



Council for
Exceptional
Children



Exceptional News

A PUBLICATION OF THE KENTUCKY COUNCIL FOR EXCEPTIONAL CHILDREN

FALL 2004

President's Message

Vicki Writsel, President

Greetings! This is an exciting time to be a Council for Exceptional Children member and an exciting time to be a special educator. On October 1, 2001, President Bush created the Commission on Excellence in Special Education. The Commission engaged in dialogue with hundreds of individuals, including special educators, medical and education researchers, parents of children with disabilities, persons with disabilities and others possessing special education expertise. The Commission found that "although special education has created a base of civil rights and legal protections, children with disabilities remain those most at risk of being left behind." The work of this group was summarized in three major recommendations: 1. Focus on results — not process; 2. Embrace a model of prevention and early

intervention; 3. Consider children with disabilities as a shared responsibility between both general and special education.

It is likely that the reauthorization of IDEA will embrace these recommendations. It is also likely that the reauthorization of IDEA will encompass the major tenets of No Child Left Behind — accountability, meaningful, not perfunctory, parent involvement, and choice. It is our hope, that within these parameters, the traditional parallel paths of special education and general education will converge into a unified path of high expectations for all students.

The special education program of the future will be focused on curriculum interventions rather than categorical eligibility. That is, instead of trying to "fix" the child, we will focus our efforts on enhancing instruction. Marzano and others have clearly shown that instruction that is enhanced to meet

the needs of struggling students will meet the needs and enhance the educational experience of all children.

As we hone our teaching skills toward a simpler and more powerful support system with a renewed commitment to individual student needs, it is important for special educators to remain active in the Council for Exceptional Children. For the first time in decades, we have the opportunity to influence the emergence of a more effective special education system. For the weekly updates regarding significant policy activities in Washington, D.C., visit your organization's website at www.cec.sped.org. CEC is your voice in Washington. Encourage your special education colleagues to join CEC and stay connected!! This is our time to make a difference!!

Member Spotlight

Dana Harader, Dr. Dana to her students and colleagues, has been a KYCEC member since her arrival in Kentucky in 1995. Dana spent 7 years as a Behavior Consultant for the West Kentucky Special Education Cooperative. She joined the special education faculty as an Assistant Professor at Murray State University in 2001. Dana teaches classes in behavior management, collaboration, and social competence. She is also very involved in Murray State's

alternative route to special education certification program and supervises practicum students and KTIP interns.

Dana began teaching in 1988 in her beloved Texas. She received her Ph.D. in emotional behavioral disorders from North Texas University in 1995. Dana has taught children with emotional/behavioral disorders in both an elementary school and a psychiatric facility. Her most rewarding professional experiences have been teaching in

the psychiatric hospital and training teachers to work with difficult to teach students.

Dana's biggest challenge in teaching special education has been changing attitudes of educators and administrators toward students with emotional and behavioral problems in the public school setting. She does however remain persistent and never gives up. Dana says, "I try to always keep the best interests of the child in my mind and in my
Continued on page 2

No Child Left Behind

By Pat Guthrie

Status of "Highly Qualified Teacher" Requirements

According to the Education Trust: (<http://www.2.edtrust.org/edtrust>), a considerable number of states have reported no teacher quality data at all, some states reported data that appears inconsistent, and many others failed to apply their own definitions of teacher quality before submitting their baseline data. In Kentucky 94.68% of all content area teachers met highly qualified standard in 2004. There are no separate data for special education teachers.

According to the National Council on Teacher Quality (www.nctq.org) Kentucky, which received a rating of B-, "earns high marks for a user friendly set of standards. Rigor of standards suffers from the absence of minimum course work requirement, which makes it possible for a teacher with weak subject matter knowledge to by pass objective measures through a combination of years in the classroom, professional development (including attendance at a state conference) and awards." Only four states were ranked above Kentucky: Illinois (A); Oregon (B+); Alabama (B+); and Ohio (B).

