

# Families Together, Inc.

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Wichita Center 1-888-815-6364 \* Topeka Center 1-800-264-6343 \* Garden City Center 1-888-820-6364 \* Kansas City Center 1-877-499-5369  
Statewide Spanish parent line 1-800-499-9443 (All toll free numbers for Kansas parents & education advocates)

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## CIM Process Linked to QPA

Submitted by Marnie Campbell, KSDE

Every state is required to develop a compliance and monitoring system to ensure that special education services are provided to eligible children according to federal and state laws and regulations. Federal monitoring has moved to an ongoing school improvement system using self-assessment and local data compared to federal and state data. Likewise, in Kansas, the Kansas State Department of Education Student Support Services Team has transformed our previous monitoring system emphasizing compliance to a new one known as Continuous Improvement Monitoring (CIM).

### The new CIM system:

- Focuses on student learning, progress and results
- Is linked to Quality Performance Accreditation (QPA)
- Uses self-assessment and many sources of information
- Ties results to writing a local improvement plan



KSDE accreditation regulation KAR 91-31-16(i) defines Continuous Improvement as *advancement utilizing data from multiple assessments in targeted areas of student performance when compared to results of previous years*. This QPA definition is also accurate for CIM. QPA expects the education system to move all students and all schools towards higher levels of performance. Both IDEA-97 and Student Support Services have the same high expectations for students receiving special education services in Kansas.

QPA requires all schools to collect baseline data based on accreditation requirements. Data includes state and district assessment sources. In each school, administrators and teachers look at these results altogether, and also separated by subgroups such as male/female, race/ethnicity, socio/economic status, and students with disabilities or limited English proficiency. Usually, the report they write, called the Building Profile, shows results for the whole school and these different subgroups in meeting the high standards of the general curriculum. That way, local districts or cooperatives and Student Support Services can see how students on IEPs are doing as compared to their peers. Are they learning to read, write, and do math in the general curriculum? Are they making adequate progress?

Depending on each school building's results, the School Improvement Plans developed will be different than others in the same district or cooperative. If students with disabilities are not making the same progress in reading, for example, the School Improvement Plans would say what needs to be done to improve the students' reading results on different assessments.

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**The CIM process includes these four basic parts:**

- CIM Self-Assessment
- Local Steering Committee that collects information
- On-Site Review and Site Visit
- CIM Improvement Plan

The "cycle" of this new CIM system takes five years. During the first year, districts or cooperatives collect data and complete information on their self-assessment, based on 66 CIM indicators. As a part of that data gathering, a team of peers and KSDE staff conduct a site visit. They look at the student file review information with the local team (including parent and staff surveys), visit schools, and interview staff. They write a report based on the site visit. The self-assessment is completed based on collection and analysis of local and state assessment data, suspension/expulsion and graduation rates, and findings during their visit. The resulting Continuous Improvement Monitoring plan sets the course for what needs to happen during the next four years by using various strategies to improve their results and measuring student progress throughout.

The 16 district/cooperatives to be site-visited during the 2002-2003 school year are Olathe, Coffey County, Haysville, Central Kansas Coop, Marshall County, Harvey County, McPherson, Shawnee Heights, Geary County, Butler County, Tri-County (Larned), Shawnee Mission, High Plains, East Central Kansas Coop, Doniphan County, and NCK Special Ed Coop.



For further information about the CIM process, please check the Student Support Services website at [www.kansped.org](http://www.kansped.org) and click on Resources. You will find the CIM information there. You may also talk to one of the CIM facilitators on the Student Support Services Team by calling: **1-800-203-9462**.

## Regional International Dyslexia Association Conference

The conference will be held April 18, 2003. G. Reid Lyon will be the keynote speaker. He is very involved in the "Leave No Child Behind" act and the "Reading First" Initiatives. For further information on the conference, check the website: [WWW.INTERDYS.ORG](http://WWW.INTERDYS.ORG)



## Anne Ford Scholarship Seeking Applications for 2003 Class

The National Center for Learning Disabilities (NCLD) is calling for applications for the Anne Ford Scholarship, which provides \$10,000 over four years to a promising high school senior with learning disabilities (LD) who plans to pursue a university degree. In addition to the Anne Ford Scholar, the Class of 2003 will include individuals selected to be finalists and honorable mentions.

