



# G-CASE: Your Voice for Special Education

A unified voice promoting excellence among leaders for programs with disabilities.



## From Our President

*Dr. MaryKay Berry, G-CASE President 2025-2026*

### 10 Things I Learned at the Spring GCASE Legal Conference

As a participant, I've learned to expect two things from our Spring Legal Conference—great learning and at least one moment where I think, “Wait...are we sure we're doing everything right?”

It can feel a little overwhelming (and, yes, occasionally a little scary), but I always walk away having learned something. This year, it offered even more—perspective, connection, and important reminders about the work we lead every day.

Here are 10 things that will stay with me:

- 1. The work is complex—but we are not doing it alone.**  
There is something powerful about being in a room with people who truly understand this work. You can feel it—we're in this together.
- 2. Legal knowledge matters—but how we apply it matters even more.**  
It's not just about knowing the law—it's about leading through it with clarity and confidence. Mary Grace and Tris reminded us that strong partnerships with our attorneys don't slow us down—they strengthen how we lead.
- 3. Consistency builds trust.**  
For students, families, and staff—predictability in our systems matters more than we sometimes realize. Julie Weatherly grounded us in this as she walked us through the year in review.
- 4. Questions are just as important as answers.**  
Some of the most impactful moments weren't about solutions—they were about thinking differently and asking better questions.

## **5. Engagement changes everything.**

Beth and Reagan from Parker Poe reminded us that even the most complex content can be meaningful—and yes, even fun. (Who knew legal learning and AI hallucinations could keep us that engaged?)

## **6. A little competition doesn't hurt.**

Legal Jeopardy proved that learning sticks when people are engaged—and maybe just a little competitive. And let's be honest...our sponsors showed up in a big way, making sure we felt appreciated while we learned.

## **7. Leadership shows up in the details.**

Charity and the panel reminded us that the small decisions we make every day have a big impact on outcomes. Leadership isn't just big moves—it's daily discipline.

## **8. The future of our field is strong.**

Our ADA participants made that clear. Their projects reflected thoughtful leadership, strong systems thinking, and a deep commitment to students. The future is in good hands.

## **9. This work is about people—always.**

Jimmy Stokes brought us back to what matters most: behind every policy, every meeting, every decision—there are students and families depending on us to get it right.

## **10. We are better together.**

Georgia Council of Administrators of Special Education is more than an organization—it's a professional community. And it is strongest when we stay connected, engaged, and committed to growing together.

As we move forward, I encourage each of us to stay engaged—not only in the work, but with one another. These moments of learning and connection are what sustain us and push our leadership forward.

Thank you for the work you do every day—and for continuing to lead in ways that truly make a difference. Because leadership like this doesn't happen by accident...*this is how we change the world.*





## From Our Executive Director

*Sarah Burbach, Executive Director, G-CASE*

### Shaping the Year Ahead – Together

I always look forward to the **G-CASE Executive Board Retreat** each summer. This June, our twenty-member Board will gather in Athens for three days of focused collaboration and planning. This meeting is more than just another meeting or a “get together,” it is a vital opportunity to review the past year through the lens of your survey feedback, our financial health, and the evolving changes in our profession. By analyzing current trends and expectations, recent litigation, and our own logistics, we reset and set our priorities for the year ahead.

During our time together, each committee chair will review their area and present recommendations for the 2026-2027 school year. Central to these discussions is our **Strategic Plan**. At G-CASE, we ensure this plan never *just sits on the shelf*. We intentionally link every action and decision to our mission: promoting professional learning, fostering high-quality leadership, and impacting the legislation and policy that affects our daily work.

To make this Retreat truly effective, we need to hear from you!

Let us know your **Professional Learning** needs! We rely on the insights of our Advisory Board to identify much of the professional learning (PL) needs across every region of Georgia. Let your Advisory Board representative know what topics are essential for your growth, who the most impactful presenters you’ve heard lately are, and which training locations are easiest for you to access. Share your suggestions for the **Special Education Administrator Development Academy (ADA)**, now in its 6<sup>th</sup> year and being replicated in several other states across the country, and **the Coordinator Skills Institute**. What can we improve on through our **SELDA Mentoring Program** for first-year directors? In what ways can we better enhance our partnership with **GaCEC**? Are we hitting our targets for **diversifying leadership opportunities** within our field? Are our **major conferences** providing you with the specific knowledge and resources you need to succeed? What else can we do to support you?

No one understands what the daily professional life of a special education leader involves -- except other special education leaders. G-CASE is here to support you. Please share your suggestions and recommendations with your representatives or email me directly. We will bring all your feedback to the table in Athens in June as we design a school year tailored to your success.

## 2026 G-CASE Spring Legal Conference Highlights

The 2026 G-CASE Spring Legal Conference was a resounding success! Last month, 371 members convened with sponsors and expert speakers at The Classic Center in Athens for a dynamic program that explored the latest legal developments in special education and strengthened our professional community.



Attorney **Phil Hartley** kicked off the conference, describing *Dealing with Crossover Claims: When Regular and Special Education Meet*, followed by **Dr. Jimmy Stokes** providing a very current update from the Georgia General Assembly. State Director **Dr. Charity Roberts** facilitated a panel discussion on *Dispute Resolution in Georgia: Emerging Trends and Strategies for Strengthening Family Partnerships*, and **Beth Morris** and **Reagan Sauls**, partners with Parker Poe, taught us how to *Lasso the Tornado* if *AI has you spiraling*. The evening ended with an enjoyable President's Reception.

The second day of the conference was pronounced as "**ADA Day**." Following Tuesday's early morning G-CASE Business Meeting, **Samantha Lewis** from Parker Poe delved into *Prior Written Notice*, and then our 35 participants in the G-CASE Special Education

Administrator Development Academy (ADA) showcased their cumulative projects to all conference attendees, who had access to each project to replicate back in their own systems after the conference. ADA members took part in two special sessions designed just for them on FTE, Budget, and Data, led by **Carol Seay**, former GaDOE Special Education Data Manager. Elizabeth Kinsinger with Pereira, Kirby, Kinsinger & Nguyen, taught us about *Compensatory Claims Under IDEA: Causes, Consequences, and Prevention*; **Dr. Charity Roberts** provided the audience with the *State of the State in Advancing Special Education in Georgia through Priorities, Progress, and Possibilities*. **MaryGrace Kittrell**, attorney with Parker Poe, and **Dr. Tris Gilland**, former G-CASE President and Chief of Student Service with the Marietta City Schools, returned for a “back by popular demand” Part 2 to their presentation on *Better Together: Proven Collaboration between School Districts and their Legal Team*. The day ended with *Legal Jeopardy*, produced by **Beth Morris, Reagan Sauls**, and G-CASE President **Dr. MaryKay Berry** – an entertaining audience participation “game” with prizes over \$1000!



The final day of the conference featured **Julie Weatherly**, attorney and founder of Resolutions in Special Education (RISE), who shared *Important and Hot Topics in the World of Special Education*, including the *Status of the US DOE and Recent Court Cases and Agency Guidance*.

