

2026 NHASEA Annual Summer Conference

Church Landing, Meredith, NH
August 03 -05, 2026



Exploring Possibilities:

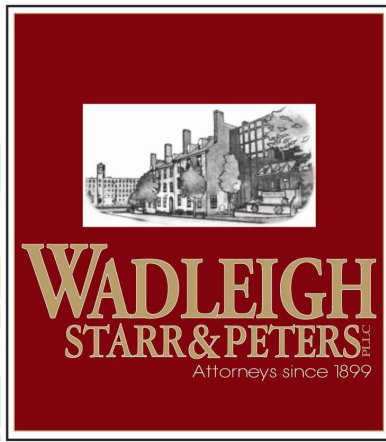
Continuing the Journey of Inclusive Education

2026

Annual Summer Conference

August 03, 2026

9:00am - 3:00pm



What's New? The Year in Review.

The Year In Review: This session will continue our practice of examining recent cases that inform the provision of services to students with disabilities, with the goal of learning from the mistakes and successes of others to further best practices in your setting.

DrummondWoodsum

ATTORNEYS AT LAW

Recent Developments in Special Education Law: New State Statutes Regulating New Hampshire Public Schools.

During the legislative session concluding in June 2026, public schools were again at the center of the culture wars. Drummond Woodsum's special education team will review the new state statutes regulating public schools, with a focus on those related to special education.

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Stroger Together: Strengthening and Advancing Inclusive Instruction Through Collaborative Co-Teaching

As district and building leaders, we have the opportunity to create culture, define systems, and direct resources to support sustained, high-quality instruction for every student. Administrative teams are encouraged to join us on August 4-5 as we explore strategies and the research on: **Strengthening and Advancing Inclusive Instruction Through Collaborative Co-Teaching**. Conference attendees will learn alongside colleagues and experts how to move the co-planning and co-instruction needle in your school or district. Both days will be interactive and hands-on, building on the diverse expertise and experience of attendees; **teams of general and special education leaders are encouraged to attend.**

Tues. August 04, 2026
9:00 am - 12:00 pm

Wed. August 05, 2026
9:00 am - 3:00 pm

Who Should Attend:

All district and building level leaders pre-K12 who are interested in developing, strengthening, and sustaining strong co-teaching models.

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*Conference attendees will leave with tools and resources to use in their educational settings, inclusive scheduling and staffing ideas, leadership strategies for sustainable practice, and action plans for next steps.*




**Tues. August 04, 2026**  
*9:00 am - 12:00 pm*

This half day session will focus on how special education leaders can support collaborative co-teaching models by fully articulating the district philosophy for special education delivery, establishing role clarity, surfacing cultural hierarchies within schools, protecting planning time, providing high quality professional development, and empowering building leaders to support effective general and special education teaming.

**Wed. August 05, 2026**  
*9:00 am - 3:00 pm*

This full day session will integrate general and special education leadership at all levels prek-12, including but not limited to curriculum directors, superintendents, building leaders, ELL, gifted & talented coordinators, and teacher leaders. School and district teams will dive deeply into the components of collaborative co-teaching models, the opportunities, and barriers in settings prek-12, and then articulate next steps to move forward in effective teacher collaboration to best serve our students.





Karen Matso, co-founder of Demonstrated Success, has served as a special educator, literacy specialist, school social worker, district MTSS coordinator, and data coach in her 35 years in education. Her broad experience within school and district settings enables a big picture understanding of the roles and systems that support diverse learners. Karen's passion is creating durable systems for educator collaboration in order to provide the highest quality instruction and social emotional supports for all learners.





Dana Gastich French, founder of UpRiver Education, is a leading voice in inclusive instructional systems and multilingual learner education. Known for bringing deep field expertise, practical clarity, and an educator-centered approach to her work, Dana helps schools and districts strengthen collaboration across general education, special education, and multilingual learner programs to better support diverse student needs. Dana's expertise in co-planning and co-teaching is grounded in her commitment to designing responsive learning environments that increase access and meaningful instruction for all students, including multilingual learners, neurodivergent students, and dually identified learners. Her work focuses on helping teams build practical, sustainable approaches to collaboration across a range of district contexts.