TENNESSEE DEPARTMENT OF EDUCATION
ACCESS CONFERENCE
SPECIAL EDUCATION & STUDENT SUPPORT

2026 Special Education & Student Support Access Conference Session Listing

Opening Session | Tuesday, September 1, 2026 | 8:15 a.m. - 9:30 a.m. ET.		
Speaker	**Session Description**	**Location**
Jordyn Zimmerman	Join us for the conference Opening Session, featuring a welcome address from the Tennessee Department of Education, followed by a keynote presentation from Jordyn Zimmerman. *Please be advised that the use of cameras, mobile phones, smart devices, and any other recording equipment is not permitted during the keynote presentation. Photography, video recording, audio recording, and screen captures are not permitted. We kindly ask that all devices remain silenced and put away throughout the presentation.* Jordyn Zimmerman is a passionate educator and disability advocate. After being diagnosed as autistic at a young age, she did not receive access to augmentative communication until the age of 18. She now thrives on boldly showing up and redefining what is possible in learning spaces and throughout the broader community — and has personal experience challenging the status quo, which is featured in the documentary, *This Is Not About Me*. Jordyn collaborates with organizations and schools worldwide, has served as a two-time appointee on The United States President's Committee for People with Intellectual Disabilities, and is a Forbes Accessibility Listee. Her work has been featured in places such as CBS Mornings and The New York Times. She previously earned her Bachelor's degree in Education Policy from Ohio University, her Master's of Education at Boston College, and her Master's of Business Administration at Quantic School of Business and Technology. Learn More Visit Jordyn's website: www.JordynZimmerman.com Follow on X: https://x.com/jordynbzim Connect on LinkedIn: https://www.linkedin.com/in/jordyn-zimmerman *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Exhibit Halls CD

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Block A | Tuesday, September 1, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS126: From Concrete to Abstract: Scaffolding Conceptual Understanding and Academic Language in K–12 Math HQIM for Newcomers, Intermediates, and LTELs (Interactive Session)	Sweety Anand *(Rutherford County Schools)*	English Learners bring rich potential to math classrooms, but without intentional scaffolds, they are often left behind in abstract instruction. This hands-on session equips teachers with Concrete Representational Abstract (CRA) scaffolds that build both conceptual understanding and academic language for Beginners, Intermediates, and LTELs. Leargauldn how to integrate these supports into your HQIM and walk away with quick, easy ways to create concrete tools using materials already in your classroom for almost any math concept. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 3
S86: From Referral to Results: How ELL and Special Education Teams Co-Design Evaluations	Joshua Reese, Alan Ramos, Lori Watson *(Loudon County Schools)*	ELL and Special Education teams often operate in parallel, leading to misidentification and ineffective evaluations. This session introduces a 5-stage collaborative evaluation model that integrates language and disability considerations at every stage. Participants will apply real-world strategies, including dynamic assessment and data-based decision-making, and leave with practical tools to improve evaluation accuracy, IEP alignment, and outcomes for English Learners. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 4

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Block A | Tuesday, September 1, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S63: The "Tennessee Standard": A Vision for Blind and Low Vision Services	Allen Huang *(Tennessee School for the Blind)*	In this presentation, Dr. Allen Huang, Director of Statewide Services at the Tennessee School for the Blind, will provide an update on the state of blind and low vision services in Tennessee as well as a vision for a "Tennessee Standard" for high-quality vision services. Attendees will learn about the stakeholders involved within this "Tennessee Standard" and how, through their collective efforts, students who are blind and low vision can receive high-quality vision services wherever they live in the state. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 5
S90: Developing Language Rich Classroom Environments	Michele Moore *(Grundy County Schools)*	This session is designed to help develop language rich environments that will support early literacy development as well as communication development. When students are exposed to language rich environments it helps develop good comprehension skills, social emotional skills, social language, decoding skills, as well as learning to follow directions. Language rich environments also help develop the communication skills needed for children to express themselves to others. This type of learning environment will benefit children into adulthood and their educational career. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 6

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Block A | Tuesday, September 1, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS112: Reducing the use of Restraint and Isolation	Matthew Romero *(Kingsport City Schools)*	This session will focus on proactive strategies to prevent restraints and isolations, while ensuring effective procedures/protocol are in place when incidents occur. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 7/8
S81: Building Capacity for Inclusive Systems: A Leadership Roadmap	Joe Graham, Sarah Chapel *(TRIAD: The Autism Institute at Vanderbilt Kennedy Center)*	Transform your school from compliance to authentic, sustainable inclusion. Designed for leaders, this session integrates IDEA data, implementation science, and practical tools to strengthen schoolwide systems. Attendees will learn to evaluate environments, proactively support student success, and build staff capacity towards implementing inclusive practices using TRIAD resources. Grounded in a statewide model, outcomes indicate that 88% report improved practices, 82% report improved strategies, and 78% report improved student outcomes within one month of TRIAD trainings. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 9/10
S78: Beyond Labels: The Language of Poverty	Andrea Moore *(Bartlett City Schools)*	This session explores how trauma, chronic stress, environmental factors, communication differences, and developmental challenges can impact behavior, learning, and social interactions. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 11

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Block A | Tuesday, September 1, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS107: Education Requirements for Justice-Involved Youth	Scott Indermuehle, Erin Christian *(Tennessee Department of Education)*	This session provides an overview of educational requirements for students in Tennessee Juvenile Detention Centers (JDCs), including general and special education services. Participants will review JDC coding procedures, monitoring expectations, attendance requirements, and related compliance responsibilities.	Meeting Room 12
S99: Co-Teaching With Fidelity: Using Data and Walkthrough Tools to Strengthen Instructional Access for Students With Disabilities	Maya Perry-Smith *(Memphis-Shelby County Schools)*	Two teachers in one room does not guarantee access to grade-level instruction. Learn how one Memphis middle/high school used diagnostic data, a co-teaching walkthrough rubric, and a structured planning protocol to identify where co-teaching was breaking down and rebuild it around specially designed instruction. You will leave with ready-to-use observation tools, a planning framework, and practical steps to strengthen co-teaching fidelity using the staff and resources you already have. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 13
S11: From Meetings to Impact: Structuring Data Teams That Drive Instructional Change	Dr. Ashli Lamons, Dr. Mark Gullion, Elizabeth Davis *(Rutherford County Schools)*	Across districts, data team meetings are often well intended but inconsistent focused more on reviewing data than changing instruction. This session highlights how one district strengthened its RTI² framework by intentionally structuring data team meetings, clarifying leadership roles, and aligning data walks directly to instructional decision making. Attendees will leave with concrete, easy-to-use resources and a scalable framework that can be adapted to districts of varying sizes and contexts. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 14