As always, this was a “can’t miss” conference! G-CASE members understood, realized, discovered, and learned new knowledge that they can put into practice immediately!

Visit the G-CASE website at [G-CASE.org](http://G-CASE.org) to review the presentations made available to us.

# Special Education Administrator Development Academy

## SHOWCASE

The curriculum of the *Special Education Administrator Development Academy (Special Education ADA)* is based upon the **Administrator of Special Education Advanced Leadership Standards** set forth by the Council of Administrators of Special Education (CASE) and the Council for Exceptional Children (CEC). As part of the Special Education ADA, participants completed a culminating project in which they illustrated their understanding of a chosen advanced standard by creating a product that demonstrates the components of the selected standard and is usable to advance student outcomes with disabilities in their own school systems.



### Administrator of Special Education Advanced Leadership Standards

**Standard 1:** Vision, Mission & Direction Setting

**Standard 2:** Implementation of Policy, Legal, & Ethical Practices for Special Education Programs & Services

**Standard 3:** Organizational Leadership & Management for Special Education

**Standard 4:** Program Oversight, Improvement, & Instructional Leadership for Special Education

**Standard 5:** Human & Fiscal Resource Management of Special Education Programs & Services

**Standard 6:** Collaboration & Communication with Special Education Stakeholders

**Standard 7:** Equity & Cultural Responsiveness



# Special Education Administrator Development Academy

## GRADUATION

The fifth cohort of the **Special Education Administrator Development Academy (ADA)** received over 50 clock hours of face-to-face instruction from state and nationally-recognized speakers, attended the G-CASE Fall and Spring Conferences, enjoyed several social activities, became members of G-CASE, CASE, GaCEC, CEC, and GAEL, and showcased high-quality cumulative projects designed specifically to meet the needs of their system. They received a certificate, “G-CASE Learning for Leading” pin, and a microcredential badge from GAEL. This group is ready!



# Special Education Administrator Development Academy

## CUMULATIVE PROJECTS

Participant/System	Topic
Bree Allen Banks County School District	<b>1. Therapy Tidbits</b> <i>In a school system, speech therapy, occupational therapy, and physical therapy are not just student supports—they are critical partners for teachers. Together, they help remove learning barriers, improve classroom participation, and support teachers in meeting diverse student needs.</i>
Denise Allen Mitchell County School System	<b>2. IEP Checklist</b> <i>IEP Checklist/Completion Guidelines &amp; Timelines</i>
Kaitlin Austin Twiggs County Public Schools	<b>3. IEPs That Work: Aligning Data, Goals, and Instruction</b> <i>This working manual provides Georgia educators with a step-by-step guide to writing legally sound and instructionally meaningful IEPs. It includes clear explanations, fill-in-the-blank templates, sample language, and practical tools to support compliance, progress monitoring, and specially designed instruction.</i>
Jessi Biddy White County Schools	<b>4. Paraeducator Professional Development Using Effective and High-Leverage Practices</b> <i>Professional development for paraeducators using Effective and High-Leverage Practices to strengthen collaboration, instructional support, and student outcomes. Grounded in research from the Council for Exceptional Children and CEEDAR Center, training uses videos, discussion, and hands-on practice to support effective classroom implementation.</i>
Marchalena Caldwell Henry County Charter System	<b>5. Writing Effective Transition Plans That Lead to Real Outcomes</b> <i>This project is created for district-wide Professional Development facilitation on the topic of writing a Transition Plan within the scope of compliance procedures AND substantive (student-focused) post-secondary outcomes. Participants will gain a deeper understanding of connecting Indicator 13 with Indicator 14.</i>
Colton Chandler Jackson County Schools	<b>6. The SDI and Accommodations Toolkit: Connecting Needs to Specialized Instruction</b> <i>The SDI and Accommodations Toolkit is a digital planning resource that helps educators connect students' identified needs to appropriate Specially Designed Instruction (SDI) and accommodations. Designed as a collaborative starting point, it supports informed IEP Team decisions and promotes consistent, high-quality implementation.</i>
Ali Coleman Jeff-Davis County Schools	<b>7. Effective Inclusion Classrooms in PreK</b> <i>This project was developed as a professional development training for Pre-K educators to enhance understanding of co-teaching and inclusion. It outlines collaborative roles, addresses common questions, and provides evidence-based strategies and practical resources to support effective, high-quality inclusive classrooms for all learners.</i>
Megan DeDonato Union County Schools	<b>8. Petals- Personal Exceptionalities Teaching and Learning System</b> <i>Petals (Personal Exceptionalities Teaching and Learning System) is a school-ready program designed to support and strengthen authentic, school-wide inclusion for all learners. Through a streamlined yet impactful five-step process, petals ensures that students of all ability levels have equitable access to a high-quality education.</i>

# Special Education Administrator Development Academy

## CUMULATIVE PROJECTS, Continued

<p>Justin Drew Social Circle City Schools</p>	<p><b>9. Helping Your Student Transition from Middle School to High School - A Parent Handbook for Students Receiving Exceptional Education Services</b> <i>Helping Your Student Transition to High School is a parent handbook designed for families of students receiving special education services. It explains graduation requirements, the IEP process, transition planning, and available supports. The guide also includes checklists and tips to build independence and strengthen family-school communication.</i></p>
<p>Katherine Franklin Fannin County School System</p>	<p><b>10. Social Skills Encyclopedia</b> <i>The project encompasses a comprehensive array of content focused on the enhancement of Social Skills. The topics, meticulously organized from A to Z, offer a curated selection of videos, lessons, and resources in order to facilitate users in identifying the specific area that aligns with their students' needs.</i></p>
<p>Kalen Grant Lowndes County Schools</p>	<p><b>11. New SPED Teacher 411 Notebook</b> <i>The Special Education 411 Notebook serves as a resource for newly hired special education teachers to the district. In an environment saturated with digital tools and electronic resources, the availability of a well-organized, physical reference guide provides immediate and practical support.</i></p>
<p>Tammy Harrell Baconton Community Charter School</p>	<p><b>12. Buddy Up: Bringing Differences Together</b> <i>Special education students are taught how to communicate and socialize with the general population. However, the general population rarely gets educated on how to communicate and socialize with students with special needs. This program is meant to be a fun way to bring the two worlds together.</i></p>
<p>Kellie Henson Pickens County School District</p>	<p><b>13. Student-Led IEPs</b> <i>Students are leaders who understand their strengths and needs. The Leader in Me approach empowers students to lead their own IEP meetings, building independence, collaboration, and accountability. Provided resources—including data tools, agendas, and templates—support effective implementation and help students drive their progress toward success.</i></p>
<p>Ashley Holt Whitfield County Schools</p>	<p><b>14. Compass Transition Academy Website</b> <i>Compass Transition Academy's website serves as the academy's official online hub after the district lacked a dedicated site. It provides students, families, and staff easy access to program information, resources, updates, and transition supports, improving communication and visibility.</i></p>
<p>Beth Hunter Burke County Schools</p>	<p><b>15. Building High-Functioning Teams Through Strengths Alignment</b> <i>This project examined how identifying and leveraging character strengths can improve communication, collaboration, and overall effectiveness within school leadership and special education teams. By analyzing team strengths and gaps, strategies were implemented to enhance decision-making, reduce conflict, and strengthen team culture.</i></p>
<p>Guenet Jackson Glynn County School District</p>	<p><b>16. Proactive Practices for Preventing Special Education State Complaints and Due Process Cases</b> <i>This project helps districts refine policies to reduce complaints and litigation. Most disputes stem from FAPE failures, such as inadequate service delivery or poor IEP implementation. By prioritizing transparency and trust between school teams and families, districts can reduce due process cases while significantly improving student outcomes.</i></p>