According to the scholarship description, the ideal candidate is a person who has faced the challenges of having a learning disability and who, through hard work and perseverance, has created a life of purpose and achievement. The candidate embraces new opportunities and has a well-rounded perspective shaped by experiences in school, with family and friends, and through community involvement. The candidate understands how LD affects his/her life and knows the importance of self-advocacy. He/she is committed to completing a college degree and setting career goals. Particularly important is a candidate who believes in contributing to society in a way that increases the opportunities and potential of people with learning disabilities. The scholarship winner will engage in mentoring and outreach activities involving other students with LD.

Applications are available online at NCLD's web site, [www.LD.org](http://www.LD.org). For further information, please e-mail [AFScholarship@nclد.org](mailto:AFScholarship@nclد.org). All application materials must be postmarked no later than December 31, 2002 for consideration.

# Q & A

## Q. What is the purpose of a functional behavior assessment?

**A.** The purpose of a functional behavior assessment is to identify behavior that interferes with learning for a child or his/her classmates. An assessment is necessary so a positive behavior intervention plan can be developed for the child by the IEP team. The assessment is the observation of a child's behavior by a school administrator, teacher or behavior specialist and the objective recording of these behaviors. It is this information that will help the IEP team to develop positive behavior supports to prevent daily disruptions in the classroom. The positive behavior intervention plan is to help the child respond appropriately, to eliminate the environmental causes of the behavior, or to teach appropriate replacement behaviors.



## Q. Are goals and objectives supposed to stay the same year after year?

**A.** Generally, the answer would be no. However, this is an issue for the IEP team. The IEP should have goals and objectives that promote the student's learning. If the child is not making progress, the IEP team should be looking at a plan that will help the child learn. The goals and objectives are to be measurable to determine the child's progress moving through the curriculum and progressing throughout the year. The rate of develop-



ment is different for each child. The general standard is what helps us to determine how a child compares to other children his/her age. All children should have access to the general curriculum. If the goals and objectives are not being met, then the IEP team needs to look at the goals and adjust them to more accurately meet the functional needs of the student using the general curriculum as the material subject matter. Sometimes the goals are not reached because the objectives are not appropriate. If this happens, the IEP team should decide if the goals and objectives are appropriate for the student. Writing appropriate objectives can be difficult unless you know the goal and what material is to be covered. We have information to help you to participate in this process.

## Q. Why is my child being promoted from grade to grade but can't read?

**A.** A child with a disability has an IEP for the purpose of helping him/her to benefit from his/her educational experience. The issue of reading should be addressed in the IEP. Measurable goals should be developed for reading so the method used can be assessed. A child working from an IEP developed by the IEP team is not held to the same academic standards as the class. The goals and objectives in the IEP determine the child's progress- not the grading standard for the class. If reading is the only goal that the child did not attain, then it should be closely examined to determine if the method is appropriate for the child. It is the decision of the IEP team whether the child would go on to the next grade level in school. Some considerations are:



- What benefit is it to the child to retain him/her?
- Are the goals and objectives appropriate?
- Is there a reason why the child is not learning to read (on grade level)?
- Does this child need additional help in reading?
- Can the needs of this child be met in the next grade level?

Often, the student is promoted to maintain social ties with his/her classmates. Self-esteem is very important to children and is a determining factor when a child is "socially" promoted. However, social promotion is not a substitute for learning a skill, especially reading. If the IEP team does not come to consensus on promotion or retention, then procedural safeguards necessitate review of all options considered.



# Family Story

## King of Rubber Bands

*Submitted by Shannon Wills, Holcomb*

Every year around the holidays, people start thinking about what they are thankful for and want to give others. Growing up, people would ask, "What are you thankful for?" As most children do, I would always respond, "My family, my friends, my toys..." As I got older, my thinking stretched to include more detail and thought. As when I was younger, I am still thankful for my family and friends, but I am thankful for Skylar also, someone I used to take for granted and someone of whom I was afraid when I first met him.

I was around 10 when Skylar and I met. My dad was getting remarried and I was getting a new brother and sister. My brother has cerebral palsy. I didn't know if he was contagious and I would catch it, so I was afraid to be around him. He kind of talked funny and he had to wear leg braces. It took a few years to really get to know him, but I'm glad I gave it a chance.

Skylar was not like every other child. When I was worried about what other people thought of me when he had food on his face, he was thinking about how good that pizza tasted. When I was worried about people seeing me walking with him in public, he was worried about what he would spend his money on. I was worried and embarrassed and he was carefree.

I remember the time Skylar and I got into a fight. He made me mad, so I hit him. That was a shining moment for our family. While I got in trouble for hitting, my dad and step-mom were so proud. It was the turning point for us. He was no longer "Skylar, my step-brother with a disability". He was "Skylar, my brother".