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Block A | Tuesday, September 1, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS108: Ensuring Success for ALL Students	Haley Richardson *(Tennessee Department of Education)*	Question and Answer Session supporting the release of the TN-FSS, the updated RTI2-A Manual(s), and the updated RTI2-B Manual	Meeting Room 15
S72: Accelerating Retention of Sped/ML Educators in TN	Serena Sayles, Erica Stenstrom *(Diverse Learners Cooperative)*	Teacher retention is declining nationwide, especially among special education and ESL educators. This session shares findings from a Tennessee statewide study by the Diverse Learners Cooperative exploring why educators enter, stay in, or leave these roles. Participants will examine a practitioner-informed retention framework focused on supportive leadership and teams, professional growth, specialized resources, manageable caseloads, and equitable compensation. Attendees will leave with actionable strategies and tools to strengthen educator support and improve student outcomes. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 16/17
S47: Supporting All Learners in the General Education Classroom: Building Access, Confidence, and Independence Through Intentional Instruction	Anna Burge, Dr. Rachel Adams, Jasmyn Herrell *(Greeneville City Schools)*	GMS will share its journey through the TN Teaching All Students cohort and the systems developed to increase access, inclusion, and equity for all learners. Through the perspectives of a principal, special education team leader, and classroom teacher, presenters will share practical strategies, including a schoolwide intervention period for Tier 2 support, Extended Intervention for Tier 3 skills instruction, intentional inclusion scheduling, equitable student access to all classes, professional learning structures, peer professional learning, and the use of AI tools to scaffold instruction. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 18/19

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Block A | Tuesday, September 1, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS130: Assistive Technology for Educators	Sabina LaClair, Jamie Seek *(Assistive Technology Project for Education)*	All educators are vital members of the assistive technology (AT) team. This session will provide teachers an opportunity to broaden their understanding of AT, consider how AT can be utilized in their classroom for all students, and discover the importance of their role in considering and implementing AT. Educators will have the opportunity to discuss and dispel some common AT myths. Through a discussion of the five AT domains and case studies, educators will discover the various types of AT in each domain and see how these tools can be helpful for students both with and without disabilities.	Ballroom E
SS110: Better Together: A Facilitator's Guide to Co-Planning for English Learners (Part I)	Raven Cleveland *(Tennessee Department of Education)*	Join TDOE for an interactive two (2) session facilitator's workshop focused on helping educators analyze high-quality instruction through a language lens. Participants will learn a practical process for identifying language demands, anticipating barriers for English Learners, and planning scaffolds that increase access to rigorous instruction in multiple delivery models. Attendees will engage in hands-on workshopping, receive a facilitator's guide, and gain access to TDOE support to redeliver the training in their own schools and districts. Session attendees are encouraged to pick up a copy of Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners from the Educator Appreciation Item Pick-Up Station. This book will be utilized during this session.	Ballroom F

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Block A | Tuesday, September 1, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS500: From Parallel Systems to One Instructional System	Robin Blair *(Bristol City Schools)*	What does it take to create a unified instructional system for every learner? In this session, Bristol City School's shares their journey as an AALN K-8 pilot and Acceleration for All district, highlighting the intentional shifts improving outcomes for students with disabilities. Participants will explore how Bristol is strengthening Specially Designed Instruction (SDI), leveraging High Leverage Practices (HLPs), and building educator capacity to deliver purposeful instruction. Learn how collaborative planning and transfer-focused design are helping the district move beyond compliance-driven practices toward instructional excellence and meaningful learning for all students. This session is designed to support LEAs participating in the K-8 Access for All Learning Network (AALN), but anyone can attend and benefit from Bristol City School's lessons learned and experiences in implementing high-quality, impactful practices.	Ballroom G

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Block B | Tuesday, September 1, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S65: The ELD Math Crosswalk in Action: Moving Between Components—From Teacher Entry Points to Essential Sentence Frames	Sweety Anand, Christine Tennyson *(Rutherford County Schools)*	This session is designed to build educator confidence with the ELD and Math Crosswalk. Participants will explore multiple teacher entry points, recognizing that educators may engage with the tool differently based on their experience, confidence, and instructional goals. Through authentic classroom examples and a live demonstration of collaboration between an ESL and mathematics teacher team, educators will learn to navigate Crosswalk components, develop essential sentence frames, and use the Crosswalk to support planning, differentiation, and rigorous mathematics for multilingual learners. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 3
S43: Leading Where You Are: Building Leadership Capacity and Sustainable Systems in Special Education	Joshua Reese, Beth Disney, Jessica Williams *(Loudon County Schools)*	What if leadership wasn't a title but an action? This session highlights district-tested strategies that empower educators to lead from any role to improve outcomes in special education. Learn how coaching, collaboration, and intentional systems increased teacher retention, strengthened instruction, and improved compliance in Loudon County. Participants will leave with practical tools, proven frameworks, and a personalized action plan to build leadership skills to increase capacity and long-term success in their schools. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 4

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Block B | Tuesday, September 1, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S52: Unlocking Potential – Differentiation for Gifted Learners with the Depth and Complexity Framework	Lindsey Glass *(Collierville Schools)*	This session is designed to share how the Depth and Complexity Framework is a practical and powerful tool for differentiating instruction, especially for gifted learners. It explores Dr. Sanda Kaplan's model focusing on the 11 critical thinking prompts (such as patterns, multiple perspectives, and ethics). It also shares how these prompts along with the elements of thinking like a disciplinarian and universal themes deepen thinking and learning. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 5
S07: The Power of Integration: Elevating Outcomes for Early Learners	Jamie Seek *(Tennessee Department of Education)*	This session explores how coordinated, collaborative related services can significantly enhance early learning. This session highlights practical strategies for integrating related services support within the preschool environment through embedding opportunities throughout daily routines, strengthening team collaboration, and aligning goals across disciplines. Participants will learn how integrated models not only improve language, social-communication, and early literacy outcomes but also empower educators to support meaningful skill growth.	Meeting Room 6

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Block B | Tuesday, September 1, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S77: Behavior Plans: Failure to Success	Matthew Scoggins, Kimberly Hale *(Macon County Schools)*	Struggling students need hope, especially during some of the hardest years of their lives. As educators, we have the opportunity to see potential in students even when they can't see it themselves. In this session, we'll share the story of a young man whose path changed when educators chose to believe in him, while also taking a practical look at what makes behavior plans truly effective. We'll explore understanding the why behind behavior, choosing meaningful replacement behaviors, matching strategies to student needs, and creating plans that are realistic enough to actually be used in the classroom. Because believing in students matters, but so does giving them the right support and skills to be successful. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 7/8
S50: The Holston Elementary RESET Room: Our Journey in Creating, Implementing, and Improving Safe Learning Environments for All Students	Lesley Fleenor, Leigh Ann Miller, Natalie Pope, Kristie Robinette *(Sullivan County Schools)*	In this session, participants will learn from the team at Holston Elementary School as they share information about their journey in creating a RESET Room to support all students in an effort to preserve instructional opportunities. Participants will gain knowledge of how to implement social-emotional supports, such as self-regulation strategies, healthy coping skills, and de-escalation techniques, all while focusing on helping the whole child be ready to learn. Additionally participants will gain tools and strategies for reflecting on and improving coping skills as a collaborative process. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 9/10