# Special Education Administrator Development Academy

## CUMULATIVE PROJECTS, Continued

<p>Lanetha Johnson Laurens County Schools</p>	<p><b>17. Table of Contents for the New Special Education Teachers' Resource Notebook</b> <i>The teacher resource notebook was created to reduce the stress of new special education teachers. In this notebook, teachers are given a variety of step-by-step guides. The table of contents has been submitted as a project to assign a name and description to each document, outlining what is included in the notebook.</i></p>
<p>Halley Jones Brooks County Schools</p>	<p><b>18. Tiny Breaths Big Breakthroughs; The Power of Pause: Meditation as a Game-Changer in Self-Contained Classrooms</b> <i>This action research project explored whether structured meditation could reduce the frequency and intensity of behavioral outbursts in a self-contained classroom serving students with severe and profound disabilities. In this setting, behavioral dysregulation significantly interfered with instruction, resulting in lost academic time, increased staff stress, and reactive interventions dominating the daily schedule.</i></p>
<p>Hannah Knight Thomaston-Upson Schools</p>	<p><b>19. Improving Post-Secondary Outcomes by Providing a Transition Website for the Thomaston-Upson Schools</b> <i>This website provides Upson County families and students with disabilities easy access to resources for life after high school. Whether the next step is work, college, training programs, or adult services, this site brings important information together in one place to support a smooth and confident transition.</i></p>
<p>Laura Lamberth Houston County School System</p>	<p><b>20. Parent Playbook: Ideas for New Plays, Strategies, Learning from Re-plays, Consistency, Flags on Play</b> <i>Parent Playbook is designed as a resource presentation for parents. Some days we have to play offense and defense within the same activity. Some days we have to referee and be taken back 10 yards to reset. Hopefully this presentation will add additional plays to your life-long playbook for you and your family!</i></p>
<p>Katie Layne Madison County School District</p>	<p><b>21. SPEDquarters</b> <i>SPEDquarters is a centralized resource supporting special education professionals with essential documents and tools, including compliance forms, IEP writing supports, embedded professional learning, sample SMART goals, Behavior Intervention Plans, Transition Plans, and other materials critical to effective and compliant practice.</i></p>
<p>Natalie McCord Early County School System</p>	<p><b>22. Putting the Support in Para Support</b> <i>Paraprofessionals are the part of the backbone of our school systems, but many times, are the most unprepared. Early County School System saw the need to better support our paras and answered the call. Through monthly meetings, self-paced and online training, and observations, our schools are supporting our paras more than ever.</i></p>
<p>Katherine Mangum Oconee County Schools</p>	<p><b>23. FBAs Reimagined</b> <i>Helping staff understand and effectively use Functional Behavior Analyses (FBAs) while creating clear systems to complete them consistently.</i></p>
<p>Kimberly Martin Columbia County Schools</p>	<p><b>24. Columbia County Special Services Transition Website</b> <i>The website guides parents through their student's options for transitions from high school to adulthood. The resource includes information and contacts for post-secondary options to include both collegiate pathways and respite care needs. The site will accompany the Family Resource and Transition Fair to connect agencies with families.</i></p>

# Special Education Administrator Development Academy

## CUMULATIVE PROJECTS, Continued

Luray Metzler Toombs County Schools	<b>25. Dyslexia Discovery Park</b> <i>Dyslexia Discovery Park is a centralized resource designed to support students with dyslexia by providing evidence-based strategies, tools, and guidance for educators and families. It promotes early identification, effective instruction, and consistent supports to improve reading outcomes.</i>
Erin Moore Floyd County Schools	<b>26. Positively Impacting the Success of Students with Autism</b> <i>Students with autism are a growing population in our schools with unique needs. My project gives basic information about autism and learning styles that affect them in the classroom and strategies to use to meet their unique needs.</i>
Terri Moore Peach County Schools	<b>27. Soaring Into Success: Family Guide to Student Support Services</b> <i>This project provides a simple, parent-friendly pamphlet explaining special education services, the IEP process, and parent rights. It also highlights the importance of family-school partnership to support student success.</i>
Modupeola Ogunsakin Putnam County Charter School System	<b>28. Using AI to create Special Education Fluency Interventions</b> <i>In special education, timely access to effective interventions is a challenge for educators who need to support with progress-monitoring. This project establishes a resource bank of evidence-informed AI tools streamlining intervention instruction and assessment in order for special education teachers to focus on teaching, not recreating resources.</i>
Julie Reynolds Newton County Schools	<b>29. Special Education Handbook &amp; Implementation Guide</b> <i>This handbook is a centralized resource for special education case managers, providing easy access to essential forms, policies, and procedures. It reduces time spent searching for documents and is designed as a buildable resource that can be updated as needs evolve.</i>
Dr. Danille Roe Morgan County Charter School System	<b>30. Building a Blueprint for Success: A District Framework for MTSS and Special Education Eligibility</b> <i>This project focuses on the intentional development of an MTSS framework from the ground up to support equitable and defensible special education eligibility decision-making. Viewers will gain insight into establishing district-level systems (MTSS Manual, Intervention Toolkit, GO MTSS Application) that ensure clarity, consistency, and compliance.</i>
Kerri Suiter Monroe County Schools	<b>31. Progress Monitoring Binder: Tracking Growth &amp; Informing Instruction</b> <i>This notebook will provide a guide for educators on how to organize and use a binder system to systematically track student learning progress. This will support teachers in adjusting teaching methods and supporting student achievement more effectively.</i>
Merya Turner Barrow County Schools	<b>32. Quick Reference Guide for New Teachers</b> <i>I developed a Quick Reference Guide to support new teachers with key timelines, procedures, and compliance requirements. This resource promotes consistency, builds teacher confidence, and strengthens program effectiveness by ensuring staff are equipped to provide high-quality, compliant services to students with disabilities.</i>
Wendy Turner Griffin-Spalding County Schools	<b>33. Using NotebookLM in Special Education</b> <i>This project explores the integration of NotebookLM, an AI-powered personal knowledge assistant, to increase instructional efficiency, enhance data-driven decision making, and provide timely, targeted supports for students with disabilities.</i>

# Special Education Administrator Development Academy

## CUMULATIVE PROJECTS, Continued

Laura Volf Quitman County Schools	<b>34. Blueprint for Managing Classroom Behaviors and Aligning Management with BIPS: Elementary, Middle, and High School</b> <i>A Blueprint for Managing Classroom Behaviors and Aligning Management with BIPS develops and implements consistent, data-driven behavior management practices that align with Behavior Intervention Plans (BIPs) and effectively supports students across elementary, middle, and high school levels. Included: Pptx. Presentation for PL training</i>
Tasandra Washington Douglas County Schools System	<b>35. Manifestation Determination Review (MDR)- A Learning Guide for School Administrators</b> <i>This project provides school administrators with a clear, practical reference tool to navigate Manifestation Determination Reviews (MDRs) under the Individuals with Disabilities Education Act (IDEA). In addition, this guide includes a "Day 11" protocol which includes key reflection questions, scenarios and practical recovery options.</i>

**Use this QR Code to access any of the projects  
(including slide decks, handouts, data, etc.):**



# 2026 G-CASE Spring Legal Conference Sponsors

No exhibit booths, no hard sells, and not much (!) SWAG!

