

FOR
FAMILIES
FOR **45** YEARS



2020 ANNUAL REPORT

FROM OUR PAST PRESIDENT

~Tom Lindenman



The case conference: to a parent of a child with special needs, it can feel like a courtroom with a stacked jury with 6 to 8 other people that seem to know what is best for your child, making decisions that you may or may not agree with.

“Um, what do you mean only one hour a week of speech therapy?”
“Um, shouldn’t there be an alternate door given the layout of this particular classroom in the event of an emergency?” Those were two of the questions we had back in 2011. Our good cop-bad cop approach as parents was only getting us so far. We were looking for meaningful ways to communicate with the case conference members. My wife knew of IN*SOURCE, so we met with Scott Carson, who listened to us and provided us with a quick course in IEP & Case Conference 101. The case conference framework came into focus, we began to understand the weight of terms like ‘appropriate’, and IN*SOURCE staff supported us in a few of our early case conferences.

Part of this new found focus was an appreciation for the constraints by which the other members of case conference were bound: having to juggle countless variables; student-teacher ratios, fiscal requirements and effective learning to name a few. By familiarizing ourselves with these dynamics, we were able to transform the case conference from an emotionally charged courtroom setting, to a collaborative, solution centered environment in which we drew on the creativity of all involved. We learned the key is for all involved to understand the IEP and the roles and responsibilities of members of the case conference. IN*SOURCE provided that understanding and support, significantly impacting our child’s educational experience. I truly can’t imagine our journey without that support. That is why I have continued to support IN*SOURCE and will continue to do so in the future, despite the fact that our daughter is about to age out of the educational system.

Circling back to those questions in 2011, with the resourcefulness and focus of our entire case conference team, we were able to get more speech therapy support and an alternate classroom door. Thanks to IN*SOURCE for the help provided in 2011 and beyond!

OUR MISSION

To provide parents, families, individuals & service providers in the state of Indiana the information & training necessary to help assure effective educational programs & appropriate services for individuals with disabilities.

OUR VISION

Equipping families and partnering with professionals to help students with special needs realize their potential.

2020-21 BOARD OF DIRECTORS

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OUR STATEWIDE IMPACT

19,993

TOTAL # OF CONNECTIONS VIA PHONE, MEETINGS, TRAININGS & FAIRS WITH FAMILIES & PROFESSIONALS!

6,603

TOTAL # OF PEOPLE THAT ATTENDED OUR TRAININGS AND WEBINARS!

13,242

TOTAL # OF TIMES THAT PARENTS & PROFESSIONALS RECEIVED INDIVIDUAL ASSISTANCE!

197,365

TOTAL # OF PAGE VIEWS ON OUR WEBSITE!

148

TOTAL # OF STUDENTS WITH DISABILITIES THAT ATTENDED TRAININGS!

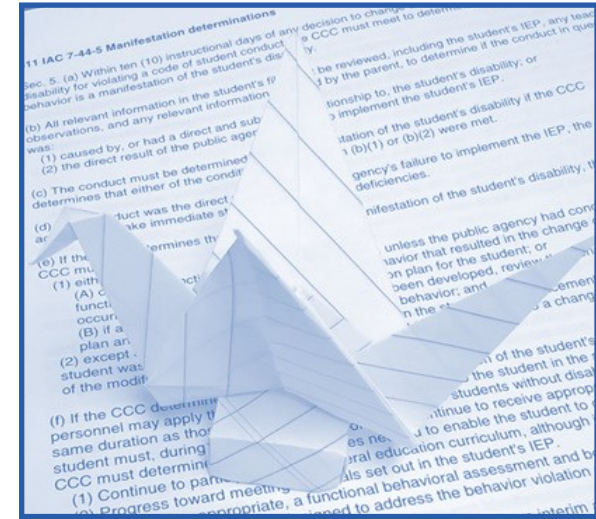
- ◆ **100%** OF PARENTS REPORT THAT IN*SOURCE PARTICIPATION AT CASE CONFERENCE IMPROVES EDUCATIONAL OUTCOMES FOR THEIR CHILD.
- ◆ **82%** OF SCHOOL PERSONNEL BELIEVE THAT IN*SOURCE PARTICIPATION AT CASE CONFERENCES IMPROVES EDUCATIONAL OUTCOMES FOR THE CHILD.
- ◆ **85%** OF YOUTH TRAINING ATTENDEES BELIEVE CONTENT IS OF HIGH QUALITY, USEFUL AND RELEVANT TO SELF-ADVOCACY.
- ◆ **97%** OF PARENT AND PROFESSIONAL TRAINING ATTENDEES BELIEVE THAT THE TRAINING IS OF HIGH QUALITY, USEFUL AND RELEVANT.

