



G-CASE

Georgia Council of Administrators of Special Education

2025 G-CASE Fall Conference: **Thursday, November 13, 2025**

Breakout Sessions

Room	Session A 11:05-12:05	Session B 1:15-2:15	Session C 2:20-3:20	Session D 4:00-5:00
Scarbrough 1	Whole Child Learning: Ins and Outs of Effective Implementation AND Instruction	Balancing Compliance and Instruction in Special Education <i>Group 1</i>	HB 307: Aligning General Supervision & Literacy Instruction for Students with Disabilities	HB 307: Aligning General Supervision & Literacy Instruction for Students with Disabilities
Scarbrough 2	From Vision to Velocity: Columbia County's Journey to Improved IEP Quality and Student Growth with Goalbook	Georgia Alternate Assessment Participation Rate and Population Characteristics	Georgia Alternate Assessment Participation Rate and Population Characteristics	Balancing Compliance and Instruction in Special Education <i>Group 4</i>
Scarbrough 3	The Behavior Balancing Act: Empowering Educators to Manage Compliance and Instruction	Center Ring Success – Spotlight on Parent Satisfaction	The New Speech-Language Associate Certificate	Language and Literacy for Young Children
Scarbrough 4	Scaling Up a District-Wide Literacy Intervention: Building Structures to Support Special Ed Teachers to Implement with Fidelity & Close Gaps	Strategic Engagement with GVRA: Strengthening Your Transition Programming for Greater Impact	Strategic Engagement with GVRA: Strengthening Your Transition Programming for Greater Impact	Balancing Compliance and Instruction in Special Education <i>Group 5</i>
Scarbrough 5	Beyond the Three Ring Circus of Student Life to the Big Top of Meaningfully Employed	This is My Circus, These Are My Monkeys	This is My Circus, These Are My Monkeys	Balancing Compliance and Instruction in Special Education <i>Group 3</i>
Regency A	Five Georgia Voices: Empowering Teachers and Students with Autism Through Partnership and Purpose	How to Walk the Tightrope of Transportation Challenges	How to Walk the Tightrope of Transportation Challenges	Clown Car of Case Law
Regency B	AI to Accelerate the Student Growth Cycle: Aligning Progress Monitoring, Present Levels, Goals & Assessments	Behind the Curtain: Retaining new teachers through S.E.N.T.R.A	From Data to Decisions: Using Psychological Data to Understand Disability and Drive IEP Decisions and Support Writing Compliant IEPs	From Data to Decisions: Using Psychological Data to Understand Disability and Drive IEP Decisions and Support Writing Compliant IEPs
Regency D	Multisensory Instruction + AI: One District's Success Story	Empowering Special Education Math Teachers: Building Capacity Through SMPL and NCTM Partnership	Seeing the Difference: How Administrators Can Recognize and Strengthen SDI	Seeing the Difference: How Administrators Can Recognize and Strengthen SDI

Percival	A Special Education Director's Guide to Literacy Achievement for Students with Disabilities	A Special Education Director's Guide to Literacy Achievement for Students with Disabilities	Juggling AI in the World of Special Education	Juggling AI in the World of Special Education
Vernon	House Bill 307 in the Spotlight: Creating Opportunities for Improved Literacy Outcomes for Students with Disabilities	Putting the Spotlight Where it Belongs: SDI in Co-Teaching	From Awareness to Action: Supporting Low Incidence Students in Self-Contained Programs	From Awareness to Action: Supporting Low Incidence Students in Self-Contained Programs
Plimsoll	Special Education Administrator Development Academy <i>(ADA Participants Only)</i>	Special Education Administrator Development Academy <i>(ADA Participants Only)</i>	Special Education Administrator Development Academy <i>(ADA Participants Only)</i>	The Facilitated IEP (FIEP) Meeting Experience
Verelst	Transition Tools for Immediate Impact: Strategies You Can Replicate	7 More Ideas for Becoming an Instructional Leader: A Guide for Special Education Administrators	10 Lessons Learned about Effective Reading Instruction and Interventions	Balancing Compliance and Instruction in Special Education <i>Group 2</i>
Sloane	From Crisis to Connection: Rethinking Student Support Teams	The Facilitated IEP (FIEP) Meeting Experience	Balancing Acts: Building Relationships, Empowering Parents, and Expanding Advocacy Beyond the IEP	Balancing Acts: Building Relationships, Empowering Parents, and Expanding Advocacy Beyond the IEP