Focusing on substance over sales, the G-CASE Spring Legal Conference replaced the standard exhibits from the Fall Conference with high-impact information sharing. Our sponsors engaged directly with directors through their General Session presentations and personalized networking opportunities, including small-group dinners and special social activities designed to build lasting professional relationships. Participating sponsors consistently report that this intimate, small-group approach is an exceptionally effective way to share expertise and build rapport.

Please support our Sponsors! Their contributions are vital to G-CASE's mission and play an essential role in driving positive outcomes for students across the state.

## Thank You to Our Sponsors



# We value our Sponsors!

Please make sure to follow up with all of these special guests to learn more about their products, programs, and services.

## Meet Our Sponsors

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Lawrence Love

## **STAR Autism Support**

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## **SES**

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## **Sunburst Workforce Advisors**

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## **University of West Georgia- Department of Special Education**

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\*The CASE Product Review Committee provides leadership in advancing research-based practices in special education leadership that are highly correlated to improved student outcomes. The committee reviews products for special education populations and recommends endorsement based on rigorous criteria. CASE focuses on products that support instruction and data management. This includes curriculum based instruction, behavior intervention programs, and data/progress monitoring systems. As a product is considered for endorsement, the following areas are thoroughly reviewed: product description, target market, feasibility, research base, product research, quality of the product research, satisfaction of reputation, and professional practice (advocated by CASE).



## G-CASE Past-Presidents' Dinner

A cherished annual highlight of the G-CASE Spring Legal Conference each year is the **Past-Presidents' Dinner**. This year, twelve former G-CASE Presidents joined members of the G-CASE Executive Board for a special evening in their honor at Porterhouse Grill in Athens. Guests enjoyed revisiting program books from past conferences while sharing meaningful memories and stories from their time in leadership. Current G-CASE President Dr. MaryKay Berry shared key moments from the November G-CASE Fall Conference and previewed the upcoming Spring Legal Conference, fostering a continued sense of connection and shared purpose among this distinguished group of leaders.



*G-CASE Past-Presidents with current President Dr. MaryKay Berry:*

*Jimmy Pitzer, Zabrina Cannady, Luann Purcell, JoAnn Brittingham, Michele Sayles Harris, Charlette Green, Tris Gilland, Greg McElwee, Jennifer Donnelly, Traci White, Peggy McInvale, Brad Bowling*

# G-CASE Outstanding Early Career Special Education Administrator of the Year

Matthew Hall, Special Education Director from Wilcox County, was presented with the **G-CASE Outstanding Early Career Special Education Administrator of the Year Award** at the Spring Legal Conference. In order to be eligible for this coveted honor, the candidate must:

- be a current Special Education Director in his/her first three years administering special education programs and/or services, who exemplifies G-CASE and CASE's ethics, values, and standards
- be a member of G-CASE and CEC/CASE
- demonstrate exemplary leadership and service as a special education administrator
- show care and concern for students and families with disabilities
- contribute to the field of special education
- be actively involved in professional and community affairs
- be recognized as an outstanding leader in his/her local district and/or by the state



Matthew's nominators shared that "he has made significant contributions to the field of special education through innovative programs and professional development initiatives for his staff. He has worked tirelessly to integrate special education staff into learning opportunities with general education staff, and vice versa. He ensures that all staff are trained to provide the services needed. Under his leadership, the system was removed from the GaDOE's Disproportionality list after at least a decade under the determination. He approaches challenges with a strategic mindset, consistently finding creative solutions that benefit both students and staff."

According to his retired superintendent, "his commitment to children with disabilities and his compassion for others is unmatched."

Congratulations to our Outstanding Early Career Administrator of the Year – **Wilcox County's Matthew Hall!**

## G-CASE Election Outcomes

This year, our membership voted for two positions to serve as G-CASE officers. We are so fortunate that several of our members ran for these spots! Any of them would make great leaders for our organization.

**Kitty Crawford**, Executive Director for Exceptional Education and Support Services for the Troup County School System, was elected as your 2026-2028 Treasurer, and **Dr. Ashly Hunter** was selected as Vice-President. Ashly is the Director of Special Education for the Effingham County School District. She will become the G-CASE President-Elect in the 2027-2028 school year and G-CASE President for the 2028-2029 school year.

2026-2028  
G-CASE Treasurer

**Kitty Crawford**  
*Troup County Schools*

A portrait of Kitty Crawford, a woman with long blonde hair, wearing a blue top, smiling.

2026-2027  
G-CASE Vice-President

**Ashly Hunter**

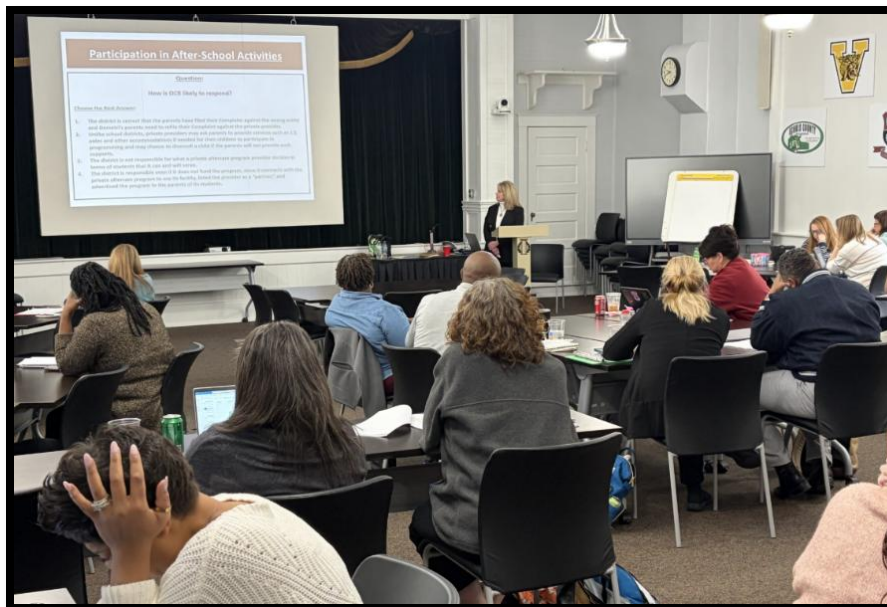
*Effingham County  
School District*

# Winter 2026 G-CASE Professional Learning Opportunities



Returning by popular demand from educators across the state, the **G-CASE Mental Health Drive-In Conference** (Oconee County and Southwest Georgia GLRS) recently explored the theme of *Navigating the Minds of Youth* through a framework of understanding, support, intervention, and empowerment. Featured speakers **Dr. Amanda Giordano** (University of Georgia professor and author) and **Tonya Plant** (Northwest Georgia GLRS Director) provided high-level insights to a diverse group of special and general educators, clinicians, and administrators. The sessions offered a deep dive into the complexities of addiction, motivational interviewing, and the coordination of

early intervention supports, equipping attendees with robust strategies to better serve Georgia's students.