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Block B | Tuesday, September 1, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S78-2: Beyond Labels: The Language of Poverty	Andrea Moore *(Bartlett City Schools)*	This session explores how trauma, chronic stress, environmental factors, communication differences, and developmental challenges can impact behavior, learning, and social interactions. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 11
S17: Educational Stability for Youth in Foster Care	Jackie Jacobson *(Tennessee Department of Education)*	Tennessee has more than 10,000 identified students in foster care. Who are these students? Why are they considered some of our most vulnerable students? Why is educational stability critical to their academic success? In this presentation, we will review relevant research regarding children in foster care, statutory requirements for local education agencies and the child welfare system, the best practices for maintaining educational stability, and the essential collaboration needed with the Department of Children's Services.	Meeting Room 12
S99-2: Co-Teaching With Fidelity: Using Data and Walkthrough Tools to Strengthen Instructional Access for Students With Disabilities	Maya Perry-Smith *(Memphis-Shelby County Schools)*	Two teachers in one room does not guarantee access to grade-level instruction. Learn how one Memphis middle/high school used diagnostic data, a co-teaching walkthrough rubric, and a structured planning protocol to identify where co-teaching was breaking down and rebuild it around specially designed instruction. You will leave with ready-to-use observation tools, a planning framework, and practical steps to strengthen co-teaching fidelity using the staff and resources you already have. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 13

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Block B | Tuesday, September 1, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS120: Growing Tennessee's Educator Workforce: How UT-PLAYS Removes Barriers and Expands Access to Special Education Teacher Preparation	Cheryl Robertson, David Cihak, Amelia Brown, Tara Moore, Cate Smith *(UT-PLAYS)*	Tennessee districts are seeking innovative solutions to educator shortages while investing in professionals already serving their communities. This session highlights the University of Tennessee's UT-PLAYS program, a low-cost, distance education model that helps districts develop highly qualified teachers from within their existing workforce. Participants will learn how UT-PLAYS removes barriers to licensure through flexible programming, district partnerships, and targeted supports that empower aspiring educators while they continue serving students. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 14
S84: Little Engineers, Big Thinkers: Designing STEM Experiences That Support Participation for Every Learner	Emily Frady, Meghan Coyle *(University of Tennessee Knoxville - Center for Learning, Education, and Employment)*	What does participation look like during STEM learning? In this interactive session, participants experience STEM challenges while exploring a practical framework for planning participation before instruction begins. Using student planning profiles representing students with disabilities, English Learners, and students receiving tiered support, participants identify participation considerations and discuss access strategies that maintain learning expectations. Participants leave with practical tools they can use immediately in their own classrooms. *The Tennessee Department of Education does not claim responsibility for the content presented in this session*	Meeting Room 15

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Block B | Tuesday, September 1, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS106: Individualized Learning Plans for Characteristics of Dyslexia (ILP-Ds) Updates and System Walkthrough	Jessica Dainty *(Tennessee Department of Education)*	This session will provide an overview of updates to TN PULSE related to ILP-Ds, including a system walk through of both initial ILP-Ds and annual renewals. A Q&A session will conclude the time.	Meeting Room 16/17
S02: Best Practices in Manifestation Determination Reviews	April Ebbinger, Julie Lane *(Tennessee Department of Education)*	This session will provide essential guidance and best practices for conducting legally sound and educationally appropriate Manifestation Determination Reviews (MDRs). Participants will understand when MDRs are required, the roles and responsibilities of the MDR team, what data/evidence to consider when determining if the misconduct was or was not a manifestation of the student's disability, and what documentation must be completed.	Meeting Room 18/19
S73: Augmentative and Alternative Communication (AAC) Feature Matching	Saskia Splane, Sabina LaClair *(Assistive Technology Project for Education)*	Participants will deepen their understanding of feature matching within the Student, Environment, Tasks, and Tools (SETT) framework and learn how student needs, environments, communication tasks, and tool features inform AAC decision-making. An AAC user will share their perspective on the importance of including the user's voice and preferences in the device selection process. Participants will gain practical feature-matching resources and tools to support AAC assessment and device selection.	Ballroom E

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Block B | Tuesday, September 1, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS111: Better Together: A Facilitator's Guide to Co-Planning for English Learners (Part II)	Raven Cleveland *(Tennessee Department of Education)*	Join TDOE for an interactive Part Two of a two (2) session facilitator's workshop focused on helping educators analyze high-quality instruction through a language lens. Participants will learn a practical process for identifying language demands, anticipating barriers for English Learners, and planning scaffolds that increase access to rigorous instruction in multiple delivery models. Attendees will engage in hands-on workshopping, receive a facilitator's guide, and gain access to TDOE support to redeliver the training in their own schools and districts.	Ballroom F
S28: Designing Transition Instruction That Drives Postsecondary Success	Catherine Bledsoe, Christy Hunt *(Tennessee Department of Education)*	High-quality transition planning begins with intentional instruction. This session guides IEP teams through a structured process for using measurable postsecondary goals (MPSGs), present levels of academic achievement and functional performance (PLAAFP) data, and postsecondary skill expectations to identify instructional needs, design specially designed instruction (SDI), and develop aligned IEP goals and services. Participants will apply the process through guided activities focused on strengthening postsecondary outcomes for students with disabilities.	Ballroom G

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Block C | Tuesday, September 1, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S24: Connecting Present Levels, Goals, Services and LRE for Preschool Children	Amanda Mason, Dolly Gerregano *(Tennessee Department of Education)*	This session focuses on strengthening the alignment between key components of the Individualized Education Program (IEP) for preschool children. Participants will explore how to develop clear, meaningful Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements and use them to inform measurable, developmentally appropriate goals. The session will also examine how to ensure that special education services and supports are directly linked to those goals, while thoughtfully considering the Least Restrictive Environment (LRE).	Meeting Room 3
S59: Stronger Together: Using CIRCLES and Technical Assistance to Build Cohesive Transition Systems in Rural Schools	Jessica Spafford, Dawn Rowe, Justine Hrvatin, Hope Armstong, Joshua Reese *(Loudon County Schools)*	Students with disabilities often experience fragmented transition services that limit post-school success. This session highlights how a rural Tennessee district used the CIRCLES framework and ongoing technical assistance to build a cohesive, collaborative transition system. Learn practical strategies to align IEPs, instruction, and partnerships while expanding work-based learning. Walk away with actionable tools to strengthen communication, clarify roles, and improve outcomes for students. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 4
SS127: Supporting Gifted Education in Rural Settings	Laurie Bruce *(Tennessee Department of Education)*	How can we support students identified as Intellectually Gifted in rural settings? This session will highlight strengths, challenges, and provide suggestions for supporting gifted students. In Tennessee, 78 of 95 counties are identified as rural. I will also share what is going on in TN.	Meeting Room 5