BREAKOUT ROOM LOCATIONS

First Floor <i>(Turn Right when exiting the elevator)</i>	Second Floor
Scarborough 1	Regency Ballroom A, B, D
Scarborough 2	Sloane <i>(left side when facing ballroom)</i>
Scarborough 3	Percival <i>(left side when facing ballroom)</i>
Scarborough 4	Vernon <i>(left side when facing ballroom)</i>
Scarborough 5	Verelst <i>(left side when facing ballroom)</i>
Plimsoll <i>(far back corner)</i>	



2025 G-CASE Fall Conference: **System Leader Breakout Sessions**

System Sizes for Group Breakout Sessions:

- Group 1: 181-1269 Student Enrollment
- Group 2: 1269-2795 Student Enrollment
- Group 3: 2795-4397 Student Enrollment
- Group 4: 4497-10,712 Student Enrollment
- Group 5: 10,712-182,688 Student Enrollment

Location	Breakout Sessions (in alphabetical order by Title)	Session(s)
Verelst	<p>7 More Ideas for Becoming an Instructional Leader: A Guide for Special Education Administrators <i>John O'Connor, CEO, Great Instruction, Inc.</i></p> <p>In this highly interactive session, John O'Connor will build on his keynote conversation by diving deeper into what it means to be an instructional leader. He will outline practical steps special education leaders can take to influence Tier 1 instruction, interventions, and specially designed instruction. Participants will explore strategies for partnering with a wide variety of personnel to build effective instructional systems for all students.</p>	B
Verelst	<p>10 Lessons Learned about Effective Reading Instruction and Interventions <i>John O'Connor, CEO, Great Instruction, Inc.</i></p> <p>For several years, John O'Connor has supported schools and districts in implementing effective literacy practices grounded in the science of reading and structured literacy instruction. In this interactive session, he will present 10 key lessons learned about strengthening Tier 1 instruction and interventions across elementary and middle school settings. These insights are designed to help all students—especially those with disabilities—develop stronger reading and writing skills. Participants will engage in discussion and reflection to explore practical strategies they can apply in their own contexts. Additionally, John will highlight how special education administrators can use their leadership and influence to drive meaningful change in literacy outcomes.</p>	C
Percival	<p>A Special Education Director's Guide to Literacy Achievement for Students with Disabilities <i>Dr. Charity Roberts, State Director (IDEA), GaDOE; Lindsay Hopkins, South Central GLRS/OKRESA-SCGLRS-Program Specialist; Roxie Tumlin, South Central GLRS/OKRESA - SCGLRS Director</i></p> <p>In this session, participants will learn the required skills for automatic word recognition and language comprehension by grade level. Using diagnostic data to identify students' instructional level in comparison to grade level, participants will discuss the alignment of structured literacy goals and objectives within a scope and sequence and strategies for progress monitoring for mastery of all students with IEPs.</p>	A,B
Plimsoll	<p>ADA: Special Education Administrator Development Academy <i>Dr. Jenny Millward, Executive Director, American Association of AdaptED Sports Programs, Inc.; Dr. Tris Gilland, Chief of Student Services, Marietta City Schools; Dr. Zabrina Cannady, Director of Professional Learning, CASE; Dr. Steven Hornyak, Chief Innovation Officer, Houston County Schools</i></p>	A, B, C