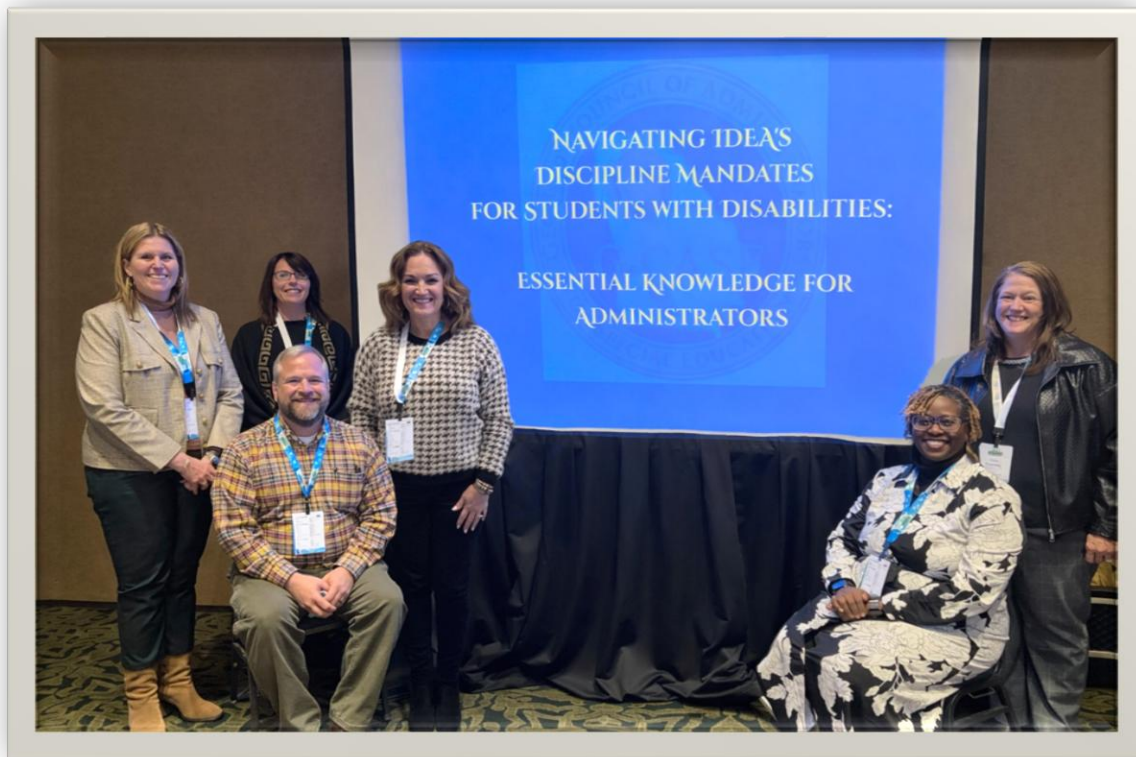


Coastal Plains RESA was the setting for a February Drive-In One-Day Conference, an in-depth exploration of **Section 504** with attorney Julie Weatherly. Basic and advanced requirements were shared, along with best practices for developing 504 Plans and implementing practical processes.

# Winter 2026 G-CASE Professional Learning Opportunities

## GAEL Winter Conference

G-CASE had a strong presence at the Winter GAEL Conference, held February 1-3 at The Classic Center in Athens. Members of the G-CASE Executive Board presented two Breakout Sessions on **Navigating IDEA's Discipline Mandates for Students with Disabilities: Essential Knowledge for Administrators**. They reviewed topics such as the blurred lines between discipline and disability, dealing with dangerous students, MDRs, seclusion and restraint, special circumstances (weapons, drugs, and serious body injury), and alternative placements. The session concluded with a series of 'What Would You Do?' scenarios that challenged the audience to apply key concepts to situations in their own schools.



*Winter GAEL Breakout Presenters:*

*President Dr. MaryKay Berry; Treasurer Dr. Kristi-Lee Arrington; Communication Chair Kitty Crawford; Vice-President Sean Cooper; President-Elect Dr. Damita James, and Legislative Co-Chair Lynn Freeman*

# 2026 Winter G-CASE Professional Learning Opportunities

## CEC Special Education Convention & Expo, Salt Lake City

Georgia's special education leaders made a significant impact and received recognition at the **National CEC Convention** in Salt Lake City, Utah, held March 11–14. Joining thousands of practitioners from across the globe, our delegation engaged in a comprehensive exchange of "all things special education" through a rigorous schedule of professional development and networking.

### Conference Highlights

The convention featured several standout moments for our state:

- **Expert Insights:** G-CASE President-Elect **Dr. Damita James** represented Georgia on a high-level panel of CASE Executive Board members. Their session, *"What Every Aspiring Special Education Administrator Needs to Know,"* provided invaluable mentorship to the next generation of leaders.
- **Prestigious Recognition:** We are proud to announce that the **Romaine P. Mackie Leadership Award** was bestowed upon **Dr. Luann Purcell**, retired CASE Executive Director and past G-CASE President, honoring her lifelong commitment to the field.
- **Collaborative Networking:** The Georgia-Florida CEC Social was a resounding success, fostering regional partnerships in a vibrant, collaborative atmosphere.

### A Wealth of Knowledge

Beyond these milestones, attendees explored a massive array of resources, including:

- A dedicated Tech Playground and diverse Exhibitor Showcases.
- Inspiring Keynote Presentations and interactive Poster Sessions.
- Access to over 200 targeted Breakout Sessions.

G-CASE members returned to Georgia equipped with innovative strategies and renewed energy, ready to translate these national insights into improved outcomes for our students.



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*Georgia was well-represented at the 2026 CEC Special Education Convention and Expo!*



*G-CASE President-Elect Dr. Damita James*



*Dr. Luann Purcell receives the Romaine P. Mackie Leadership Award from CEC’s Mike Weinroth*



*Members of G-CASE, along with Julie Weatherly, Malcolm Yunker, Mike Weinroth, and former G-CASE and GaCEC President Dr. Mikki Garcia, congratulate Dr. Luann Purcell, recipient of the Romaine P. Mackie Leadership Award.*

# Reflections from the 2026 CEC Convention

*Paula Cooper, Program Specialist, Houston County Schools  
Tony Molinaro Scholarship Winner*

As a recipient of the **Tony Molanro G-CASE Scholarship**, I had the privilege of attending the CEC Convention in Salt Lake City, Utah, this March. This national conference brought together educators, families, and administrators to collaborate, share innovative practices, and strengthen our collective commitment to students with exceptionalities.