As we got older, he taught me how to be more caring and look out for others. I learned not to just see what was on the outside, but what was on the inside. I consider myself to be very lucky to know him. I am thankful that my children can be around him and know him, as he has also helped them to not be afraid of persons with disabilities.

I am also thankful that I get to see him as much as I do. We get to work together each week and that gives us a chance to grow closer. I always look forward to his brotherly "love"...the getting snapped with rubber bands, getting pushed in the hallways, and the messes he leaves on my desk. He gets to look forward to my locking him out, taking his notebooks, and giving him noogies. It's a perfect example of a normal brother-sister relationship.

I no longer worry about the food on his face, or the way he walks. I worry about the kind of girl he will marry and what he will name his first child. I think Shannon is a good name, don't you?

So, as we think back and reflect on the year and the things we are thankful for, I remember my childhood. This year for the holidays, I'm thankful for my family, I'm thankful for my friends, and I'm thankful for my brother, Skylar, "King of Rubber Bands".

## Your Gift Can Make A Difference!

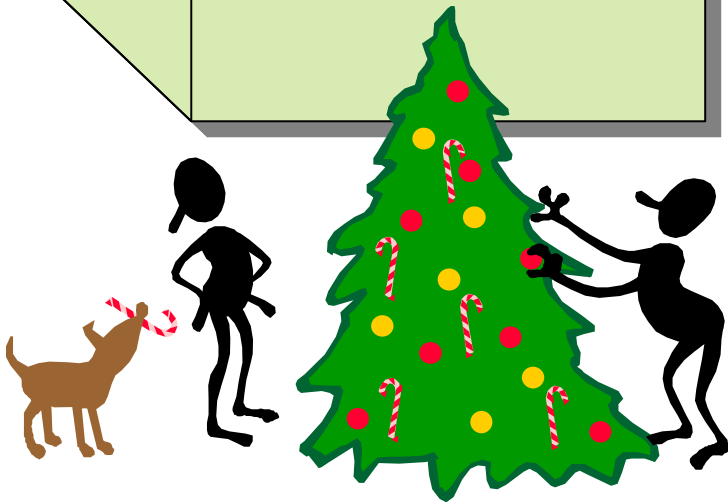
Your gift of:  
 \$60... will help a family attend a statewide conference.  
 \$50... will provide toll-free line access to parents for an entire week.  
 \$25... will provide a new book for the free lending library.  
 \$10... will provide information packets to families.  
 \$5... will provide newsletters to 20 families.  
 Enclosed is my tax-deductible donation of \$\_\_\_\_\_.

Send to:

**Families Together, Inc.  
 3340 W. Douglas Ste. 102  
 Wichita, KS 67203**

*\*Families can designate an organization when they give to United Way or to the Combined Federal Campaign.*

**Thank you!**



## NICHCY

*National Information Center for  
 Children and Youth with Disabilities*

**NICHCY has NEW Web Site!!**  
 Same address - [www.nichcy.org](http://www.nichcy.org)

- ★ All text-only publications have been reformatted to a new easy-to-read layout
- ★ A side-bar menu makes navigation easy
- ★ The ALL-NEW resource library featuring the Technical Assistance & Dissemination (TA&D) Network makes finding information a breeze

**Call us or visit  
 our website!**

**1-800-695-0285**  
[www.nichcy.org](http://www.nichcy.org)

## A Note From the Director's Desk...



Dear Parents and  
 Advocates,

In this season of giving and thanksgiving, we at Families Together, Inc. are honored to be able to help each of you to advocate for the children or young people that you care so much about ... thanks for your confidence in us!

One request that we often have from our state funding partners is for parents to sit on advisory boards, "think tanks", or councils. It is important that the point-of-view of family members is heard at these meetings. However, it is very hard for families to travel or commit to meetings during the business day.

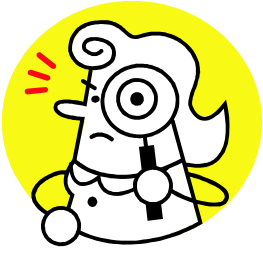
This year, one of our state contracts includes money to help families take advantage of these opportunities. There is a limited amount of money available to pay for expenses involved in travel, lodging, etc. that families may incur to take part in these meetings. If you would like to represent the interest of families in this way, please call the center nearest to you. We will take your information and visit with you about the meetings that you may need to attend. When we have requests from agencies (local or statewide), we will make sure you are contacted about these opportunities.

There are also agencies that serve your area (Community Developmental Disability Organizations - CDDOs, Mental Health Centers, etc.) who are looking for persons to serve on committees. If you would like to offer your participation, we would be happy to provide information about being a capable and confident member of the group. Call our centers for this information.