DATA COLLECTED FROM 7/1/2019-6/30/2020

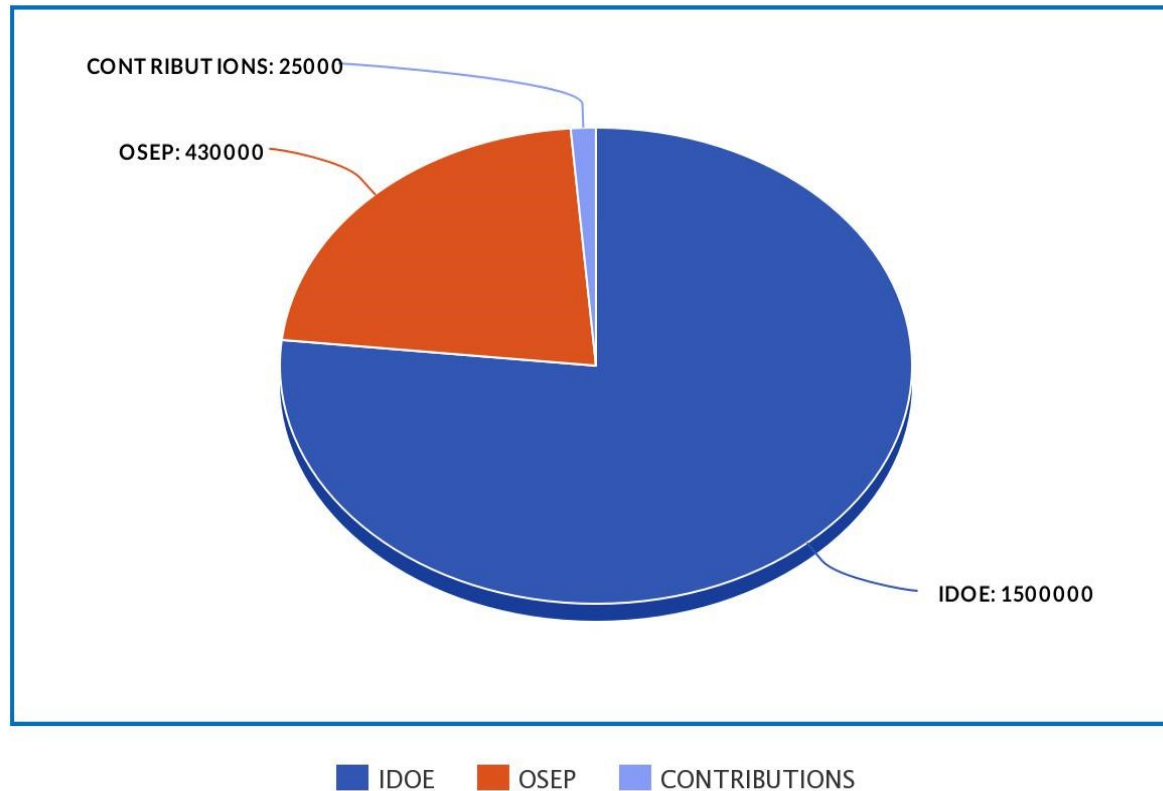
Disability, School Discipline... and an Origami Crane

Shortly after our Executive Director, Joel Boehner, started working for IN*SOURCE, he met a parent who came into our office with her son.

She was feeling desperate because her son was about to get kicked out of school. As they were meeting, he was struck by what her son was doing. After asking for a piece of paper, he constructed a little origami crane whose wings flapped when you pulled on its tail. His concentration and talent serve to remind us all who we serve and why we do so—because of the potential of children with disabilities and the talents they can share with the world. The crane remains on Joel's desk to this very day as a testament to this reminder.