Throughout the conference, I attended several impactful sessions focused on supporting students with behavioral needs. Two standout sessions—centered on behavior planning, crisis response, and trauma-informed, neuroscience-aligned practices—provided practical strategies to promote consistency across educational settings and improve student outcomes.

The Expo Hall offered valuable opportunities to explore new instructional resources, digital tools, and evidence-based practices. I was able to identify several solutions that can be directly applied to the challenges we face in the classroom.

A highlight of the convention was the Georgia-Florida Social, which fostered meaningful connections and collaboration among special educators. Additionally, the Awards & Recognition Luncheon provided an inspiring moment as we celebrated Luann Purcell, recipient of the 2026 Romaine P. Mackie Leadership Award, along with other outstanding professionals in the field.

The most memorable experience was the Yes, I Can Awards Ceremony, which recognized students with exceptionalities from across the nation. Hearing their stories and celebrating their achievements was a powerful reminder of the impact of our work and the importance of supporting every student in reaching their full potential.

Attending the CEC Convention was both inspiring and professionally enriching, and I am grateful for the opportunity to represent GCASE while gaining knowledge to bring back to my school community.



## Friends of G-CASE Awards

G-CASE members know that it would not be a G-CASE Conference without Beth Morris, Reagan Sauls, and MaryGrace Kittrell, attorneys with the legal firm Parker Poe. At the Spring Legal Conference, they were given the **Friends of G-CASE Award** for always being there -- presenting, sharing, teaching, motivating, understanding, and DEFENDING us. We will always need them, and we will always want them to keep us legal and continuously updated on legal issues at the state and national levels.



# 2025-2026 State Advisory Panel

The State Advisory Panel convened virtually on February 26, 2026, to discuss essential updates in special education, assessment, and data management. The session opened with leadership updates from Sean Cooper, State Advisor Board Chair and G-CASE Vice-President; Shaun Owen, Deputy Superintendent, Federal Programs; and Dr. Charity Roberts, State Director/IDEA.

Key highlights from the meeting included:

- DMS 2.0 Update: Dr. Charity Roberts briefed the panel on the latest developments regarding the Differentiated Monitoring System.
- GAA FY25: Dr. Elena Nightingale and Dr. Mary Nesbit-McBride provided in-depth information on the *Georgia Alternative Assessment*.
- Revaluations: Jessi Presley delivered a specialist overview of reevaluation types.
- Parent Survey: Anne Ladd shared information regarding upcoming Parent Survey questions.
- Data Deep Dive: Part B Data Managers Dominique Donaldson and Carol Sprague presented the latest SPP/APR Assessment data.

The session concluded with collaborative committee breakout groups and a public comment period led by Sean Cooper, Dr. Ashly Hunter, and Tyler Sapp. The next State Advisory Panel session will be April 23, 2026 at Middle Georgia State University in Macon.



The Individuals with Disabilities Education Act (IDEA) mandates that all states have special education advisory panels to include representation from stakeholders concerned about providing improved educational opportunities to children with disabilities. The goal in Georgia is to have an active **State Advisory Panel** with broad representation from across the state to advise the Georgia Department of Education (GaDOE) regarding the State Performance Plan, State Systemic Improvement Plan, State Personnel Development Grant, Georgia Continuous Improvement Monitoring Process, IDEA Regulations, and other initiatives designed to improve outcomes for all children with disabilities in Georgia's schools (*from the GaDOE website*).



GEORGIA



Greetings G-CASE Members!

Springtime has been playing a little game of peek-a-boo in Georgia, but I'm looking forward to all of the springtime activities, especially Exceptional Children's Week! The Georgia Council for Exceptional Children (GaCEC) has been busy planning for our annual summer conference and working to engage and support our membership. Thanks to all of you who were able to attend our Florida|Georgia Social at the CEC National Convention in Salt Lake City - a time was had! Below you will find key dates and reminders as we move through the last quarter of this school year:

**GaCEC Annual Conference 2026:** The GaCEC Annual Conference (formerly IDEAS) will take place on June 5-6, 2026, at the University of West Georgia, College of Education (Carrollton Campus). Registration is now open, and our conference hotel is booking fast - get your tickets today! <https://bit.ly/GaCEC2026> The hotel block link to the GaCEC Conference is <https://app.marriott.com/reslink?id=1761240223478&key=GRP&app=resvlink&dt=true>.

**Volunteer Opportunities:** We are seeking dedicated members to join our finance, communication, programs committees (and more!). If you're interested in volunteering, please sign up using our GaCEC Volunteer Form (click the link or scan the QR code below).

As always, we love engaging with you on Instagram, X, Facebook, and the Georgia CECCommunity. Follow us to connect with fellow members, stay involved, and share updates by tagging @CECGeorgia1 or @ga\_unit\_cec in your social media posts. Together, let's make 2025-2026 a year of connection, growth, and impact for our students and educators.

Warmest regards,

*Veronica Williams*

President, Georgia Unit

Council for Exceptional Children



Florida|Georgia Social March 2026  
CEC National Convention



Register Here



Volunteer Sign Up



Exceptional Children's Week  
April 12-16, 2026

## 2026 GACEC Annual Conference



We are excited to announce a *can't-miss* professional development opportunity designed to unite special educators from across Georgia. This conference serves as a vital hub for collaboration, innovation, and professional growth, offering practitioners the opportunity to network, share best practices, and recharge over the summer.

While the program offers value for all special education professionals, it distinguishes itself through a dedicated focus on the classroom teacher with

- **Tailored Learning:** Features numerous "Teacher Strands" consisting of carefully curated sessions that address the specific challenges and opportunities of today's classrooms.
- **A Rare Focus:** This is one of the few statewide events intentionally designed to prioritize the needs, voices, and professional health of our frontline educators.
- **Impact:** By investing in teacher knowledge and morale, a direct pathway to improved student outcomes is created.

We encourage you to share this announcement and the upcoming dates with all special education faculty. When we empower our teachers with the right tools and a supportive community, our students soar.

**Click Here to Register!** <https://whova.com/portal/registration/xlm4197C5GGkuxHqJUgf/>

**Hotel:** <https://app.marriott.com/reslink?id=1761240223478&key=GRP&app=resvlink&dt=true>

# National CASE – In Atlanta!

*(From the CASE website)*



The Leading Special Education Law Conference  
Turning Legal and Regulatory Guidance Into Local School District Practice

**Atlanta, Georgia, April 21-23, 2026**

The **CASE Academy of Law and Leadership** is a premier professional learning experience designed for special education leaders and special education school district attorneys. This academy brings together nationally recognized experts, both school district experts and legal experts, to provide in-depth training on legal foundations, leadership practices, and policy issues that shape the field of special education. Participants engage in sessions focused on real-world application, including legal compliance, effective decision-making, strategic leadership, and current issues impacting districts nationwide. Whether you're strengthening your legal knowledge or refining your leadership skills, the Academy equips you with practical tools to lead with confidence and clarity.