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Block C | Tuesday, September 1, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S33: Building Strong Instructional Partnerships	Jamie Seek, Haley Richardson *(Tennessee Department of Education)*	Effective instructional partnerships don't happen because one educator works harder — they happen because teams work smarter together. This interactive session demonstrates how classroom educators, speech-language pathologists, and interventionists can partner to deliver effective instruction that supports language, literacy, and learning. Participants will unpack real-world examples showing how shared instructional collaboration creates a cohesive support system and strengthens instructional practices.	Meeting Room 6
S83: Elevating Student Success in RTI2 Through Authentic Family-School Partnerships	Kimberly Hale, Pamela Mims, Amanda Witte *(East Tennessee State University)*	Strong family-school partnerships (FSPs) are not just beneficial—they are essential at every level of a Multi-Tiered System of Supports (MTSS). This session highlights Teachers and Parents as Partners (TAPP), an evidence-based, student-focused consultation model designed to weave family-school partnerships into behavioral intervention. Rather than focusing on isolated roles, TAPP strengthens the parent-teacher relationship itself—cultivating mutual trust, open communication, and shared responsibility—to enhance student success across social, emotional, behavioral, and academic domains. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 7/8

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Block C | Tuesday, September 1, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S50-2: The Holston Elementary RESET Room: Our Journey in Creating, Implementing, and Improving Safe Learning Environments for All Students	Lesley Fleenor, Leigh Ann Miller, Natalie Pope, Kristie Robinette *(Sullivan County)*	In this session, participants will learn from the team at Holston Elementary School as they share information about their journey in creating a RESET Room to support all students in an effort to preserve instructional opportunities. Participants will gain knowledge of how to implement social-emotional supports, such as self-regulation strategies, healthy coping skills, and de-escalation techniques, all while focusing on helping the whole child be ready to learn. Additionally participants will gain tools and strategies for reflecting on and improving coping skills as a collaborative process. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 9/10
S45: Sheltered Content that Works: Making Language Instruction Impactful in Sheltered Content Classrooms for English Learners of all Levels.	Andrew Raney *(Rutherford County Schools)*	Many secondary schools are using sheltered content classes as ESL service for English Learners. ESL teachers face many hurdles when balancing content, HQIM, and grade level pacing with language development and ELPA21 preparedness. This session aims to provide best practices and practical applications for ESL teachers using core content courses and materials for language instruction, aimed at promoting student proficiency in grade level content in conjunction with necessary language needs. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 11

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Block C | Tuesday, September 1, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S92: Establishing and Implementing Sustainable Tier 1 Behavior Supports	Richard Bumbalough, Farrah Griffith, Sydney Howard *(White County Schools)*	This session will focus on implementing action steps to sustain effective tier 1 behavior support in your school. Our primary goal is to provide you with visual representations of highly effective and sometimes entertaining action steps our school teams have created with students. It is our hope that you'll return to your school with ideas for creating student content videos, school-wide contests, and reinforcement opportunities for students and staff. We will share shining examples of photos and videos of an elementary and a middle school that implemented and sustained the RTI-B successfully. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 12
S91: Modified Content: Learn it, Build it, Use it	Heather Alexander, Melinda Gibbs, Korry Allen, Jessica Fielden, Kathy Parnell *(Knox County Schools)*	Struggling to determine when and how to modify content for students with disabilities? Join us for an interactive, hands-on session that moves beyond theory and into practice! Learn how to identify the essential skill within a standard, determine the appropriate level of support, and transform grade-level assignments into meaningful learning opportunities. Through real student scenarios, examples, and make-and-take activities, you'll leave with ready-to-use tools, resources, and confidence to create modified content that increases access, engagement, independence, and success. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 13

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2026 Special Education & Student Support Access Conference Session Listing

Block C | Tuesday, September 1, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS120-2: Growing Tennessee's Educator Workforce: How UT-PLAYS Removes Barriers and Expands Access to Special Education Teacher Preparation	Cheryl Robertson, David Cihak, Amelia Brown, Tara Moore, Cate Smith *(UT-PLAYS)*	Tennessee districts are seeking innovative solutions to educator shortages while investing in professionals already serving their communities. This session highlights the University of Tennessee's UT-PLAYS program, a low-cost, distance education model that helps districts develop highly qualified teachers from within their existing workforce. Participants will learn how UT-PLAYS removes barriers to licensure through flexible programming, district partnerships, and targeted supports that empower aspiring educators while they continue serving students. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 14
SS124: Looking Beyond the Learner: Identifying and Removing Barriers to Participation	Meghan Coyle, Emily Frady *(University of Tennessee Knoxville, Center for Learning, Education, and Employment)*	Every classroom includes students with different strengths and needs. In this interactive session, participants will examine a realistic classroom scenario to identify barriers that may affect participation, independence, and access. Through hands-on activities and discussion, attendees will explore practical adjustments to classroom environments, routines, and communication systems. Participants will leave with classroom audit tools, planning resources, and ideas they can use immediately in classrooms, schools, and student support settings. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 15

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Block C | Tuesday, September 1, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS104: Dyslexia-Specific Intervention: Selection, Design, and Implementation Considerations	Jessica Dainty *(Tennessee Department of Education)*	During this session, we will break down the current defined components of what the department requires a dyslexia-specific intervention to be: Explicit, systematic and cumulative, multi-sensory, language-based, and aligned to individual student need. We will walk through key questions LEAs and schools can ask when selecting, designing, and implementing DSI and discuss considerations for both elementary and secondary grades. While no specific programming will be endorsed, attendees should walk away with a deeper familiarity and understanding of what DSI is and what it should look like.	Meeting Room 16/17
S02-2: Best Practices in Manifestation Determination Reviews	April Ebbinger, Julie Lane *(Tennessee Department of Education)*	This session will provide essential guidance and best practices for conducting legally sound and educationally appropriate Manifestation Determination Reviews (MDRs). Participants will understand when MDRs are required, the roles and responsibilities of the MDR team, what data/evidence to consider when determining if the misconduct was or was not a manifestation of the student's disability, and what documentation must be completed.	Meeting Room 18/19
S94: Building Sustainable Assistive Technology (AT) Service Delivery Systems (Panel Session)	Lorri Crockett, Mandy Dockery, Rebecca Barr, Lori Watson *(Assistive Technology Project for Education)*	This session explores practical strategies for building sustainable AT service delivery systems through distributed knowledge, clear procedures, collaborative teaming, and ongoing capacity-building. Examining multiple district AT systems, participants will examine how their district can strengthen implementation, reduce dependence on single “AT experts,” and create systems that support long-term student access and participation. Case studies will be provided from multiple school districts to share how they are building sustainable AT service delivery systems. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Ballroom E

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Block C | Tuesday, September 1, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS113: Modifications: What, Why, and How	Alison Gauld *(Tennessee Department of Education)*	The Individuals with Disabilities Education Act requires IEP teams to consider program modifications as needed for students to access standards-based instruction and make progress. However, there is limited guidance to help IEP teams determine what a program modification is, how to select the modification(s), and how to implement them. This session will define modifications in relation to instruction, services, accommodations, and supports using a metaphor, case study, and frequently asked questions.	Ballroom F
S29: SDI From Vague to Visible: What It Looks Like Inside Real Instruction	Christy Hunt, Angela Long, Shea Hennessee *(Tennessee Department of Education)*	Specially Designed Instruction (SDI) is often described in vague or compliance-driven language, leaving educators asking: What does SDI actually look like during instruction? This interactive session uses real ELA and math classroom scenarios to help participants identify SDI embedded within Tier I instruction and HQIMs. Attendees will analyze barriers to learning, distinguish SDI from accommodations and interventions, and connect disability-related needs to observable instructional practices that preserve rigor and improve access to grade-level learning.	Ballroom G