	<p>ADA members will participate in three Breakout Sessions, including a Working Lunch: <i>Policy Implementation, Legal and Ethical Practice of Special Education Programs and Services, Organizational Leadership and Management for Special Education, and Data-Driven Decision-Making.</i></p>	
Regency B	<p>AI to Accelerate the Student Growth Cycle: Aligning Progress Monitoring, Present Levels, Goals & Assessments <i>Ian Lovett, Cofounder, Playground IEP, Meaghan Jimenez, Student Services Director, Great Hearts Academies</i></p> <p>Balancing compliance and instruction is a constant challenge in special education. How can teams ensure legally sound, data-driven IEPs—while focusing on student growth? This interactive session demonstrates how AI can streamline and strengthen the IEP process. Participants will learn to write clear, data-based Present Levels that connect directly to instruction; develop measurable, goal-aligned objectives and assessments that truly track progress; and generate Progress Reports that support decision-making and compliance.</p> <p>We'll explore using AI responsibly and legally under FERPA and IDEA—ensuring both ethical practice and instructional excellence. Attendees will gain practical tools and examples that save time, enhance collaboration, and accelerate student outcomes.</p>	A
Sloane	<p>Balancing Acts: Building Relationships, Empowering Parents, and Expanding Advocacy Beyond the IEP <i>Mitzi Norton, Ex. Ed. Department Co-Chair/Teacher, Troup County School System Ex. Ed. Department</i></p> <p>Balancing compliance and instruction in special education requires more than paperwork — it requires families as true partners. Too often, parents feel like spectators in the IEP process rather than active participants. This session will provide practical tools to empower families with knowledge, equip them for data-driven conversations, and foster collaboration beyond the meeting table. Drawing on real-world examples such as Special Night: Building Community, participants will learn how to turn trust into advocacy, compliance into partnership, and parent engagement into meaningful outcomes for students.</p>	C, D
#A Scarbrough 1 #B Verelst #C Scarbrough 5 #D Scarbrough 2 #E Scarbrough 4	<p>Balancing Compliance and Instruction in Special Education <i>Alicia Hartley, Director of Exceptional Learning and Student Support Services, Montgomery County; Bridget Still, Director of Special Education, Mitchell County; Dr. Cindy Felkins, Tammy Shirley, Special Education Director, Commerce City; Katie Lowry, Director of Special Education, Lumpkin County Schools; Catherine Brown, Director of Student Services, Lamar County; Jenny Rooks, Director of instructional Student Support, Monroe County; Mindy Yanzetich, Executive Director, Liberty County; Dr. Kristi-Lee Arrington, Director of Student Services, Houston County; and Dr. Ashly Hunter, Director of Special Education, Effingham County</i></p> <p>Check the number on your name badge! That letter (A-E) designates which session you are to attend on this topic. G-CASE</p>	B D D D D

	<p>requests that one person from every system participate in this session. Sessions are arranged by system size, so you will be discussing Best Practices from directors who know what issues you face each day, because they are dealing with them, too! Be prepared to find out answers to questions such as “How do you ensure that compliance with IDEA and state regulations enhances, rather than hinders, quality instruction?” and “What professional learning supports are in place to help staff balance legal requirements with instructional innovation?” Plus a whole lot more!</p>	
Regency B	<p>Behind the Curtain: Retaining New Teachers through S.E.N.T.R.A <i>Edie Hardbarger, District Administrator, Marietta City Schools; Tasha Bowen, District Administrator, Marietta City Schools</i></p> <p>The Special Education New Teacher Retention Academy (S.E.N.T.R.A.) is a Marietta City Schools initiative designed to strengthen the skills, confidence, and retention of new special education teachers. Through monthly sessions, coaching, peer collaboration, and resource sharing, participants engage in job-embedded professional learning focused on high-leverage instructional practices aligned with IDEA and district priorities. S.E.N.T.R.A. empowers educators to deliver inclusive, high-quality instruction, deepen understanding of student needs, and develop sustainable practices that support student achievement and professional growth, ensuring both teacher success and long-term retention in the field of special education.</p>	B
Scarborough 5	<p>Beyond the Three Ring Circus of Student Life to the Big Top of Meaningfully Employed <i>Michele Broadwell, Special Education Director, White County Schools; Jennifer Donnelly, Head of Curriculum and Training, Education Associates; Adam Thielebeule, Regional Account Executive, Education Associates.</i></p> <p>White County School District shares their success with curriculum implementation that has led to meaningful employment in the community. White County provided students with direct hands-on classroom curriculum experiences that aligned to Job Ready Skills. This led to direct job-based community experiences and into the work force. Hear about the steps that drive our students into meaningful employment using a combination of Education Associates Career Exploration and Community Based Vocational Instruction.</p>	A
Scarborough 3	<p>Center Ring Success – Spotlight on Parent Satisfaction <i>Belinda Tiller, Program Manager-Outreach Unit, GaDOE; Suzanne Korngold, Chief Special Education Officer, Oconee County School District; Marlena Wragg, Director of Compliance, Gwinnett County School District; Michele Broadwell, Special Education Director, White County School District; Winifred Pierce, Special Education Director, Department of Juvenile Justice</i></p> <p>The Georgia Department of Education Outreach Reach in collaborations with Local Education Agencies (LEAs) that have demonstrated exceptional performance in the Parent Satisfaction Survey. The session will highlight best practices, innovative</p>	B