## **Who should attend?**

The target audience is administrators or leaders in public education responsible for implementing the Individuals with Disabilities Education Act (IDEA), and school district attorneys.

Hotel and Conference Center  
*Loews Atlanta Hotel*  
*1065 Peachtree Street NE*  
*Atlanta, GA 30309*

**Register for the CASE Academy of Law and Leadership here:**

<https://www.casecec.org/academy-of-law-and-leadership>

*Spring 2026 Edition*

## 2026 PAGE Day on Capitol Hill

G-CASE, in collaboration with Georgia Association of Educational Leaders (GAEL) affiliates and representatives from the Georgia Association of Colleges for Teacher Education (GACTE), joined Professional Association of Georgia Educators (PAGR) members in February for the **2026 PAGE Day on Capitol Hill**. G-CASE Vice President and former Legislative Chair Sean Cooper participated in this meaningful annual event, representing G-CASE to advocate for Georgia's students and educators.

During the event, legislative leaders provided updates, engaged in dialogue, and responded to questions regarding key education initiatives, including Chris Erwin -- the Georgia Early Literacy Act of 2026, Billy Hickman -- the Teacher Return to Work Program Reauthorization and Expansion, and Phil Olaleye -- proposed legislation to provide grants and incentives for eligible student teachers. Attendees were also introduced to candidates for State School Superintendent and heard their visions for the future of education in Georgia.

Following a special luncheon with legislators and educational leaders, participants met individually with additional lawmakers under the Gold Dome. Sean continues to represent G-CASE with distinction at legislative events, consistently advocating for educators' and students' needs throughout the year.



## 2025-2026 G-CASE Executive Board

Dr. MaryKay Berry	President	Executive Director, SEC Fulton County Schools
Dr. Damita James	President-Elect	GLRS Director Middle Georgia RESA
Sean Cooper	Vice-President	Director West GA GLRS
Larissa Beecher	Secretary	GLRS Coordinator Middle Georgia RESA
Dr. Kirsti-Lee Arrington	Treasurer	Director, Student Services Houston County Schools
Dr. Brad Bowing	Immediate Past-President	Executive Director Lake Oconee Academy
Dr. Cindy Felkins	CEC Representative	Director of Student Support Services and Federal Programs Bleckley County Schools
Greg McElwee	Parliamentarian	Senior Director Northwest GA RESA
Open	Professional Learning	Open
Dr. Tris Gilland	ADA Facilitator President Emeritus	Chief of Student Services Marietta City Schools
Dr. Ashly Hunter	Co-Chair, Legislative Committee	Special Education Director Effingham County Schools
Lynn Freeman	Co-Chair, Legislative Committee	Director of Student Services Pulaski County Schools
Tonya Plant	Membership	GLRS Director Northwest GA
Kitty Crawford	Communications	Director of Exceptional Education Troup County Schools
Charles Kelley	Strategic Plan	Director of Special Education Griffin-Spalding County Schools
Jenny Rooks	Co-Chair Research and Innovation	Director of Instructional Student Support Monroe County Schools
Dr. Katie Lowry	Co-Chair Research and Innovation	Director-Student Services Lumpkin County
Tiera Bowen	Policy and Procedures	Special Programs Director Putnam County Charter Schools
Dr. Charity Roberts <i>(ex officio)</i>	GaDOE Liaison	State Director (IDEA) GaDOE
Belinda Tiller <i>(ex officio)</i>	SELDA Liaison	Program Manager IDEA GaDOE
Sarah Burbach <i>(ex officio)</i>	Executive Director	G-CASE

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## 2026 SAVE THE DATES

Exceptional Children's Week	April 12-16, 2026
CASE Academy of Law and Leadership Atlanta	April 21-23, 2026
2026 GaCEC Annual Conference University of West Georgia, Carrollton	June 5-6, 2026
GAEL Summer Conference Jekyll Island	July 12-15, 2026
CASE Conference Providence, Rhode Island	November 11-13, 2026
G-CASE Fall Conference Hyatt Regency, Savannah	November 18-20, 2026
G-CASE Spring Legal Conference The Classic Center, Athens	March 1-3, 2027
CEC Convention and Expo Columbus, Ohio	March 10-13, 2027



## 2025-2026 G-CASE Advisory Board

**Advisory Board** members voice their districts' concerns, share professional learning needs, and convey G-CASE-information back to their systems as appropriate. They also serve as mentors/coaches through SELDA (*Special Education Leadership Development Academy*) to the new directors in their GLRS areas.

Tania Amerson, Northwest GA GLRS  
Jessica Chastain, North Central GLRS

Besty Aimsforth, North GA GLRS  
Cheryl Handley, Metro East GLRS

Trina Smith, Metro West GLRS  
Tammy Shirley, Northeast GA GLRS  
Chrissy Dement, West Central GLRS

Catherine Brown, Metro South GLRS  
Jenny Rooks, Middle GA GLRS

Dr. Meesha Mathis, Oconee GLRS  
Sharard Pritchett, East Georgia GLRS

Kristen Stokes, West GA GLRS  
Alicia Hartley, East Central GLRS

Mary Susan Arnold, Southeast GA GLRS  
Mindy Yanzetich, Coastal Area GLRS

Sommer Clark, Southwest GA GLRS  
Mindell Downing, South GA/Coastal Plains GLRS

Sarah McIntosh, South Central GLRS

*Dr. Damita James and Sean Cooper, G-CASE Executive Board Liaisons*



*Spring 2026 Edition*

The **Eagle Thrift Shop** in Montgomery County, Georgia, is a powerful example of how schools can use innovative, community-based programs to improve student outcomes. Located at 701 Dobbins Street next to Eagle Academy, the shop offers donated, gently used items at affordable prices. The shop serves as a hands-on learning environment for students in the school system's DEL (Department of Exceptional Learning) program, helping them build critical skills for life after graduation.

The success of the thrift shop is strengthened through a partnership with the school system's Parent Mentor, whose support helps connect families, students, and community resources. This collaboration enhances the program's impact and ensures students receive guidance not only in the classroom, but also as they prepare for life beyond school.

At the thrift shop, students gain real-world work experience by actively participating in daily operations. They sort and organize merchandise, assist customers, maintain store displays, and in some cases, handle transactions at the cash register. In addition, the shop provides opportunities for students to practice job readiness skills, including completing job applications and participating in mock interviews. These experiences mirror real employment expectations and allow students to develop essential workplace skills such as communication, teamwork, responsibility, and problem-solving. By learning in a practical, supportive environment, students are better able to connect classroom instruction to real-life application.

A central strength of the Eagle Thrift Shop is its focus on post-secondary readiness and transition. The program is intentionally designed to prepare students for life beyond high school, whether that includes entering the workforce, pursuing vocational training, or living more independently. Through consistent exposure to workplace expectations and community interaction, students build confidence and independence—key factors in successful transitions to adulthood. The shop effectively serves as a bridge between school and the real world, helping students move toward greater self-sufficiency.