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Block D | Tuesday, September 1, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S25: Improving Preschool Outcomes with Targeted Specially Designed Instruction	Amanda Mason, Colleen Van Dyke *(Tennessee Department of Education)*	This session focuses on using targeted, high-quality specially designed instruction (SDI) to improve outcomes for preschool children with disabilities. Participants will explore how to identify individual learning needs based on assessment data and translate those needs into intentional, developmentally appropriate instructional strategies. Through examples and practical applications, the session will highlight how to embed SDI within everyday routines, activities, and inclusive classroom settings.	Meeting Room 3
S40: Autism Evaluations and IEPs: Avoiding Common Errors and Strengthening Outcomes	Amanda Hardin *(University of Tennessee at Chattanooga)*	Autism evaluations and IEP development are complex responsibilities for school psychologists, special educators, and multidisciplinary teams, especially as autism presentations and student needs become more diverse. These challenges can lead to errors in assessment and educational planning, resulting in inaccurate conclusions and ineffective interventions. This session explores common pitfalls in autism evaluations and IEP development and provides practical, evidence-based strategies for improving assessment practices, creating meaningful goals, and strengthening student outcomes. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 4
S85: Inclusion Isn't a Place	Rachel Hays *(Bradford Special School District)*	Making Specially Designed Instruction Work in Real Classrooms. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 5

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Block D | Tuesday, September 1, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS108-2: Ensuring Success for ALL Students	Haley Richardson *(Tennessee Department of Education)*	Question and Answer Session supporting the release of the TN-FSS, the updated RTI2-A Manual(s), and the updated RTI2-B Manual	Meeting Room 6
S21: Bridging Compliance and Best Practice through Systematic IEP Audit Reviews and Procedural Clarity	Angela Adams, Michael Zachary, Jenea Jackson *(Tennessee School for the Blind)*	This session explores the Tennessee School for the Blind (TSB) journey from a reactive monitoring culture to a proactive support model. By establishing district-wide expectations and a standardized, state-aligned IEP Audit Rubric, TSB removed guesswork for staff and built a clear roadmap for IDEA compliance. Whether you manage 50 IEPs or 5,000, you'll leave with actionable, scalable strategies to confidently bridge the gap between compliance and best practice and elevate your district's outcomes! *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 7/8

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Block D | Tuesday, September 1, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S49: The Digital Document Lab: Crafting Accessible Materials That Work for Every Learner	Kimberly Cing *(Rutherford County Schools)*	Step into The Digital Document Lab and discover how small design choices can unlock big accessibility wins for students. In this fast-paced, hands-on session, you'll learn why Word documents beat PDFs, how to use OCR magic built right into your device, and how the SLIDE framework can make every resource clearer, cleaner, and more inclusive. Walk away with practical strategies you can apply tomorrow—because accessibility isn't extra… it's excellent teaching. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 9/10
S45-2: Sheltered Content that Works: Making Language Instruction Impactful in Sheltered Content Classrooms for English Learners of all Levels.	Andrew Raney *(Rutherford County Schools)*	Many secondary schools are using sheltered content classes as ESL service for English Learners. ESL teachers face many hurdles when balancing content, HQIM, and grade level pacing with language development and ELPA21 preparedness. This session aims to provide best practices and practical applications for ESL teachers using core content courses and materials for language instruction, aimed at promoting student proficiency in grade level content in conjunction with necessary language needs. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 11

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Block D | Tuesday, September 1, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS109: Providing Access for Each and Every Learner: Leveraging the Launch and Just-in-Time Scaffolding for Secondary Learners	Erica Rayburn, Charles Weems *(Hamilton County Schools)*	High-Quality Instructional Materials are central to student learning. While using on-grade level, standards-based curriculum is essential for equitable student learning, it is not enough on its own. We must ensure all students can meaningfully access the learning. Come explore how to effectively launch lessons so every student can engage productively. Learn how and when to use just-in-time scaffolding to support or deepen understanding without lowering expectations. You'll leave with practical strategies and routines to implement immediately, as well as materials to redeliver this training. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 12
S91-2: Modified Content: Learn it, Build it, Use it	Heather Alexander, Melinda Gibbs, Korry Allen, Jessica Fielden, Kathy Parnell *(Knox County Schools)*	Struggling to determine when and how to modify content for students with disabilities? Join us for an interactive, hands-on session that moves beyond theory and into practice! Learn how to identify the essential skill within a standard, determine the appropriate level of support, and transform grade-level assignments into meaningful learning opportunities. Through real student scenarios, examples, and make-and-take activities, you'll leave with ready-to-use tools, resources, and confidence to create modified content that increases access, engagement, independence, and success. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 13

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Block D | Tuesday, September 1, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S96: Collaborating across Programs: Strategies for Effective Interdisciplinary Partnerships for Complex Learners	Danna Conn, Janea Johnston, Katie Overby *(TN DeafBlind)*	Join Us for a Powerful, Statewide Look at Supporting Complex Learners! This joint presentation from the Early Interventionist and the Tennessee DeafBlind Project will showcase the value of interdisciplinary collaboration in supporting complex learners across the state. Participants will learn practical strategies for partnering across programs and professional roles to ensure that children and their families receive comprehensive, individualized support—from early identification through ongoing educational services. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 14
S38: High-Leverage Strategies to Accelerate Vocabulary and Empower ELs	Dr. Sarah Chumney *(Murfreesboro City Schools)*	Empowering multilingual learners begins with giving them the tools to access, use, and retain academic language with confidence. In this session, participants will explore high-leverage strategies and scaffolds designed to accelerate vocabulary development for ESL students across content areas. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 15

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Block D | Tuesday, September 1, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S76: Back to the Future with AI: Where Speech is King, Dyslexia "Disappears," and Everyone Builds on Their Strengths	Mike Matvy *(Knox County)*	Explore AI's revolutionary role in language through the lived experience of a retired school psychologist who thrives with severe dyslexia. He chronicles his journey, shares where we are, and presents a vision for what's next. Spoken language was all that was needed for 100,000 years before print. Now, AI brings us back to it, removing barriers, and making dyslexia a minor difference. Discover how to shift educational focus to cultivate inherent strengths like judgment, creativity, and ethics, and prepare students for a future where their strengths will become the backbone of a new AI world. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 16/17
S93: Let's Talk About It: Strategies to Promote Student Discourse and Get ELs Talking	Anna Brainerd *(Hamilton County)*	Have students that participate but rarely speak? Or one student is the only one who answers? How do you engage students in the lowest proficiency levels in the conversation? In this session, we will discuss strategies that get students speaking no matter if it is their first day or thousandth day in the United States. The four strategies presented will be things you can implement the next day in your own classroom! As an ESL teacher, these are strategies that I regularly use that require minimal preparation and are easy to incorporate into what you already do. Let's Talk About It! *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 18/19