	strategies, and actionable insights that other districts can adopt to improve family engagement and satisfaction. To celebrate and learn from LEAs that have achieved high participation rates and meaningful results in the Parent Satisfaction Survey, and to inspire other districts to elevate their own family engagement efforts.	
Regency A	Clown Car of Case Law <i>Beth Morris, Partner, Parker, Poe, Adams & Bernstein, LLP; Reagan Sauls, Parker, Poe, Adams & Bernstein, LLP</i> A review of recent special education cases and a discussion of the lessons learned to help you keep the plates spinning in your school district	D
Regency D	Empowering Special Education Math Teachers: Building Capacity Through SMPL and NCTM Partnership <i>Kimberly Jenks, SEC Instructional Coordinator, Fulton County Schools</i> Discover how the Specialized Math Professional Learning (SMPL) initiative empowers coaches, leaders, and teachers to improve math outcomes for students with disabilities. Through NCTM-supported coaching and professional learning, SDI coaches and teachers build capacity to deliver equitable, high-quality math instruction aligned with district frameworks. Explore strategies for sustainability, teacher progress monitoring, and celebrating success, including GA DOE recognition for increased test scores.	B
Regency A	Five Georgia Voices: Empowering Teachers and Students with Autism Through Partnership and Purpose <i>Tara Geiser, Director of Special Education, Walton County Schools; Kelly Bratcher, Director of District Partnerships, Stages Learning; Dr. Cheryl Rice, Assistant Director of Special Education, Valdosta City Schools; Amanda Barham, Special Education Coordinator, Walton County Schools; Lauren Payne, Director of Student Services, Fannin County Schools; Alison Davis, Special Education Director, Warren County Schools</i> Across Georgia, special education leaders are redefining what's possible for students with autism and developmental disabilities. In this engaging panel, Five District Administrators—representing systems from small rural districts to large metropolitan areas—share how they are advancing instructional equity through intentional design, educator empowerment, and sustainable supports. Learn how structured curriculum, hands-on learning tools, and embedded professional development bridge opportunity gaps, build teacher confidence, and improve outcomes from Pre-K through middle school. Moderated by Kelly Bratcher of Stages Learning, this session explores scalable, sustainable change in special education.	A
Vernon	From Awareness to Action <i>Jessie Leyden, Coordinator for Autism and Intellectual Disabilities, Fulton County Schools; Leah Carroll, Coordinator for Early Childhood Special Education, Fulton County Schools</i> In this session, participants will develop a strong understanding of how to support students in low-incidence self-contained program	C, D

	<p>classes from PreK-8th grade. Through the use of "look-for" tools, participants will understand some instructional best practices for the classes and learn specific strategies and action steps to increase accountability and support within those classrooms.</p>	
Sloane	<p>From Crisis to Connection: Rethinking Student Support Teams <i>Dr. Brandy Locchetta, BCBA-D, Assistant Professor, University of West Georgia; Dr. Talia Campese, Clinical Assistant Professor, University of West Georgia; Ms. Ashley Sutton, Lecturer, University of West Georgia; Dr. Katy Green, Professor, Department Chair, Assistant Dean, University of West Georgia</i></p> <p>This session empowers special education administrators to reimagine how student support teams function to keep students engaged and in school. Rather than reacting to challenging behaviors, we'll explore how to leverage the strengths and capacity of school-based BCBAs to build proactive, strengths-based behavior support systems. Participants will learn strategies to align supports with MTSS frameworks (flip the triangle right side up) and create sustainable structures that reduce the need for a disproportionate focus on Tier 3 and crisis response. Through practical tools and real-world examples, administrators will leave with a clear vision for transforming student support teams into powerful engines of student success.</p>	A
Regency B	<p>From Data to Decisions: Using Psychological Data to Understand Disability and Drive IEP Decisions and Support Writing Compliant IEPs <i>Jessica Williams, Coordinator of Special Education Clarke County School District; Elyse Hughes, Coordinator of Special Education, Clarke County School District</i></p> <p>This session will focus on turning psychological data into meaningful insights that guide IEP development. Participants will explore how to interpret evaluation results, connect data to the impact of disability, and translate findings into clear Present Levels of Academic Achievement and Functional Performance (PLAAFPs) and measurable goals. By the end, educators will understand how to use data not just for compliance, but to make informed decisions through the IEP and when planning SDI that truly support student success.</p>	C, D
Scarborough 2	<p>From Vision to Velocity: Columbia County's Journey to Improved IEP Quality and Student Growth with Goalbook <i>Sharard Pritchett, Special Education Director, Columbia County School District; Julie Lynn, Special Services Coordinator, Columbia County School District; Jon D'Angelo, Founding Team Member, Goalbook; Gerald Johnson, Success Manager, Goalbook</i></p> <p>How does a district move from strategic vision to real, measurable student growth? Go behind the scenes with Columbia County's Special Education Director, Sharard Pritchett, and Student Services Coordinator, Julie Lynn, as they share how they identified key instructional challenges, implemented a data-driven strategy and</p>	A