Status of Annual Yearly Progress Requirements

From a summary released by the Kentucky Department of Education: "The USDOE requires the reporting of *preliminary* AYP determinations based upon the multiple-choice portions of the KCCT in mathematics and reading prior to the beginning of the school year. Final AYP determinations will be published in October 2004, based upon the complete reading and mathematics assessments scores, including open-response items. In 2005, final NCLB results including results of open-response items will be reported in August." The full report can be accessed at the KDE web site. Portions of the report are stated below. This report will be updated following the release of open-response items in October.

2004 Preliminary Observations for Kentucky Schools

- 890 schools met 100% of their No Child Left Behind (NCLB) AYP goals. That's 75.7% of all schools in Kentucky.
- 81.3% of elementary schools, and 72.2% of high schools and 62.1% of middle schools met all their NCLB goals.
- Of the 286 schools (24.3%) that did not make AYP, 247 of

these schools made 80% or more of their goals (163 of these schools (57.0%) met at least 90% or more of their goals). Overall, 1137 schools in the state (96.7%) met 80% or more of their goals.

- 168 schools (14.3% overall) did not make AYP on the Other Academic Indicator. For elementary schools, the Other Indicator is the CATS Accountability Index. For high schools, graduation rate is the Other Indicator (24 schools did not make AYP because of graduation rate).

- Of the 283 schools meeting the AMO sufficient size criteria for students with disabilities in Reading, 62 schools (21.9%) did not make AYP for this student subpopulation.

- Of the 283 schools meeting the AMO sufficient size criteria for students with disabilities in Mathematics, 49 schools (19.1%) did not make AYP for this student subpopulation.

2004 Preliminary Observations for Kentucky School Districts

- 109 of 176 school districts (61.9%) met 100% of their No Child Left Behind (NCLB) AYP goals.

- Of the 67 school districts (38.1%) that did not make AYP, **Continued on page 4**

Member Spotlight *continued*

conversations with school personnel." The biggest change Dana has seen in special education over the span of her career has been inclusion of students with severe behavior and emotional problems in more general education classrooms. She reports that "at least in my area of Kentucky, the more educators I have been able to work with, the more they have been willing to let

these students come into the general education classrooms."

When not advocating for children with special needs, Dana enjoys hiking, reading, and environmental education. She has been able to incorporate her love for the environment in her special education classes while also teaching in Murray State's environmental education program.

Dana's dream for the future is all students learning in their own style in inclusive classrooms with total administrative and financial support. She always advises new people entering the field to learn all you can about behavior — the function of behavior, how to intervene and manage all kinds of behaviors, and how not to take the job so personally.

Teachers...your Special Education Cooperative is here to help you!

Do you know how your special education cooperative can serve you? There are 11 cooperatives around the state and one of them serves your district. Each of the eleven cooperatives provides professional development, technical assistance, and other services. Their goal is to help you be successful so call on them if you need help. There will be a listing of each cooperative's contact information at the end of this article. Or, you can ask your local special education director for assistance.

In 2000, the 11 Co-ops formed the Statewide Network of Special Education Cooperatives. Since that time, they have worked collaboratively in order to provide support, services, and materials to the teachers of Kentucky. Some of the current projects of the Coop Network are ongoing conversation and planning with KDE concerning the Career Pathway Diploma, development and facilitation of the new KCMP process, statewide implementation of transition planning to ensure post-secondary success, partnering with KDE to promote and facilitate best practices in collaborative teaching, development and training on the IEP module, and continuous partnering with all stakeholders in the implementation of literacy initiatives.

Each of the 11 Cooperatives has a variety of consultants on staff. KDE has specified that each Co-op must employ consultants in the areas of behavior, transition, literacy, and Universal Design for Learning. Depending on the arrangement of your local Co-op, each of these areas may be staff by a single person, or in some cases, one person serves in more than one capacity. In whatever way your Co-op is staffed, you can rely on the highest quality of service and expertise.

When you need assistance in

your classroom, think Co-op!

Priority Areas:

- Dissemination on special education practices to cooperative member school districts and communities.

- Assistance to member districts in crisis management.

- Assistance in implement programmatic changes due to the Individuals with Disabilities Education Act Amendments of 1997.

- Closing the achievement gap between students with and without disabilities by improving access to the Core Content through strategies such as increasing literacy, differentiated instruction and technology-based supports.