It is imperative that the issues important to our families that include children with disabilities will be heard. Please consider how you can help.

Happy Holidays!!

Connie



## Focus on Kansas Resources

### Families Together toll free numbers:

Wichita	1-888-815-6364
Topeka	1-800-264-6343
Kansas City	1-877-499-5369
Garden City	1-888-820-6364
Spanish line	1-800-499-9443
NC Region	1-866-778-7710 <i>or</i> 1-866-963-1734
NW Region	1-866-775-7710
SC Region	1-866-884-8810
SE Region	1-877-948-3049

### Make A Difference Information Network 1-800-332-6262

An information service for children and adults with disabilities, their families, and their service providers.

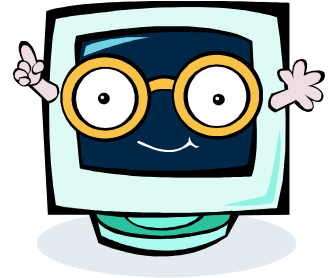
## Education Advocate Program Update

*Submitted by Karen Snell, Topeka Center*

Several changes have taken place within the Education Advocate program at Families Together this fall. As of this writing, the program is serving 813 students in Kansas. These numbers have necessitated an increase in staff and a slight restructuring of the program. Karen Snell is now the Education Advocate Coordinator, Darla Nelson-Metzger continues to work on the program on a part-time basis, and we are pleased to announce the addition of Alisa Walker. Any of these people can take referrals for education advocates or answer questions concerning the program.

To continue to provide quality advocates for the children in Kansas, we are constantly recruiting and training interested persons to be education advocates. We are especially interested in training foster/adoptive parents and SRS/contract caseworkers as advocates, as these persons have the most intimate knowledge of the students' needs. We also rely heavily on interested volunteers from the community to serve students. If you would like more information on becoming an education advocate, or would like to be notified of trainings in your area, please call our office.

## Check Out these Internet Resources!



### Online Screening Tool for Federal Benefits

**GovBenefits** is a free, online screening tool that informs consumers about whether they may qualify for some federal programs, including health insurance programs such as CHIP, Medicaid, and Medicare. This service is confidential. You are not required to enter your name, phone number, Social Security number, or any other identifying information. You simply answer questions about yourself, and **GovBenefits** returns a list of government benefits that you might be able to receive, along with information on how to apply.

Some of the people for which benefits might be available include those that are disabled, injured or sick, low income, home or property owners, parents and caregivers, students, unemployed, widowed or surviving dependents, teachers and school administrators, military and law enforcement officers.

The website is [www.GovBenefits.gov](http://www.GovBenefits.gov)

### Best Interest Newsletter

News and resources for professionals and volunteers who advocate in the best interests of abused and neglected children. The site includes information on legal issues, medical topics, web resources and legislation. [www.childadvocacy.com](http://www.childadvocacy.com)

### Interracial Voice and Web Sites

This site includes a variety of information on interracial people and resources. Included in this are poets' writing samples, relationship forums, discrimination information and building diversity information.

[www.webcom.com/~intvoice/add\\_site.html](http://www.webcom.com/~intvoice/add_site.html)

### Learning Disability Resource Guide

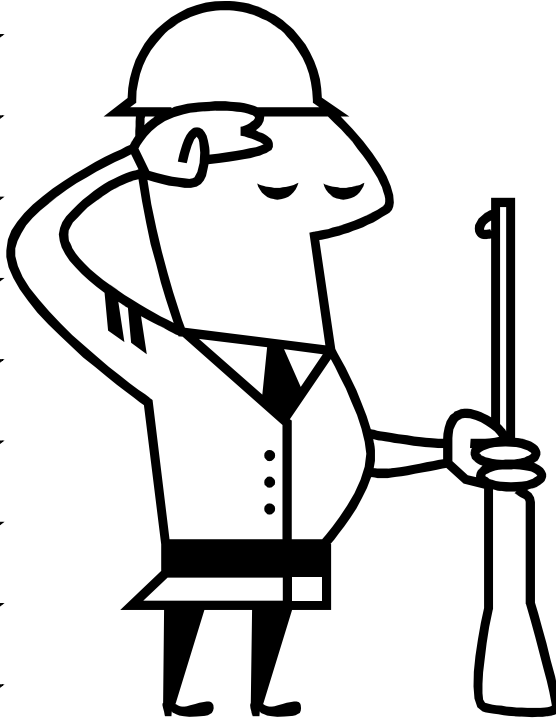
An interactive learning disability resource guide for parents, teachers and students. This site provides a wealth of recent articles and legislation.