	<p>created systemic change. Learn how their collaboration with Goalbook - including Founding Team Member Jon D'Angelo and Success Manager Gerald Johnson - helped them rapidly improve IEP quality, ensure fidelity, and drive measurable student outcomes. Hear the "how-to" and specific results from the leaders who led the charge, supported by a partnership that gave their vision velocity.</p>	
Scarborough 2	<p>Georgia Alternate Assessment Participation Rate and Population Characteristics <i>Dr. Mary Nesbit-McBride, Assessment Specialist, GaDOE</i></p> <p>The Georgia Alternate Assessment 2.0 is designed for students with the most significant cognitive disabilities, with federal guidelines requiring this not exceed 1% of the population. However, Georgia, like many states, continues to exceed this 1% cap. This session explores the questions: What are the intended and actual characteristics of students assessed on the GAA 2.0? What happens to students who switch assessment/instructional paths? We investigate characteristics of current GAA 2.0 students and explore real case studies of Georgia students who have switched to and from the GAA 2.0 and the Georgia Milestones to understand practical implications of placement decisions.</p>	B, C
Scarborough 1	<p>HB 307: Aligning General Supervision & Literacy Instruction for Students with Disabilities <i>Dr. Charity Roberts, State Director (IDEA), GaDOE; Dr. Jennifer Lindstrom, Statewide Dyslexia Coordinator, GaDOE; Catherine Gossett, Program Specialist, Instruction and Systemic Improvement, GaDOE</i></p> <p>In this session, participants will have the opportunity to engage with facilitators to understand and implement the legislative requirements of HB 307: Georgia Early Literacy and Dyslexia Act from the perspective of IDEA requirements for programs, services, and supports for students with disabilities. Participants will review and discuss the processes outlined in the "Aligning State Policies & Practices 2.0 and Dyslexia Informational Handbook. Questions regarding IDEA statute and regulations within the context of HB307 will be collected for future response.</p>	C, D
Vernon	<p>House Bill 307 in the Spotlight: Creating Opportunities for Improved Literacy Outcomes for Students with Disabilities <i>Catherine Gossett, Program Specialist, Instruction and Systemic Improvement, GaDOE</i></p> <p>Step into the spotlight as session participants explore how Georgia's House Bill 307 creates meaningful opportunities to improve literacy outcomes for students with disabilities. This session will highlight the bill's emphasis on early identification, targeted instruction through assessment, and evidence-based framework for aligning instructional impact with compliance.</p>	A
Regency A	<p>How to Walk the Tightrope of Transportation Challenges <i>MaryGrace Kittrell, Attorney, Parker Poe Adams & Bernstein, LLP</i></p>	B, C