- Providing professional development opportunities, consistent with the KDE Professional Development Standards.

- Assisting local districts with training necessary to meet requirements in the Kentucky Administrative Regulations for emergency and probationary certified teachers.

- Assuring related services, transition services and information from the Individual Graduation Plan are included, as appropriate, in the individualized education programs for students with disabilities.

- Assisting Division of Exceptional Children Services and local school districts with data collection and data management related to the Kentucky Continuous Improvement Monitoring Process including promoting partnerships with parents.

- Materials development.

How to contact the Kentucky Special Education Cooperative Directors

Big East - Jill Griffiths, 606/928-0205, fax 606/928-3785
jgriffiths@kedc.coop.k12.ky.us

Caveland Ed. Support Center - Pam Coe, 270/745-5363, 270/745-6892 fax;
pcoe@grec.coop.k12.ky.us

Central Kentucky - Clatis Walker, 859/257-4314, 859/323-1166 fax;
cwalk2@pop.uky.edu

Jefferson County - Sharon Davis, 502/485-8500, 502/485-3776 fax;
sdavis1@jefferson.k12.ky.us

Kentucky Valley - Eddy Wilder and Bill Rigney, 606/439-2311, 606/439-4532 fax;
eddyw@hazard.k12.ky.us
brigney@hazard.k12.ky.us

Northern Kentucky - *Marinell Kephart, 859/441-4225, 859/442-4593 fax;
mkephart@nkces.coop.k12.ky.us

OVEC - *Carrie Bearden, 502/647-3533, 502/647-3581 fax;
cbearden@ovec.coop.k12.ky.us

River Region Coop - Lana Montgomery, 270/686-3995, 270/686-3017 fax;
lana.montgomery@owensboro.k12.ky.us

Upper Cumberland - *Ginger Brashear, 606/549-7000, 606/549-7006 fax;
gbrashear@whitley.k12.ky.us

Wilderness Trail - Connie Cundiff, 606/787-2488, 606/787-9368 fax;
ccundiff@madison.k12.ky.us

West Kentucky - Sue Clifton, 270/762-3962, 270/762-2485 fax;
sclifton@wkec.coop.k12.ky.us

*Officers

**2005 CEC
Annual Convention
and Expo
April 6-9, 2005
Baltimore, Maryland**

Collaboration - You are not alone

A teacher agonizes, "Oh my gosh, I've got to complete a task analysis for the long division assignments completed by my class, some of the students are just not getting it; then I have to develop a plan to deal with L.J.'s constant outburst during Social Studies; and last, but not least I am behind on my paperwork for monitoring student progress." "How am I going to get it all done?" Can you relate? Collaboration can be the answer to lighten the load and meet student needs at the same time."

The goal of any classroom is to have students successfully learning the general curriculum. This includes students with special needs, but it doesn't mean that all the responsibilities should fall on one teacher's shoulders. Collaboration, which is defined as "a style for direct interaction between at least two equal partners voluntarily engaged in shared decision making as they work toward a common goal," is a means to effectively utilize two teachers to maximize student success. In the partnership, the regular education teacher is considered the "content expert," while the special education teacher is the "strategies expert." The teachers share responsibilities for wise use of time, discipline, grading, planning, meeting students' individual needs, etc. Before teachers can begin their partnership, there's much to be done to ensure success.

The first step is eliminating the assumption that Collaboration is a program; it is a process with each step being important for the development of the next. Within the

process, the collaborative team consists of an administrator supporting and facilitating the process; regular and special educators sharing and fulfilling their roles and responsibilities with defining characteristics that are voluntary, based on mutual trust and open communication, responsibilities and resources are shared. Goals are mutual, and outcomes for student outcomes are shared.

Once roles and responsibilities are defined, there is still much to be done before the process begins taking shape in the classroom. Before teachers can begin to collaboratively teach, they first need to get to know each other's interpersonal styles, teaching beliefs, desired structure level of the classroom setting, pet peeves, etc. Published materials, can help guide teachers in getting to know each other and combining their styles within the classroom setting. The devoted time to this effort will aid in conveying a united front to the students.