[www.ldonline.org](http://www.ldonline.org)

### American Academy of Pediatrics

The American Academy of Pediatrics (AAP) offers materials for professionals working in the field of child abuse, including policy statements, a program on the visual diagnosis of child physical abuse, and resources for prevention, recognition and treatment.

[www.aap.org](http://www.aap.org)



## **Military Outreach**

### **Myths & Mysteries about EFMP**

*From TEAM OF ADVOCATES FOR SPECIAL KIDS Sept/Oct 2002 issue*

**T**he military Exceptional Family Member Program (EFMP) is designed to assist service members by addressing the special needs of their exceptional family members (EFM) during the assignment process. Special needs include any special medical, dental, mental health, developmental or educational requirement, wheelchair accessibility, adaptive equipment or assistive technology devices and services.

The primary goal of the EFMP is to ensure the special needs of the EFM can be met at a new assignment location. EFMP enrollment information enables the military monitors to proactively consider a family member's special needs requirements during the assignment process and to pinpoint the assignment to a location with appropriate resources that address the special needs. Successful implementation requires up-to-date enrollment information and extensive coordination among the personnel, medical, and educational communities.

EFMP enrollment is mandatory and required immediately upon identification of a special need. Common points of contact and Military treatment facility EFMP coordinators can assist service and family members with the enrollment process.

There is a reluctance to enroll because of misconceptions that EFMP enrollment may limit assignments and career advancement. These negative perceptions are not supported by fact and all service members enrolled in the EFMP have always received equal consideration for accompanied assignments and for promotions. Enrollment into the EFMP does not exempt the service member from any deployments or sea duty.

In general, there are four EFMP enrollment categories which include:

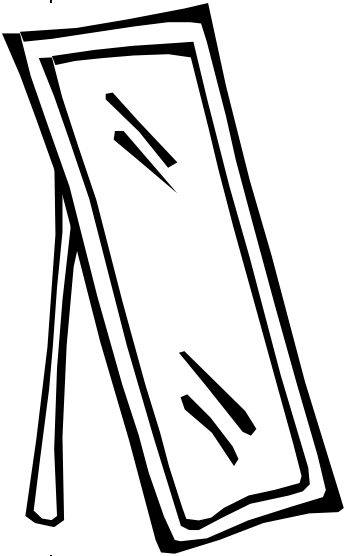
- **Category I - needs generally do not limit assignment**
- **Category II - pinpoint assignment overseas and within the Continental United States**
- **Category III - no overseas assignments**
- **Category IV - major medical areas within the Continental United States**
- **The navy has an additional Category V that includes homesteading.**

If you need additional information about the military's Exceptional Family Member Program, contact TASK's Military Outreach Coordinator.

**Military Outreach Coordinator**  
**Chris Bastian**  
**(909) 609-3218 - FAX (909) 609-3238**  
**TASKmil@aol.com**

# Cuando Su Hijo O la Hija Cumple La Edad De Dieciocho Años...

*Submetido por Isabel Aguilera, Centro de Garden City*



**C**uando un niño cumple dieciocho años de edad los padres ya no más son legalmente responsable para su niño. Todos los derechos transfieren encima de al adulto joven, en todas las áreas de su vida. ¡Oyendo esto por la primera vez la reacción de los padres es pánico! La primera cosa que entra en su mente es la tutela. Sin embargo, hay muchas otras opciones que las familias necesitan considerar, la tutela no es la única opción disponible.

Es la práctica mejor cuando su niño tiene diecisiete años de edad, empezar pensando, hacer algunas observaciones serias y decidir si usted piensa que la protección sera necesario. La protección no sólomente es un proceso que tomar mucho tiempo pero también es caro. También, usted necesita entender que el proceso de la protección legal no puede empezar hasta que el niño cumple los dieciocho años de edad.