	<p>This session will cover common transportation issues for special education students and strategies to respond. The topics will include bus refusal, challenging behavior on the bus, the length of the ride, bus monitors, and when door-to-door transportation is necessary.</p>	
Percival	<p>Juggling AI in the World of Special Education Tiera Bowen, <i>Special Programs Director, Putnam County Charter School System</i>; Dr. Mesha Mathis, <i>Federal Programs/Special Education Director, Hancock County School District</i></p> <p>Explore the dynamic intersection of artificial intelligence and special education in this engaging breakout session. We'll unpack practical ways AI can support data collection, documentation, differentiation, and communication—while acknowledging the challenges of equity, ethics, and implementation. Whether you're curious, cautious, or already experimenting, this session offers real-world insights and creative strategies for juggling AI tools without losing sight of the heart of our work: student-centered support.</p>	C, D
Scarborough 3	<p>Language and Literacy for Young Children Barbara Ross, <i>Program Specialist, RDA, GaDOE</i></p> <p>This presentation looks at foundational literacy skills for our youngest learners. Proficient reading in later years is dependent on the specific language and literacy skills that are a critical part of the early childhood experience. This training will focus on how leaders and teachers can support incorporation of these foundational skills into early childhood classrooms and how parent training in these areas can enhance learning.</p>	D
Regency D	<p>Multisensory Instruction + AI: One District's Success Story Dr. Chelsi Brosh, <i>Chief Academic Officer, TouchMath</i>; Melissa Cook, <i>Chief Product Officer, TouchMath</i>; Dr. MaryKay Berry, <i>Executive Director, Services for Exceptional Children, Fulton County Schools</i>; Jessi Biddy, <i>Lead Special Education Teacher, White County Schools</i></p> <p>Join us for an innovative exploration of how combining multisensory mathematics instruction with AI-powered progress monitoring has transformed outcomes for struggling learners. This session bridges evidence-based intervention strategies with cutting-edge technology to make Data-Based Individualization (DBI) both powerful and practical. Exceptional students deserve exceptional instruction. The National Center on Intensive Intervention (NCII) recommends DBI as the gold standard for ensuring interventions and specially designed instruction truly work. But how do we implement this process efficiently and effectively for all students? This session walks through each step of the DBI process and provides practical suggestions for incorporating multisensory interventions while using AI to streamline time-consuming progress-monitoring tasks and personalize learning for students.</p>	A
Vernon	<p>Putting the Spotlight Where it Belongs: SDI in Co-Teaching" Catherine Gossett, <i>Program Specialist, Instruction and Systemic Improvement, GaDOE</i>; Diane Rice, <i>Program Specialist, GaDOE</i></p>	B

	<p>This session re-centers the conversation around co-teaching by highlighting the essential role of Specially Designed Instruction (SDI) in driving meaningful academic and developmental outcomes for students with disabilities. Participants will explore current data trends on co-teaching effectiveness and examine their impact on student achievement. Special education leaders will be invited to reflect on the infrastructure needed behind the scenes, including professional development, coaching, and systems of support, to empower special educators in delivering data-based individualized instruction. The session challenges leaders to move beyond surface-level inclusion and toward a model where SDI is the centerpiece of co-teaching, ensuring every student receives the instruction they need to thrive.</p>	
Scarborough 4	<p>Scaling Up a District-Wide Literacy Intervention: Building Structures to Support Special Ed Teachers to Implement with Fidelity & Close Gaps <i>Jennifer Thompson, Special Education Coordinator, Fulton County Schools; Dave Kiyvira, Lindamood-Bell Learning Processes</i></p> <p>This presentation will explain why Fulton County decided to change its literacy instructional practices for special education students, what they sought from a literacy professional development provider, who they identified as the necessary stakeholders, and how they supported them in their roles, and how the implementation has continued to evolve from the initial design. Data will be shared showing the positive gains Fulton County's special education students have made in closing the reading gap with their general education peers.</p>	A
Regency D	<p>Seeing the Difference: How Administrators Can Recognize and Strengthen SDI <i>Dr. Jennifer Simpson, Program Specialist, Houston County Schools; Cindy Harkins, Academic Interventions, Houston County Schools; Melanie Duncan, Academic Support, Houston County Schools</i></p> <p>How can administrators know if Specially Designed Instruction (SDI) is truly happening—and if it's effective? This interactive session shares how one district equipped leaders with practical digital tools to make SDI visible and actionable. Using customized Google Forms, administrators can observe instruction in both general and alternate curriculum classrooms, connect practices to students' PLAAFPs, and provide meaningful feedback to teachers. Participants will explore how these tools transformed instructional conversations, strengthened leadership capacity, and improved outcomes for students with disabilities. Attendees will leave inspired and equipped to "see the difference" in their own schools.</p>	C, D
Scarborough 4	<p>Strategic Engagement with GVRA: Strengthening Your Transition Programming for Greater Impact <i>Elise James, Program Specialist, GaDOE; Rebecca Williamson, Transition Manager, Georgia Vocational Rehabilitation Agency; Dane Heard, Georgia Learning Resource Systems Director,</i></p>	B, C