The collaborative team will then begin to plan for teaching. As teachers first begin to collaborate, planning will take more time, but the time factor should lessen as teachers become familiar with their roles within the different collaborative models and the students they share. As teachers investigate various models of instruction within the collaborative setting, the terms may vary, but the descriptions are similar. Factors to consider are the element of time, group size, student's knowledge level of content, teachers'

knowledge level of content, special needs of the student.

Reflecting upon the Collaboration process is another important step for success. Taking the time to discuss the instruction method and progress of students will allow teachers to evaluate their team effort, make necessary changes, and continue what is effective.

No one said collaboration is easy, but the results can be rewarding. Compare the collaboration process to a school building. The foundation is carefully planned and laid to ensure it is strong enough to support the entire building—the collaboration process. The rooms represent the many teaching styles and instruction models that can be utilized; each are diverse, but have a purpose and function. Administration like the school's roof, oversees the entire building and programs within while protecting from the harsh elements. The doors are open for all to enter the world of learning, and the windows are the opportunities for all to view collaboration efforts.

Two teachers discuss and plan, "We've got to complete a task analysis for the long division assignments completed by my class, some of the students are just not getting it; then we have to develop a plan to deal with L.J.'s constant outburst during Social Studies; and we will monitor students' progress. "Together, we will get it done." You are not alone.

No child left behind continued

59 of these districts made 80% or more of their goals (43 of these school districts met at least 90% or more of their goals). Overall, 168 of 176 school districts (95.5%) in the state met 80% or more of their goals.

•29 school districts (16.5% overall) did not make AYP on the Other Academic Indicator. The Other Indicator is the CATS Accountability Index (for elementary and middle

grades) and the graduation rate (for high school grades).

•On the performance of students with disabilities in Reading, 31 school districts did not make AYP for this student subpopulation.

•On the performance of students with disabilities in Mathematics, 23 of the school districts did not make AYP for this student subpopulation.

•Statewide, 111 Title I schools are in Tier 1

consequences, 12 Title I schools are in Tier 2 consequences, and 7 Title I school are in Tier 3 consequences 57. Title I districts are in Tier 1 consequences.

Remember, this information will be updated in October, and therefore your school and district results may change.

Kentucky Council for Exceptional Children Regional Classroom Teacher Awards 2004-2005

Kentucky CEC is initiating a regional award program to recognize outstanding special education teachers.

1. Applicants for these \$1000 awards must be: CEC members currently and for at least the previous 5 years.
2. Applicants should have demonstrated exemplary performance over a period of time, involving such qualities as innovation, imagination, creativity and the ability to inspire.
3. Applicants should be recognized by members of the profession.
4. A brief description of the applicant's model classroom practices should be submitted with the application and will be reviewed by the KYCEC Minigrant/Award Committee.
5. Awards will be competitive and be presented once a year at the KYCEC Spring Conference.

Applications must be received by February 1, 2005.

There will be five (5) winners. These five winners will be finalists for the KYCEC Teacher of the Year Award. Please complete the application below.

Regions have been divided north and south of I-64 and east and west of I-75, leaving Jefferson County as a separate region.

Name of Special Education Teacher _____

Address _____

CEC ID# _____

E-mail _____

Phone _____

School Represented _____

Signature of Special Education Director _____

Address _____

Please attach a brief description of model classroom practices used in your classroom.

Mail applications to:

Mary White, 4567 Briar Hill Road, Lexington, KY 40516; e-mail: WhiteLinfarm@aol.com;

Phone: 859-299-9660

WKU SCEC plans for the year

2004 - 2005 Officers:
President: Ashley Bryce and Jaime Barrett; Vice President: Jade Wheeler and Ashley Reel; Secretary: Ashley Witten; Treasurer: Kristen Hartley and Sarah McMaine; CAN Coordinator: Cara Brooks; Publicity: Lindsay Beth Hughes; Historian: Katie Miller and Freshman Contact: Amanda Jochim.

Goals for 2004-2005 SCEC:
1. 1 active SCEC in a high school.

2. 20 active members by Spring 2005 in SCEC.