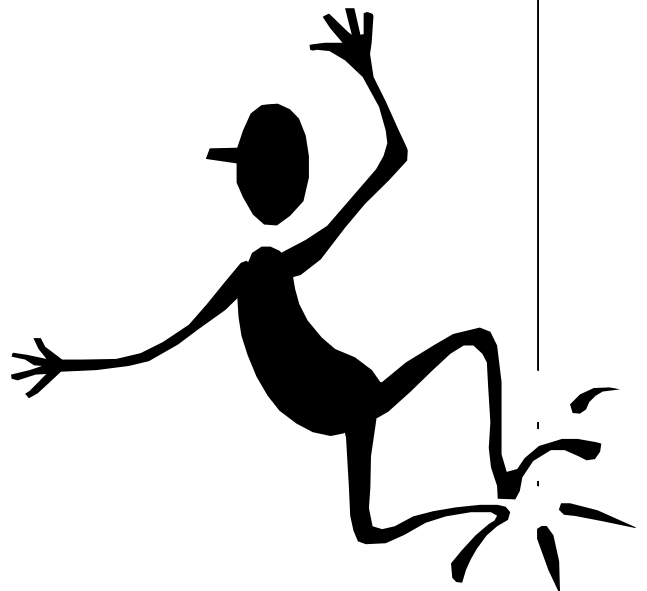
La decisión para obtener la protección legal, es una decisión personal basada en cuánta ayuda necesita el individual en hacer decisiones importantes que involucran sus vidas. El primer paso en determinando si un guardián puede ser necesario para su adulto joven es considerar sus necesidades junto con sus capacidades. ¿Usted debe preguntarse, puede mi hijo o hija comunicar sus necesidades, ellos pueden hacer decesiónes apropiadaeas sobre su cuidado médico, pueden determinar el mejor hogar donde deben vivir, también ellos pueden determinar cual trabajan o programa de entrenamiento es apropiado para ellos y al fin ellos pueden ser decisiones sobre negocios financiar? Si su hijo o la hija tiene dificultades o es incapaz de hacer cualquiera de estas actividades, puede estar en su interés mejor parecer en la protección.

Es muy importante recordar que no todo los individuales que tienen algun incapacidad necesitan a un protección. Muchos dellos pueden ser responsable por ellos mismos y tener la capacidad de tener una vida exitosa y feliz. Una regla buena para recordar es que la opción menos restrictiva, en la vida de las persona, siempre es mejor consider. Por ejemplos de qué otras opciones podrían ser:

- La Protección limitada encima de áreas específicas haciendode decisiones.
- La ayuda de dirección de dinero a través de un Conservador o un portado de cuenta.
- La persona - Centró la Planificación
- Consejeros, Abogados, guardo
- Directivos avanzados como testamento de subsistencia o Fuerza de Abogado.
- Autodeterminación

Recuerde, que cada uno y cada situación es única. Familias deben investigar toda la información que es posible antes de hacer cualquier decisión.

**Si le gustara educarse más en estos asuntos usted puede llamar el Kansas Protección Programa a (785) 587-8555.**





# When Your Son or Daughter Turns 18

*Submitted by Tami Schwindt, Garden City Center*

**U**ntil a child turns 18 years old, the parents are assumed to be the legal guardians. Guardianship should not be thought to be the next natural step, just because your child turns 18. Families have a variety of options available that should be considered first.

If any legal action is to be taken, it is best to start planning one year before your child turns 18 years old. The decision to obtain a legal guardianship is a personal one, based on how much assistance the person needs to make important decisions about his/her life. The first step in determining whether a guardian may be necessary for your young adult is to consider his/her capabilities and needs. You should ask yourself,

- "Can my son/daughter communicate his/her needs?"
- "Can he/she make appropriate decisions regarding medical care?"
- "Is he/she able to determine his/her best living arrangement?"
- "Can he/she determine the most appropriate work or training program?"
- "Can he/she make sound decisions regarding financial matters?"

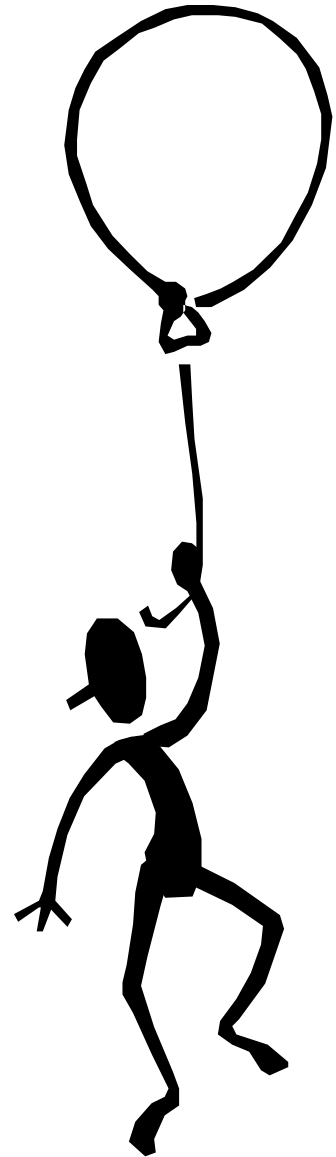
If your son or daughter is unable to do these things, it may be in his or her best interest to look into guardianship.