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Block D | Tuesday, September 1, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S81-2: Building Capacity for Inclusive Systems: A Leadership Roadmap	Joe Graham, Sarah Chapel *(TRIAD The Autism Institute at Vanderbilt Kennedy Center)*	Transform your school from compliance to authentic, sustainable inclusion. Designed for leaders, this session integrates IDEA data, implementation science, and practical tools to strengthen schoolwide systems. Attendees will learn to evaluate environments, proactively support student success, and build staff capacity towards implementing inclusive practices using TRIAD resources. Grounded in a statewide model, outcomes indicate that 88% report improved practices, 82% report improved strategies, and 78% report improved student outcomes within one month of TRIAD trainings. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Ballroom E
SS129: Using Dynamic Learning Maps (DLM) to Plan Instruction	Alison Gauld *(Tennessee Department of Education)*	Dynamic Learning Maps (DLM) is an alternate assessment, formative assessment, and instructional planning tool. Self-contained special education teachers are responsible for the planning and delivery of instruction in ELA, math, science, and social studies for any student whose least restrictive environment is the special education setting. This is a great responsibility. The DLM resources can help reduce the workload for the teacher. The instructional resources include a standards crosswalk, differentiation based on the students' profiles, a scope and sequence for the instruction to build complex thinking and learning, and connection to supporting materials. This session will walk through the resources and how to use them to streamline lesson preparation while bridging to the instruction occurring in the general education setting.	Ballroom F

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Block D | Tuesday, September 1, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S37: Creating Change: Four High-Leverage Behavior Strategies	Samantha Wagner, Dr. Katie Fann, Ashley Stamps *(Rutherford County Schools)*	Join us as we explore our journey through the development of a behavior focused school serving students first through eighth grade using practical insights and proven strategies. We will share our program model for creating a seamless procedure for entrance, structure while with us, and a collaborative transition back to students' school of zone. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Ballroom G

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Block E | Wednesday, September 2, 2026 | 8:15 a.m. - 9:30 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S09: More Than Numbers: Understanding and Using Speech and Language Data	Jamie Seek *(Tennessee Department of Education)*	Educators and specialists often collect large amounts of speech and language data, but knowing how to interpret the data is key to supporting student success. This session breaks down the essential components of speech and language data. Attendees will learn how to recognize patterns, spot red flags, and use data to inform instruction, intervention, and collaboration with classroom teachers.	Meeting Room 3
S95: Ensuring Access to Learning for All Students Through Inclusive Practices: Multilingual and Exceptional Education Students	Kelley Kirk, Dana Bridges, Beth Vanderpool *(Hamilton County)*	Participants will engage in an immersive learning experience that reflects the challenges and opportunities students encounter every day. Through interactive activities, educators will explore evidence-based strategies for differentiating instruction, scaffolding activities, and creating inclusive learning environments that provide equitable access for all elementary students. Participants will leave with practical, ready-to-use strategies that promote language growth, increase academic success, and ensure every student has meaningful opportunities to engage in rigorous learning. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 4
S51: Threat Assessments and Safety Plans: A Proactive Approach to Safer Schools	Crystal Shields, Rachael Wrye *(Rutherford County Schools)*	As school safety remains a dynamic and evolving priority, this presentation will explore best practices in conducting Threat Assessments and developing effective Safety Plans. The session will equip participants with a deeper understanding of the purpose, process, and critical importance of these tools in maintaining a safe school environment. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 5

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Block E | Wednesday, September 2, 2026 | 8:15 a.m. - 9:30 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S55: Using Special Ed Connection and DirectSTEP to Maximize Your Time and Effort	Kelly Whiting *(LRP Media Group)*	Did you know that TDOE provides every LEA in the state with free access to Special Ed Connection and DirectSTEP eLearning? During this session you will learn all the ways that these valuable resources can be used to ensure you and your staff are meeting IDEA, 504 and other mandates; and students receive appropriate services. You'll also discover how these tools can be used for in-house professional development and staff training, saving you time and effort! *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 6
S23: Reaching Every English Learner: Practical Classroom Scaffolded Strategies	Terah Pring, Meghan Vigil *(Rutherford County Schools)*	This session for all K–12 educators and administrators explores effective scaffolding strategies. These strategies include activating prior knowledge, text engineering, refining meaning through word relationships, QSSSA, and PWIM to differentiate instruction for English Learners. Participants will leave with practical tools that can be used in any classroom. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 7/8

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Block E | Wednesday, September 2, 2026 | 8:15 a.m. - 9:30 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S80: Breaking Silos in Special Populations: What Visual Thinking by Temple Grandin Taught Our District	Emily Davis, Dr. Ashli Lamons *(Rutherford County Schools)*	Collaboration across special populations is often rooted in a shared desire to support students, yet departments frequently operate through separate systems, meetings, and professional learning structures. This session shares how one district used Temple Grandin's Visual Thinking to spark collaboration across ESL, RTI², and Special Education teams through a shared book study centered on accessibility and learner support. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 9/10
SS108-3: Ensuring Success for ALL Students	Haley Richardson *(Tennessee Department of Education)*	Question and Answer Session supporting the release of the TN-FSS, the updated RTI2-A Manual(s), and the updated RTI2-B Manual	Meeting Room 11
S58: Scaffold Up, Not Down: Building Pathways, Not Barriers for Multilingual Learners	Jan Zuehlke *(Washington County Schools)*	High-quality instructional materials are only effective when multilingual learners can access and engage with grade-level content. This interactive session explores how educators can embed language supports into instruction while maintaining rigor and high expectations. Participants will examine practical scaffolding strategies, analyze classroom examples, and redesign assignments to increase access without lowering standards. Attendees will leave with tools to support multilingual learners and create pathways to future opportunities. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 12

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Block E | Wednesday, September 2, 2026 | 8:15 a.m. - 9:30 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S68: Underperforming, Twice Exceptional (2e), and ESL Gifted and Talented Students: Using data, observation, and curriculum to identify and support advanced learners.	Emily Graves, Irma Fairweather *(Williamson County Schools)*	Underperforming, Twice Exceptional (2e), and English Language Learners (ESL) may benefit from Gifted strategies and targeted supports within both the general education classroom and pull-out services. Through the intentional use of data, observation, and curriculum-based measures, educators can more effectively identify advanced learners. This approach helps uncover and nurture potential in students whose abilities may otherwise remain unrecognized, enabling them to move beyond barriers that often go unnoticed. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 13
S71: Writing with Adolescent ML Students: Promising Avenues for Growth Based on Research	Caitlyn Osborne Parris *(Rutherford County Schools)*	Though research on writing with adolescent multi-lingual learners is nascent, and writing, as a non-constrained skill, often resists clear quantification, there are multiple avenues of research that appear promising. As adolescent English learners have less time in the school system, and writing is an important tool for higher education, everyday life, and self-advocacy, the need to provide teachers with reliable methods for increasing EL students' writing abilities is tantamount. This session explores foundational, recent, and future research, as well as strategies that can be immediately. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 14