3. At least 3 community service events.

Committees:

1 Fall Conference: Sponsor conference dance.

2. SCEC Out-reach/Social activities.

3 Luncheon committee.

4. Community Service Activities: Special Olympics, Western Day, Job Fair, Work with Alive Center and Spring Gala for FMD students.

5. Fundraiser.

6 Quiz Bowl

**KYCEC
WEBSITE**

www.kycec.org

Chapter/Subdivision Minigrant Awards (2004-2005)

Kentucky CEC has budgeted \$650 for each minigrant award. There will be a total of three (3) Chapter/Subdivision minigrants available. The following priority areas have been designated: (1) teacher training; (2) membership; and (3) development and implementation of model programs. The priority area for student chapters is membership. The proposed must address an identified need, a rationale, a description of the proposed project and a budget. A copy of the form for submitting a proposal is included. Proposals will be accepted from July 2004 through March 2005. Written notice of approval or disapproval will be sent to the contact person upon review of the proposal. Please note that proposals will be considered on a first come, first awarded basis. Proposals received by November 10 and approved by the Minigrant Award Committee will be eligible for partial payment of \$325 at the fall conference General Board meeting. The second half of the award will be presented at the spring conference General Board meeting.

Grants will be competitive. Therefore, close adherence to the format, written communication skills and the specifics of the proposal's content will all be factors considered by the review committee. Award recipients must agree to fulfill the following: 1. Submit an article for the spring newsletter which summarizes and evaluates the minigrant activity. 2. Attend the summer leadership conference with a report of activities funded by the minigrant award. All proposals are to be mailed to: **Mary White, 4567 Briar Hill Road, Lexington, KY 40516; e-mail: WhiteLinfarm@aol.com; Phone: 859-299-9660.**

KENTUCKY COUNCIL FOR EXCEPTIONAL CHILDREN MINIGRANT PROPOSAL FORM

Chapter _____ Student Chapter _____ Subdivision _____

Name and Number of Chapter/Subdivision _____

Name of Contact Person _____

Address _____

Home Phone _____ Business Phone _____

Proposal addresses the following area:

____ Membership ____ Teaching Training ____ Development & Implementation of a Model Program Proposal Goals.

Brief description of proposed project (Please attach description). Evaluation procedures. Estimated budget. Will other funds be used to supplement this grant award? ____ Yes (Explain briefly) ____ No

I understand that if the KYCEC Minigrant is awarded to my chapter or subdivision, I must: 1. Submit an article for publication in the spring newsletter which summarizes and evaluates the minigrant award. 2. Attend summer leadership with a report of activities funded by the minigrant award.

Signature _____ Date _____

(1) Mary May Wyman Outstanding KYCEC Member of the Year Award

Background: The purpose of this award is to allow KYCEC to honor a member who has shown consistently unselfish service in promoting the education and welfare of exceptional children in Kentucky.

Candidate: The nominee must be a KYCEC member in good standing with a minimum tenure of continued membership for the three (3) previous years.

- Should have contributed to the educational and welfare of exceptional children in a number of areas - legislation, recreation, curriculum, etc.
- Should have devoted much time and effort to the local chapter, subdivision(s), and KYCEC.
- Should have provided leadership in the community, with local school(s), and with parents.

Information needed to complete nomination for #2:

1. All information requested on the nomination form.
2. Description of the outstanding professional contributions of the nominee.
3. Vita of nominee.
4. Letters of recommendation.
5. Verification of membership (obtainable from CEC headquarters).

(2) Carl Perkins Contributor to Special Education Award

Background: This award is given to individuals for their distinguished leadership and service in the interest of exceptional children.

Candidate: The nominee need not be working in the field of special education nor be a member of KYCEC. The nominee should have significantly contributed to the education and welfare of exceptional children in Kentucky.

Information needed to complete nomination #3:

1. All information requested on the nomination form.
2. Description of distinguished leadership and service in the interest of exceptional children.

(3) Outstanding Special Education Administrator of the Year

Background: This award is to be given to a school administrator whose primary responsibility is special education. The award is for distinguished leadership and support for special education and/or gifted and talented programs in Kentucky.