With the right supports, many people with disabilities are able to manage their own personal and financial affairs. It is very important to first consider the least restrictive options in each individual's life. Examples might be:

- limited guardianship over only specific areas of decision making
- money management assistance through a conservator or a representative payee
- person-centered planning
- advisors, advocates
- advanced directives such as a living will or a power of attorney
- self-determination

Remember, each and every situation is unique. Families should seek as much information as possible before making any decisions.

**For more information, call the Kansas Guardianship Program at 785-587-8555.**



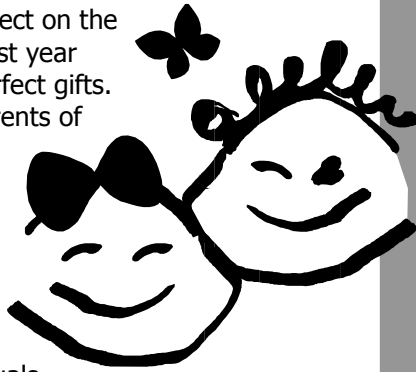
**F**amilies Together Inc. is involved with the Kansas legislature, monitoring issues that affect the families of Kansas that include a child with a disability. We provide data and other information regarding the concerns of families. We also testify about how changes in the law will affect families and the services that they use. We maintain updates on our web site during the legislative session and have a telephone hotline for those without internet access. We also organize visits to the capitol for families to give personal testimony or to contact their local legislators to express their concerns. Because our organization is nonprofit and is supported by grants, it is not possible to provide a salary for a lobbyist. The board members feel strongly that our continual presence is important at the legislature. We are asking for your assistance by supporting our efforts with donations of any amount to help us maintain a presence at the capitol. Please send donations to the Wichita Center, 3340 W. Douglas, Ste 102, Wichita, Kansas 67203.

# Reflections

*Submitted by Leia Holley, Kansas City Center*

It's time to reflect on the victories of the past year and search for perfect gifts. Many times as parents of children with challenging behavioral, medical and/or educational needs, we forget, or are unaware of how many individuals

truly see the gifts our children have. They see past the behaviors and see the child through a sometimes brief smile or twinkle of an eye.



A traumatic brain injury, as a result of a car accident seven years ago, didn't stop the spirit of Verdell Kane. He was a young man who always looked adversities in the eye with a smile. He faced them head on, with his family at his side. There were many challenges placed in his path, yet many people could see only the laughter, joy, hugs, kisses and special moments. His smile could warm your heart and make you remember to cherish the little things in life. He knew that blowing kisses, giving hugs, smiling, and brightening others' days were the most valuable gifts any one person could give. Verdell helped everyone cherish life's everyday gifts. He loved music, animals, friends, and, most importantly, his family.

Verdell inspired his mother, Merlin, to reach out to other families. For more than four years, Merlin has dedicated her life to helping families which include children with disabilities. To hear Merlin, Reggie, Verdell's brother, or Laurice, his sister, talk, you would never know that Verdell had a disability. He was just a teenager, a son, a brother and a friend.

The Kanes have paved the way for many individuals with disabilities and their families. They are a wonderful family who have made a difference in a lot of lives throughout Kansas. They don't talk about making the world a better place. They show us how.

# KAW Valley Center Offers Training for Foster Families

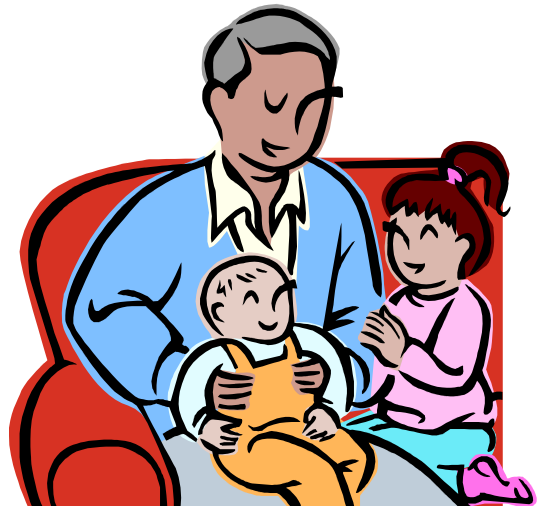
*Information obtained from Renee Lincoln, LBSW, Topeka*

KAW Valley Center (KVC) is a behavioral healthcare network that helps families through tough times by putting children in a stable, safe home until their parents can get back on their feet. KVC is looking for local foster families to help children stay in their community, close to family, school and friends. In foster parent families, children learn to trust again. They learn to be kids again. The foster parent has the satisfaction of knowing that by opening their homes and hearts they have made a difference in a child's life.