	<p><i>Coastal Plains Regional Educational Service Agency; Courtney Sapp, Provider Relations Supervisor, Georgia Vocational Rehabilitation Agency</i></p> <p>This session will guide special education directors through the Georgia Vocational Rehabilitation Agency (GVRA) provider approval process for Pre-ETS and other transition-focused programs. Participants will explore how GVRA services, such as High School High Tech, can align with district goals to support students with disabilities. Additionally, the session will discuss how Full-Time Equivalent (FTE) dollars can be strategically used to fund a Transition Specialist, enhancing the depth and impact of transition programming.</p>	
Scarborough 3	<p>The Behavior Balancing Act: Empowering Educators to Manage Compliance and Instruction <i>Bridgette Culpepper, Special Education Director, Brooks County Board of Education; Josh Zeigler, Behavior Support Counselor, Murray County Schools; Blythe Adreon, Senior Consultant, Insights To Behavior</i></p> <p>Behavioral challenges remain one of the most pressing issues facing educators today, impacting instructional time, staff morale, and student outcomes. In this interactive session, participants will learn how two Georgia districts built a sustainable, tiered behavior framework aligned with MTSS that empowers teachers, streamlines data collection, and ensures compliance with IDEA requirements.</p> <p>Presenters will share perspectives from both the district level and classroom level, demonstrating how the right structures and tools can simplify functional behavior assessments, create consistent intervention plans, and monitor progress effectively. Attendees will explore practical strategies and leave with actionable ideas to strengthen behavior supports across their own schools and districts.</p>	A
Sloane Plimsoll	<p>The Facilitated IEP (FIEP) Meeting Experience <i>Dr. Tracy Colebrooke, District Special Education Facilitator, Burke County Schools; April Rios, Special Education Lead Teacher, Burke County Schools</i></p> <p>The presenter will share experiences with recent FIEP Meeting trainings conducted by Key2Ed facilitators. The presenter will share outcomes of practice by unpacking a challenging experience. Samples of meeting agendas utilized for MDRs and amendment meetings, including an agenda notes template, will be shared. The presenter aims to engage attendees in a role-play of her lived experience as a Q&A segment. This session is not a “sit and get”; the presenter aims to maintain a safe environment for participants to be genuine and collaborate on ideas for the effective implementation of the Key2Ed trainings in their districts.</p>	B D
Scarborough 3	<p>The New Speech-Language Associate Certificate <i>Barbara Ross, Program Specialist, GaDOE</i></p>	C

	<p>This presentation takes participants through the process that created the SLA Certificate and provides information about how districts can employ SLAs to support students with disabilities. This effort has been focused on compliance with the requirements for the provision of speech and language services while ensuring that the quality of services provided to students is not compromised.</p>	
Scarborough 5	<p>This is My Circus, These Are My Monkeys <i>Cullen McDonough, Attorney, Parker Poe Adams & Bernstein, LLP; Caroline Scalf, Attorney, Parker Poe Adams & Bernstein, LLP</i></p> <p>Even the best special education teams encounter missteps, from missed timelines to miscommunications and everything in between. This session will tackle common internal errors we see districts make, why they happen, and practical strategies to prevent and correct them. Come ready for real talk, real examples, and real solutions to keep your “circus” running smoothly.</p>	B, C
Verelst	<p>Transition Tools for Immediate Impact: Strategies You Can Replicate <i>Brandi S. Pardo, Transition Specialist, Houston County Schools; Susan Campbell, Program Specialist, Houston County Schools; Melanie Duncan, Academic Support, Houston County Schools; Nina Nason, Houston County Schools</i></p> <p><i>This session highlights effective, replicable transition resources that support students with disabilities moving from school to postsecondary life and employment. Participants will explore an innovative framework linking community partnerships, hands-on work experiences, and family engagement strategies to improve outcomes. Attendees will gain practical, adaptable tools to strengthen collaboration and streamline transition planning, leaving ready to implement strategies in their own systems.</i></p>	A
Scarborough 1	<p>Whole Child Learning: Ins and Outs of Effective Implementation AND Instruction <i>Marcus Rose, Account Manager for Strategic Accounts- Eastern United States, TeachTown; Maryleigh Hutcheson, Key Account Manager, TeachTown; Suzie Blackburn, PEC Coordinator, Colquitt County Schools</i></p> <p>Colquitt County Schools aimed to achieve equitable outcomes for its unique learners by implementing a special education curriculum that aligned with the state’s alternate achievement standards. To accomplish this, Colquitt County adopted TeachTown's standards-first, adapted K-12 core curriculum, enCORE. Based on data, the district then expanded its use of TeachTown's whole-child approach to preschool classrooms by adding the Launch for PreK curriculum. Implementing a new curriculum and the change management that comes along with it is not an easy lift, but TeachTown and Colquitt have partnered to provide the necessary support to improve teacher instruction and student outcomes.</p>	A