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Block E | Wednesday, September 2, 2026 | 8:15 a.m. - 9:30 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S93-2: Let's Talk About It: Strategies to Promote Student Discourse and Get ELs Talking	Anna Brainerd *(Hamilton County)*	Have students that participate but rarely speak? Or one student is the only one who answers? How do you engage students in the lowest proficiency levels in the conversation? In this session, we will discuss strategies that get students speaking no matter if it is their first day or thousandth day in the United States. The four strategies presented will be things you can implement the next day in your own classroom! As an ESL teacher, these are strategies that I regularly use that require minimal preparation and are easy to incorporate into what you already do. Let's Talk About It! *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 15
S38-2: High-Leverage Strategies to Accelerate Vocabulary and Empower ELs	Dr. Sarah Chumney *(Murfreesboro City Schools)*	Empowering multilingual learners begins with giving them the tools to access, use, and retain academic language with confidence. In this session, participants will explore high-leverage strategies and scaffolds designed to accelerate vocabulary development for ESL students across content areas. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 16/17
SS118: Roots to Results: Growing Strong IDEA Data Practices	Zachary Stone, Heather Anderson *(Tennessee Department of Education)*	From roots to results, strong IDEA systems grow from strong data practices. This session explores how IDEA general supervision, APR monitoring, and special education data collection and reporting requirements connect to the work happening in LEAs every day. Participants will explore statewide APR trends and how accurate, reliable data support compliance, reveal patterns and opportunities for improvement, and help leaders make more intentional decisions that strengthen systems and improve outcomes for students with disabilities.	Meeting Room 18/19

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Block E | Wednesday, September 2, 2026 | 8:15 a.m. - 9:30 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S72-2: Accelerating Retention of Sped/ML Educators in TN	Serena Sayles, Erica Stenstrom *(Diverse Learners Cooperative)*	Teacher retention is declining nationwide, especially among special education and ESL educators. This session shares findings from a Tennessee statewide study by the Diverse Learners Cooperative exploring why educators enter, stay in, or leave these roles. Participants will examine a practitioner-informed retention framework focused on supportive leadership and teams, professional growth, specialized resources, manageable caseloads, and equitable compensation. Attendees will leave with actionable strategies and tools to strengthen educator support and improve student outcomes. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Ballroom E
SS110-2: Better Together: A Facilitator's Guide to Co-Planning for English Learners (Part I)	Raven Cleveland *(Tennessee Department of Education)*	Join TDOE for an interactive two (2) session facilitator's workshop focused on helping educators analyze high-quality instruction through a language lens. Participants will learn a practical process for identifying language demands, anticipating barriers for English Learners, and planning scaffolds that increase access to rigorous instruction in multiple delivery models. Attendees will engage in hands-on workshopping, receive a facilitator's guide, and gain access to TDOE support to redeliver the training in their own schools and districts. Session attendees are encouraged to pick up a copy of Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners from the Educator Appreciation Item Pick-Up Station. This book will be utilized during this session.	Ballroom F
S03: Restraint and isolation: What does the law require?	April Ebbinger, Julie Lane *(Tennessee Department of Education)*	This session provides an overview of restraint and isolation practices in Tennessee under the Special Education Behavioral Supports Act, focusing on legal definitions, allowable use, and required safeguards. Participants will learn when these interventions may be used in emergency situations and the documentation, notification, and training requirements for compliance. Emphasis is placed on proactive, evidence-based strategies to prevent crises and reduce reliance on restraint and isolation.	Ballroom G

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Block F | Wednesday, September 2, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S62: Tests, Measures, and Data Oh My!	Amanda Smith, Robyn Scarlett *(Knox County Schools)*	Using a student caseload as a framework, participants will engage in an interactive discussion to explore the decision-making process for selecting appropriate standardized assessments. The definition and various types of standardized testing will be reviewed and applied to case examples from the student caseload. Resources and tools that support the identification and selection of appropriate standardized assessments will also be provided to attendees to use in their daily practice. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 9/10
S18: Kids are More than Categories: A Dialectical Approach to Understanding and Serving Diverse Learners	Rachel Gay *(Lakeland School System)*	This session will discuss neurodivergent characteristics, examples of learner profiles, discussion of how a category/classification/label doesn't dictate the program or outcome for a student, ideas for environmental supports, and looking at all of our kids through an asset-based lens. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 4

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Block F | Wednesday, September 2, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S51-2: Threat Assessments and Safety Plans: A Proactive Approach to Safer Schools	Crystal Shields, Rachael Wrye *(Rutherford County Schools)*	As school safety remains a dynamic and evolving priority, this presentation will explore best practices in conducting Threat Assessments and developing effective Safety Plans. The session will equip participants with a deeper understanding of the purpose, process, and critical importance of these tools in maintaining a safe school environment. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 5
S69: Visual Supports That Work: From Understanding to Meaningful Participation in Inclusive Settings	Jennifer Cook, Amy Callender, Missy Drinnon *(Tennessee Technological University)*	Students with low-incidence disabilities often need additional supports to access instruction, communicate their needs, and contribute meaningfully alongside their peers. In this interactive make-and-take session, participants will explore practical visual supports that help students know what to do, tell others what they need, and contribute in inclusive settings. Through real-world examples and hands-on creation, attendees will leave with ready-to-use templates, implementation ideas, and visual supports they can immediately adapt for their own students. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 6

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Block F | Wednesday, September 2, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S60: Supporting Reading Materials for Students Who are Deaf and Hard of Hearing	Judi Ann Pate, Kim Baggett (*West Tennessee School for the Deaf*)	This session will explore effective ways to support reading development for Deaf and Hard of Hearing students using supporting reading materials, accessible resources, and instructional strategies aligned with grade-level standards. Participants will examine how to maintain access to rigorous, standards-based content while using adaptations that strengthen comprehension, vocabulary development, and language access. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 7/8
S46: Support for SLPs Serving Small/Sparse School Systems (S7): A Regulatory and Educational Collaboration	Jamie Seek (*Tennessee Department of Education)*	Support for SLPs Serving Small/Sparse School Systems (S7) is a 5 year grant funded by the TDOE, with a goal of educating 20 highly qualified SLPs from ETSU who commit to working in small or sparsely populated school systems in Tennessee. The graduate program includes electives and practice designed to broaden the knowledge and experience for school-based practice. The scholarships will reduce financial barriers for SLP graduate students while providing mentorship, networking, research opportunities, and professional development resources for rural school systems. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 3