OUR FINANCIAL SNAPSHOT



DESCRIPTION OF PROJECTS

IN*SOURCE receives financial support through grants and contracts from the Indiana Department of Education, the Office of Special Education Programs, the U.S. Department of Education and private donations.

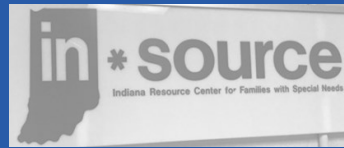
Both OSEP and IDOE are funded by tax dollars through the federal government.

IN*SOURCE: 45 YEARS OF DISABILITY RIGHTS



1975

Law enacted to guarantee Free, Appropriate, Public Education for all children with disabilities. *The Education for Handicapped Children Act of 1975*—now called the *Individuals with Disabilities Education Act (IDEA)*. Meaning all children with disabilities are entitled to FAPE in the least restrictive environment.



1985

The U.S. Supreme Court ruled in *Burlington School Committee v. Department of Education* that schools must pay expenses of children with disabilities enrolled in private programs. The courts ruled that such placement is needed to provide the child with an appropriate education in the least restrictive environment.



1990

The Americans with Disabilities Act (ADA) is signed into law by President George H. W. Bush. The ADA is considered the most important civil rights law since Title 504 bringing disability organizations, advocates, and supporters together. Supporters included Senators Harkin and Weiker and Congressmen Owens, Coehlo, and Hoyer.

1975

1980

1985

1990

1995

2000

2005

2010

2015

2020



2010

Rosa's Law was enacted, which changed references of "mental retardation" to "intellectual disability".

2020

The coronavirus pandemic impacted education throughout the United States. The future impacts on general and special education are still unknown.

Into the future...

We are committed to upholding our part to help ensure all children with disabilities in Indiana receive appropriate educational services in order to lead independent and productive lives after school ends.

Follow us into the future as we strive to continue making our mark in the disability community.

We are on Facebook, Twitter, Instagram, and other social media platforms. You can visit our website and subscribe to our newsletter to stay in tune with our most up to date information on the latest disability-related information.

LIVING HER BEST LIFE

Ivania Cabrera's parents didn't know she had Down syndrome until after she was born. Feeling overwhelmed, their first reaction was to cry. "It was a very difficult time for us. We were scared because we didn't know anything about Down syndrome."



Despite her congenital challenges, Ivania is a thriving 12-year-old who loves reading books, watching TV, going to the park, playing with her daddy and (her favorite) ballet! Her mother, Aura Roblero, shares how her love of ballet came to pass, "She has always liked to dance, so I took her to a ballet class, and she immediately fell in love with it. She is very persistent. She pays attention to the teacher and practices the steps at home." At her first recital, Aura's nerves were quickly allayed as Ivania danced happily with the troop. On this occasion, the only tears shed were tears of joy.

Ivania does well in school. She is in the general education classroom and receives support in math, language and art, participating with her peers in science and social studies. She is a social butterfly who is sweet, easy-going, spontaneous and funny.

All of these traits helped earn her a starring role in the 'Be Cool, We Are' campaign for Disability Awareness Month. Ivania is living her best life because of the love and support she receives from her family. Aura, who works for IN*SOURCE, shares that parents must love and support their children and provide them with opportunities to reach their full potential.

Aura shares, "Every child has their own strengths and weaknesses, so society's role is to give them the support to reach their full potential in order to be part of the community with the same rights and responsibilities as anybody else. I encourage all parents to find the supports that are available to them."

FROM OUR EXECUTIVE DIRECTOR

As we reflect on 45 years of supporting families, my heart is filled with gratitude. What does the 45 year history of IN*SOURCE mean to a transracial foster/adoptive father to children with disabilities in 2020? A LOT! It means a lot to me...and many others.



The world of possibilities facing my children are much more hopeful because parents, people with disabilities, and allies 45 years ago spoke up and put their hands and hearts to work paving the way for their children and the next generation. The families we support right now are that next generation! Because of this gratitude, we must continue to work for students with disabilities. Our students of today face much lower graduation outcomes than peers, much lower employment outcomes than peers, much higher discipline involvement, and are very often exposed to bullying. There is work to do! May hope and gratitude fuel our investment in the students of today. Please join me in this important work by learning, sharing, advocating, and giving toward our mission of helping students with disabilities realize their potential.

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