KVC offers free training classes that will help prospective foster parents make an informed decision about whether foster care or adoption is for them and their family. MAPP (Model Approach to Partnership in Parenting) is a national program designed by the Child Welfare Institute of Atlanta, Georgia. After completing the training, families may choose to foster, adopt or do neither of these. Regardless of the choice they make, they will have a much better understanding of children, their families and the people who work in foster care and adoption.

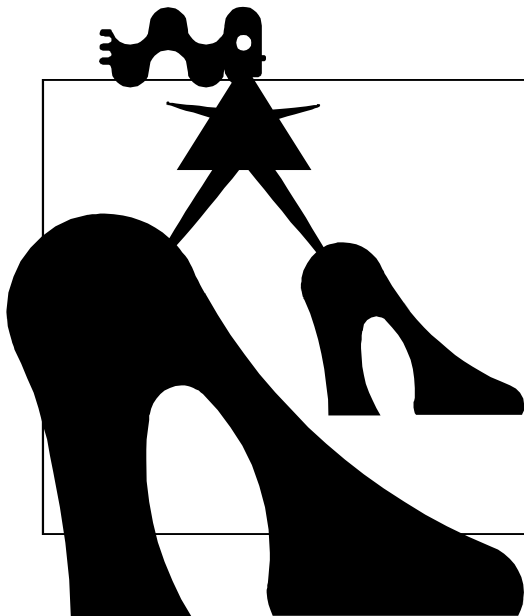
Classes will be held Saturdays from 9:00 a.m. to noon, January 11 to March 15 in the Topeka office at 2909 Maupin Lane. Classes will meet each Saturday for ten weeks and are offered at no cost.

To learn more, call Renee Lincoln at 785-271-1200 or email [rlincoln@kvc.org](mailto:rlincoln@kvc.org).



# Winter 2002 Calendar of Events

Date	Event	Contact
Dec. 6-7, 2002	<i>Families Together Parent Networking Conference, Arkansas City</i>	888-815-6364
Jan. 31-Feb. 1, 2003	<i>Families Together Parent Networking Conference, Hays</i>	866-775-7710
Feb. 8, 2003	<i>Families Together Statewide Conference, Kansas City</i>	877-499-5369
Feb. 28-Mar. 1, 2003	<i>Families Together Parent Networking Conference, Manhattan</i>	866-778-7710
Mar. 8, 2003	<i>Families Together Transition Mini-Conference, Salina</i>	888-815-6364
Mar. 31-Apr. 2, 2003	Children Who Are Medically Fragile or Technology Dependent Conference, Philadelphia, Pennsylvania	<a href="http://www.kencrest.org/medfrag/conf.html#RFP">http://www.kencrest.org/medfrag/conf.html#RFP</a>
Apr. 4-5, 2003	<i>Families Together Parent Networking Conference, Coffeyville</i>	877-948-3049
Apr. 11-12, 2003	<i>Families Together Family Enrichment Weekend, Lawrence</i>	800-264-6343
Apr. 18, 2003	"Kids Reading... Kids Succeeding!" Spring Conference, Wichita	816-587-3240



## Let Us Tell You About Us

Staff members from each of the Families Together centers are available to come to support group meetings, and to agencies to provide a presentation about our organization and the services we provide. These presentations are free of charge and can be scheduled at a convenient time for you. Invite us... we will come!

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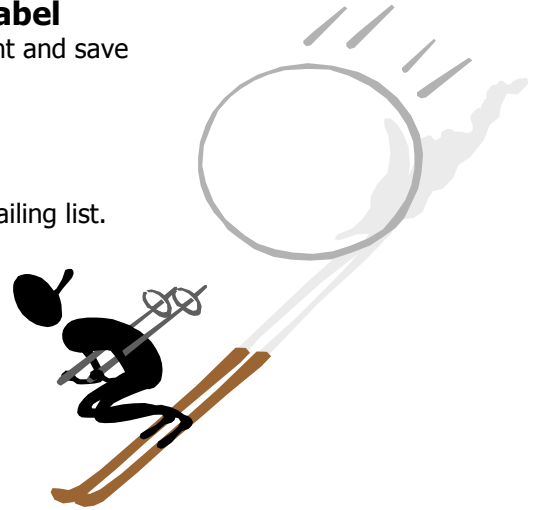
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501 SW Jackson Ste 400  
Topeka, KS 66603

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