Candidate: The nominee must be a special education administrator in Kentucky and a CEC member. The nominee must have provided outstanding leadership and developed innovative programming for exceptional individuals.

Information need to complete nomination:

1. All information on the nomination form.
 2. Description of the outstanding leadership and the innovative programming which was developed for exceptional individuals.
 3. Vita.
 4. Letters of recommendation.
 5. Verification of membership.
- Nomination form for awards 2, 3, and 4.

Name of Award _____

Nomination of _____

Address _____

Telephone No. (work) _____ (home) _____

Nominating Division, Chapter, Branch _____

Person Submitting Nomination _____

CEC Officer Position (if held) _____

Address _____

Telephone No. (work) _____ (home) _____

Signature of Person Submitting Nomination _____

(4) Outstanding KY Student CEC Member of the Year Award

Background: This award is given to a student CEC member. It is the highest tribute KYCEC pays a student member. The student may be a member of a KY student chapter, or regular chapter.

Candidate: The nominee must be a student member of CEC in Kentucky.

- Should have demonstrated outstanding service and leadership to the Federation, the chapter, and exceptional children in Kentucky.
- The nominee must be in special education training.

Information needed to complete nomination:

1. Verification of membership (obtainable from CEC headquarters).
2. All information requested on the above nomination form.
3. Letters of recommendations.
4. Description of involvement with student CEC, experiences with exceptional children, academic/community Honors, Awards, and Leadership responsibilities.

Nomination of _____

Address _____

Telephone No. _____ CEC I.D.# _____

Joined CEC: Month _____ Year _____

Undergraduate or Graduate Student: _____
(please specify)

Chapter Name: _____

Advisor's Name: _____

College Attending: _____

Name and Address of Individual Completing this form: _____

(5) Certificates of Appreciation

Background: Each Kentucky CEC chapter or subdivision may submit a name of ONE agency, organization, media network, etc., which has contributed to the advancement of education for exceptional children in the chapter or subdivision. A certificate of appreciation will be signed by the Chapter President and KYCEC President and sent to the nominated party. Only ONE certificate nomination from each unit will be accepted.

Information need to complete nomination:

1. All information requested on the nomination form.
2. Description of how the organization, agency, etc., has contributed to the advancement of education for exceptional children in the chapter or subdivision.

Nomination of _____
Contact Person (if nomination is for a Group, Institution, or Agency) _____
Telephone No. (work) _____ (home) _____
Nominating Chapter or Division _____
CEC Officer Position _____
Address _____
Telephone No. (work) _____ (home) _____
Signature of Person Submitting Nomination _____

Election Time for KYCEC

The Nominations and Election Committee extends an invitation to KYCEC members in good standing to submit nomination ballots for persons interested in serving of the KYCEC Executive Board (term starting in July 2005).

As with all others, this is a very important position that involves a commitment of time and energy. Nominee must be a member in good standing for a minimum of one year prior to the election and remain so throughout the term of office. Please make sure the person is willing and dedicated to CEC before you make a nomination.

Vice President - This office carries a four-year commitment. The Vice President succeeds to President Elect, President, and Past President. The Vice President conducts the duties of the President in the absence of the President and President Elect, and serves as Editor of the Newsletter. The President Elect chairs the state convention and the Past President is in charge of awards and nominations.

Persons interested in submitting a nomination should complete the nomination ballot and return it by January 2, 2005. Final election will be held during the KYCEC Spring conference. Results will be announced at the Annual Business Meeting held during the spring conference. Duties will be assumed on July 1, 2005.

If you would like to, please feel free to contact a current KYCEC board member to discuss the perks, pressures, and professional growth involved in assuming office.

NOMINATION FORM KENTUCKY FEDERATION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN OFFICER NOMINATION BALLOT 2005

Office Nominated for: _____

Name of Nominee: _____

Address: _____

Phone: (Work) _____ (Home) _____

To be valid, all information MUST be provided: Please include a recent copy of the nominee's vita. Nominator and Nominee must be current members of CEC. The ballot must be signed by the Nominator and Nominee. Return by January 9, 2005.