In addition to supporting student development, the thrift shop also benefits the wider community. Families have access to affordable clothing and household items, and community donations help sustain the program. Proceeds from the shop are reinvested into Montgomery County Schools, creating a cycle of support that benefits both students and local residents.

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Overall, the **Eagle Thrift Shop** demonstrates how experiential learning, community involvement, and intentional transition planning can work together to create meaningful educational opportunities. By transforming a simple retail space into a dynamic training environment, Montgomery County Schools is helping students develop the skills, confidence, and experiences they need to succeed in post-secondary life.



## **Royals at Work: Building Real Pathways Through Community-Based Instruction**

At Bleckley County Schools, we believe transition planning should extend far beyond compliance—it should create meaningful, sustainable pathways for students to live, work, and thrive in their communities. Through intentional design and strong partnerships, our Community-Based Instruction (CBI) program is doing just that.

This year, our district launched an exciting partnership with Middle Georgia State University (MGA) – Cochran Campus, providing our high school students with disabilities the opportunity to participate in authentic, hands-on work experiences in a real postsecondary environment. Each week, students engage in structured work-based learning within Georgia Hall Dining and campus services, building skills that cannot be replicated in a classroom setting.

This initiative was developed through our Student Support Services Department with a clear focus: align transition services with real-world expectations while strengthening community connections in our rural setting. For many of our students, this experience represents more than job training—it represents access, belonging, and opportunity.

Through participation in this program, students are developing critical employability and life skills, including:

- Workplace communication and interpersonal skills
- Time management, task completion, and responsibility
- Teamwork and problem-solving
- Confidence navigating professional environments

These are foundational skills that directly support postsecondary outcomes in employment, education, and independent living—key indicators of successful transition programming under IDEA.

What makes this partnership especially impactful is its authenticity. Our students are not visitors—they are contributors. They are working alongside MGA staff, learning expectations, receiving feedback, and experiencing what it means to be part of a team. This level of inclusion shifts mindsets, both for our students and for the broader community.

As a rural district, creating access to meaningful transition opportunities can present unique challenges. However, partnerships like this demonstrate what is possible when school systems and higher education institutions work collaboratively toward a shared goal. MGA has been an exceptional partner, embracing our students and recognizing their abilities, not just their disabilities.

This work would not be possible without the dedication of our staff and community partners. Our CBI program is led by Shonna Conyer, Parent Mentor, alongside instructors Melissa Stevens and Tiffany Evans, who ensure students are prepared, supported, and successful in these environments. We are equally grateful to Dr. Tyrone Smiley and the MGA Auxiliary Services team, including Brad Brunsting, Rick Woolfolk, and the Georgia Hall Dining staff, for their mentorship and commitment to inclusive practices.

At its core, this program reflects a broader vision for Bleckley County Schools—one where transition planning is intentional, community-based, and student-centered. It is about creating opportunities that lead to real outcomes.

We are incredibly proud of what our students are accomplishing and grateful for the partnerships that make this work possible. The success we are seeing reinforces what we know to be true: when we provide students with authentic experiences and high expectations, they rise to meet them.

The future is bright for our Royals at work!



## **Bartow County Schools Hosts Inaugural Esports Competition for Exceptional Education Students**

The Bartow County School System’s Exceptional Education Department recently celebrated a milestone event with the successful launch of its first-ever Esports Competition—an exciting and inclusive experience that brought students together through gaming, collaboration, and community.

Students from all three Bartow County high schools, along with participants from Project Search, came together to compete in a friendly yet spirited Mario Kart tournament. The event created an opportunity for students of varying abilities to showcase their skills, engage in healthy competition, and most importantly, have fun in a supportive and encouraging environment.

A unique and impactful component of the day was the involvement of students from the Bartow County College and Career Academy, who served as “buddies” for the contestants. These students played a vital role in supporting participants throughout the event—assisting with gameplay, offering encouragement, and helping foster connections among peers. Their leadership and enthusiasm contributed greatly to the positive atmosphere of the competition.

In addition to the tournament, students had the opportunity to explore and engage in hands-on activities in the STEM lab. This provided a well-rounded experience that blended technology, creativity, and interactive learning, allowing students to explore new interests beyond gaming.

The inaugural Esports Competition was more than just a tournament—it was a celebration of inclusion, teamwork, and student engagement. By creating a space where all students could participate, connect, and succeed, the Exceptional Education Department continues to demonstrate its commitment to meaningful and innovative opportunities for every learner.

Plans are already underway to build on the success of this year’s event, with hopes of expanding participation and offerings in the future. One thing is certain: this first competition has set the stage for a new and exciting tradition in Bartow County Schools.



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**Bartow County Schools Hosts Inaugural  
Esports Competition  
for Exceptional Education Students**  
*(continued)*



# 2025-2026 G-CASE Special Initiatives:

Special Education Administrator Development Academy

Coordinator Skills Institute

SELDA Mentoring Program

Enhancing Partnership with GaCEC

Diversifying Special Education Leadership

Engaging College and University Professors of Special  
Education as G-CASE Partners and Members

**G-CASE advocates for improved outcomes and services for  
students with disabilities by supporting and empowering  
administrators of special education**



# G-CASE

*Georgia Council of Administrators of Special Education*

**2025-2028 Strategic Plan**

## VISION

A unified voice promoting excellence among leaders of programs for students with disabilities

## MISSION

- Promote professional learning
- Promote and enhance high-quality leadership
- Impact legislation and policy

## PURPOSE

G-CASE advocates for improved outcomes and services for students with disabilities by supporting and empowering administrators of special education

## BELIEF

Inclusion, Diversity, Equity, and Access should be evident in our leadership, our classrooms, and our communities. G-CASE is committed to empowering educational leaders to create schools where every voice is valued, every identity is respected, and every learner thrives.

# GOALS AND OBJECTIVES

## Provide performance-based professional learning

- To build the knowledge capacity of members to provide improved services for students with disabilities
- To expand the leadership skills of all members through quality, purposeful professional learning opportunities
- To communicate timely, accurate information that will support improved services for students with disabilities
- To value the experience and expertise of Past-Presidents and G-CASE-award recipients in the design, implementation, and presentation of professional learning activities

## Promote and enhance high-quality leadership

- To develop and enhance the leadership skills of new members at all levels of administration by strengthening the pipeline from teacher to director
- To increase, honor, and celebrate membership in G-CASE (state special education professional leadership organization) by ensuring continuous learning, research, innovation, member loyalty, retention, and engagement
- To increase membership in CEC/CASE (international special education professional leadership organizations) by offering efficient conference registration and by raising awareness of the specified benefits of belonging to a professional organization

## Impact legislation and policy

- To impact state legislation and policy by identifying, researching, and advocating for key issues/legislative priorities
- To impact national legislation and policy related to IDEA and other special education-focused regulations by identifying, researching, and advocating for key issues

## VISIT US ON SOCIAL MEDIA!



**@GeorgiaGCASE**



**#GCASE2022**



**GCASE2020**



[gcasega.schoolinsites.com](http://gcasega.schoolinsites.com)



<https://www.casecec.org/>



<https://exceptionalchildren.org/>