members.

Describe anything else your Unit would like CASE to know:

ICASE wants CASE to know that we believe you are doing a REALLY AWESOME job leading the work of our organization and representing our needs as special education administrators. We want you to know that we deeply appreciate your time and energy that is put into all of the work with CASE. We appreciate Phyllis & Debbi and all that they have been able to accomplish as a two person office. We're excited that CASE has grown to be able to add two more positions to give more support to the work of CASE. We're excited to see the outcome of this! We're grateful for the work of the volunteer leaders. Erin, Gary, Kindel, and all of the other members of the Executive Committee volunteer a great deal of their own personal time to the success of CASE. We want you to know that we SEE you and we appreciate each of you! Your Hoosier friends and colleagues thank you!