Name/Signature of Nominator

Address/Phone/Email

Signature of Nominee

Send completed application for Awards 1, 2, 3, 4 and 5 & KYCEC Officer Nomination Ballot to:
Bill Porter
P.O. Box 633, Franklin, KY 42135
bporter@simpson.k12.ky.us

THE COLLABORATIVE PARTNERS OF KENTUCKY PRESENT THE
40TH ANNUAL CONFERENCE ON PROGRAMS FOR EXCEPTIONAL CHILDREN

This conference is being hosted by Kentucky Council for Exceptional Children in collaboration with Kentucky Dept. of Education, Council for Administrators of Special Education, Council for Children with Behavior Disorders, Educational Cooperatives, Parent Resource Centers, Regional Training Centers, Kentucky School for the Blind, Learning Disabilities Association, VSA arts of Kentucky, KSBA, Div. of Early Childhood, and others.

“INCREASING STUDENT ACHIEVEMENT” CONFERENCE HIGHLIGHTS

<i>Opening Keynote Address</i>	<i>Charles Sandmann Excellence in Education Award</i>
<i>200 Breakout Sessions of Interest to All Participants</i>	<i>Professional Group Meetings</i>
<i>Stimulating Half-Day Workshops</i>	<i>VSA arts of Kentucky Breakfast and Entertainment</i>
<i>Intensive Six Hour Institutes on Sunday</i>	<i>Complimentary Continental Breakfast Monday and Tuesday</i>
<i>Recognition of 25 Year Special Educators</i>	<i>Social Sharing Times</i>
<i>Special Education Teacher of the Year Award</i>	<i>Student Hosted Dance</i>

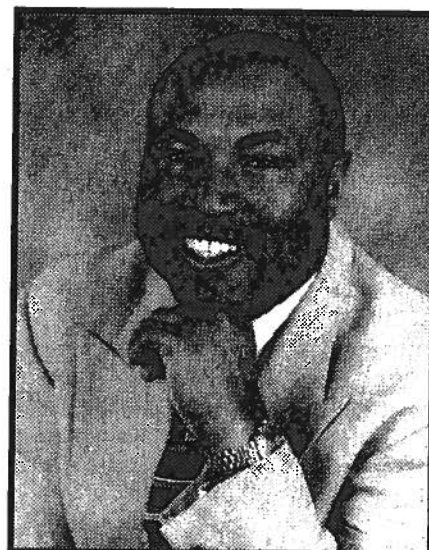
Monday, November 22 – 10:15 am – Awards and Opening Address
Presentation of Teacher of the Year Award
Recognition of 25-Year Special Educators
Charles Sandmann Excellence in Education Award

KEYNOTE
Mr. Larry Bell

Larry Bell comes to us from Woodbridge, VA, a suburb 25 miles south of Washington, DC. He is a 25 year veteran in education and a graduate of the Citadel in Charleston, SC. Fifteen of those years were spent as a classroom teacher where he was nominated for the National Agnes Mayer Outstanding Teacher Award. Gar-Field Senior High School where Mr. Bell taught had over 3,000 students speaking 36 different languages. He was recognized for his innovative classroom strategies that allowed his so called “Tough Kids” and his “Gifted and Talented” to excel.

He served as the Supervisor of Multicultural Education for seven years at Prince William County which meant providing hands-on workshops for 67 schools, 3,000+ teachers and 50,000 students. For his efforts in this position he was given a \$550,000 grant in 1996 by the federal government to pilot his ideas, and was selected as the Mary Hatwood Futrell Award winner by the Virginia Education Association in 1998.

In 1996 he was invited, and traveled, to South Africa to share his ideas. He is now a full time consultant who owns his own company. One of his proudest moments was being written up in Jet Magazine.



Special Events

Monday – 7:30 a.m. – 8:30 a.m. Continental Breakfast and Entertainment hosted by VSA arts of Kentucky
Tuesday – 7:30 a.m. – 8:30 a.m. Complimentary Continental Breakfast
Monday – 8:00 p.m. – Complimentary Student Hosted Dance (Hosted by WKU Student CEC)

Collaborative Partner Strands and Topics (not necessarily names of sessions) – Sessions, Workshops, Institutes

EARLY CHILDHOOD REGIONAL TRAINING CENTERS

Social Emotional Development
Early Literacy
Brain Development
Resilience
Building Effective Instructional Teams
Work Smarter, Not Harder – Effective Time Management
From Good to Great
Failure is Not the Option
Stress Management
STAT – Providing for Safer Schools
Eat, Move & Groove Your Way to a Smarter Brain

COUNCIL FOR CHILDREN WITH BEHAVIOR DISORDERS

Teaching Social Skills
Teachers Encyclopedia of Behavior Management
CHAMPS: A Proactive and Positive Approach to Classroom Mgt.
Collaboration and Inclusion
Classroom Programming for Students with Emotional and Behavioral Disorders
Anger Management
EBD Classroom Resources
Functional Assessment and Behavior Intervention Planning
Introduction to the KY Center for Instructional Discipline
Working with Students with Attention Hyperactivity Deficit Disorder
Bully Prevention

KENTUCKY DEPARTMENT OF EDUCATION

State Advisory Panel Public Hearing
KY Continuous Improvement Monitoring Process Update
STI/SETS Update
Closing the Achievement Gap
Project TREE: Teacher Recruitment for Educational Excellence
Continuous Assessment
Mathematics
Literacy Strategies (Reading First K-12 Special Ed Teachers)
Over Identification of Minority and Low S.E.S. Students in Special Education
Collaboration Among School Educators to Appropriately Identify and Serve English Language Learners with Special Needs
Digital Textbooks for Improved Access to General Curriculum (KY. Accessible Materials Consortium – KAMC)
CATS Online – Where We've Been and Where We're Going
Vocational Skill Standards Assessment Online
Home/Hospital Instruction – New Role for ARCs in Determining Student Eligibility

KY COUNCIL FOR EXCEPTIONAL CHILDREN

Highly Qualified Teachers
Collaboration
Transition
Learning Disability Issues
Curriculum Based Assessment Measurement
Alternate Diploma

COUNCIL FOR ADMINISTRATORS OF SPECIAL ED

Collaboration: Leadership Role and Skills Needed
Research-Based Strategies and Practices: How Do You Identify Them? What Are They? How Do You Monitor in the Classroom? How Do You Train Staff?
An Attorney's View of Current KY Due Process Cases
Related Services - When Are They Needed; How to Determine: What is Enough; Too Much?
What Medical Services are Provided to Meet FAPE?
Current Mental Health Issues for Students in School
Review of Prevalent Medications Used by Students in School Today
LRE as It Relates to Alternate Settings
ADHD – When Do Symptoms Create an Adverse Effect?
ESL – Determining When a Disability Exists

PARENT RESOURCE CENTERS

Climate of a Proficient School
Getting S-E-T for the A-R-C
Effective Use of Paraprofessionals in the Regular Ed Classroom
Building Positive Parent Relations
Interventions for Changing Student Behavior
Strategies for Closing the Achievement Gap
Collaboration

EDUCATIONAL COOPERATIVES

Autism (working with KATC)
Collaboration
Literacy
Transition

LEARNING DISABILITIES ASSOCIATION OF KENTUCKY

“I Have a Student/Child Who.....”
Mathematics: A Tool for Life
Improving Student Achievement – A Pretrial Perspective
Early Childhood: Signs and Pitfalls for Learning
Parents-Schools Partnerships
Orton-Gillingham Multisensory Approach - Overview
How to Prepare Youth for a Successful Life
Congressional Update – A Washington, DC Visitor
Video Theatre

KENTUCKY SCHOOL FOR THE BLIND

Keyboarding Strategies for Primary Level Students with Visual and Multiple Impairments
Buckets of Literacy
Career Exploration through “Career Connect”
The Three C's to Greater Independence – College, Computers, and Canines
Resources for the Expanded Core Curriculum
Assistive Technology

VSA ARTS OF KENTUCKY

Using Visual Arts and Drama with Special Needs Students
How Arts Residencies can Help Your Students Succeed
Round Table Discussion – Creating Success for Special Needs Students Using the Arts
Finding Fun in the Classroom
Inclusionary Arts Activities for the Early Childhood Classroom
Survival for the Classroom Teacher

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