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Block F | Wednesday, September 2, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S63-2: The "Tennessee Standard": A Vision for Blind and Low Vision Services	Allen Huang (*Tennessee School for the Blind*)	In this presentation, Dr. Allen Huang, Director of Statewide Services at the Tennessee School for the Blind, will provide an update on the state of blind and low vision services in Tennessee as well as a vision for a "Tennessee Standard" for high-quality vision services. Attendees will learn about the stakeholders involved within this "Tennessee Standard" and how, through their collective efforts, students who are blind and low vision can receive high-quality vision services wherever they live in the state. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 11
S88: Managing the IEP Metronome: An Admin's Guide to Keeping Staff on Beat and On Time	Kathy Parnell, Dr. Candace Greer (*Gibbs Middle School*)	Special education compliance isn't a one-time sprint; it's a continuous, rhythmic cycle. Keeping up with high-stakes timelines while managing a chaotic school day can feel like trying to conduct an orchestra where everyone is playing a different song. Missing a beat means facing compliance violations and legal risks. In this session, you will learn to transition from "crisis mode" to a proactive system of compliance. We will explore strategies for setting a predictable tempo in your building, streamlining communication, and monitoring special education staff without micromanaging. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 12

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Block F | Wednesday, September 2, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S68-2: Underperforming, Twice Exceptional (2e), and ESL Gifted and Talented Students: Using data, observation, and curriculum to identify and support advanced learners.	Emily Graves, Irma Fairweather (*Lipscomb Elementary School*)	Underperforming, Twice Exceptional (2e), and English Language Learners (ESL) may benefit from Gifted strategies and targeted supports within both the general education classroom and pull-out services. Through the intentional use of data, observation, and curriculum-based measures, educators can more effectively identify advanced learners. This approach helps uncover and nurture potential in students whose abilities may otherwise remain unrecognized, enabling them to move beyond barriers that often go unnoticed. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 13
SS106-2: Individualized Learning Plans for Characteristics of Dyslexia (ILP-Ds) Updates and System Walkthrough	Jessica Dainty *(Tennessee Department of Education)*	This session will provide an overview of updates to TN PULSE related to ILP-Ds, including a system walk through of both initial ILP-Ds and annual renewals. A Q&A session will conclude the time.	Meeting Room 14
SS113-2: Modifications: What, Why, and How	Alison Gauld (*Tennessee Department of Education)*	The Individuals with Disabilities Education Act requires IEP teams to consider program modifications as needed for students to access standards-based instruction and make progress. However, there is limited guidance to help IEP teams determine what a program modification is, how to select the modification(s), and how to implement them. This session will define modifications in relation to instruction, services, accommodations, and supports using a metaphor, case study, and frequently asked questions.	Meeting Room 15

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Block F | Wednesday, September 2, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S01: Tools to Support IDEA Equitable Services	Michelle Harless *(Tennessee Department of Education)*	This session reviews IDEA Part B and IDEA Preschool equitable services for parentally placed private school students with disabilities. LEA staff will explore legal requirements, Child Find, meaningful consultation, proportionate share, service delivery, and fiscal responsibilities, with added clarification for preschool scenarios. Real-world examples and new TDOE tools will support compliant, effective implementation.	Meeting Room 16/17
SS118-2: Roots to Results: Growing Strong IDEA Data Practices	Zachary Stone, Heather Anderson *(Tennessee Department of Education)*	From roots to results, strong IDEA systems grow from strong data practices. This session explores how IDEA general supervision, APR monitoring, and special education data collection and reporting requirements connect to the work happening in LEAs every day. Participants will explore statewide APR trends and how accurate, reliable data support compliance, reveal patterns and opportunities for improvement, and help leaders make more intentional decisions that strengthen systems and improve outcomes for students with disabilities.	Meeting Room 18/19

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Block F | Wednesday, September 2, 2026 | 9:45 a.m. - 11:00 a.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S28-2: Designing Transition Instruction That Drives Postsecondary Success	Catherine Bledsoe, Christy Hunt *(Tennessee Department of Education)*	High-quality transition planning begins with intentional instruction. This session guides IEP teams through a structured process for using measurable postsecondary goals (MPSGs), present levels of academic achievement and functional performance (PLAAFP) data, and postsecondary skill expectations to identify instructional needs, design specially designed instruction (SDI), and develop aligned IEP goals and services. Participants will apply the process through guided activities focused on strengthening postsecondary outcomes for students with disabilities.	Ballroom E
SS111-2: Better Together: A Facilitator's Guide to Co-Planning for English Learners (Part II)	Raven Cleveland *(Tennessee Department of Education)*	Join TDOE for an interactive Part Two of a two (2) session facilitator's workshop focused on helping educators analyze high-quality instruction through a language lens. Participants will learn a practical process for identifying language demands, anticipating barriers for English Learners, and planning scaffolds that increase access to rigorous instruction in multiple delivery models. Attendees will engage in hands-on workshopping, receive a facilitator's guide, and gain access to TDOE support to redeliver the training in their own schools and districts.	Ballroom F
S04: Top 10 Tips to Prevent Dispute Resolutions Related to Reevaluations	April Ebbinger, Julie Lane *(Tennessee Department of Education)*	This session reviews federal and state regulations governing the reevaluation process, including requirements under the Individuals with Disabilities Education Act and applicable state guidance. Participants will analyze the top ten practical tips for completing compliant, high-quality reevaluations. The session will also highlight common pitfalls and how to avoid them to ensure defensible decision-making.	Ballroom G

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Block G | Wednesday, September 2, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS117: Collaborative Goal Writing for Individualized Education Programs (IEPs) (Panel Session)	Jamie Seek, Sabina LaClair, Diane McCluskey, Lorrie Crockett *(Tennessee Department of Education)*	The IEP process is a collaborative one. That collaboration can also be reflected through student IEP goals and services. Collaborative IEP goals, shared across disciplines, environments, and instructional partners, are one of the most powerful ways to improve student outcomes, strengthen team cohesion, and ensure services are delivered in the most natural and functional contexts. This interactive session will help participants understand how to write and implement collaborative IEP goals through a panel discussion.	Meeting Room 3
S15: IDEA Oversight 101: Budgeting Funds, Ensuring Compliance, and Supporting Students with Disabilities	Jamie Eldridge, Melanie Lamberson, Janet Michelle Mansfield *(Tennessee Department of Education)*	Is your LEA identified with significant disproportionality and required to implement Comprehensive Coordinated Early Intervening Services (CCEIS)? This session will decode the key elements of CCEIS, providing you with a practical roadmap for effective oversight and implementation. We'll walk through essential definitions, clarify allowable activities and expenditures, and explore strategies for tracking key components — including students served, use of funds, personnel, data, and professional development.	Meeting Room 4
S87: From Label to Design: Using a Barrier Identification Protocol to Drive SDI Decisions	Tiffany Galloway, Meredith Pasake, Christy Hunt *(Blue Engine)*	Too often, SDI is assigned by disability category rather than designed from evidence. This interactive session introduces the Disability-Based Barrier Identification Protocol — a practitioner tool that moves IEP case managers from vague labels to precise, designable barrier statements. Participants will apply a two-protocol sequence — disability profile → instructional demand mapping → SDI design — using real student vignettes. Walk away with a concrete process and a working tool you can use in your next IEP.	Meeting Room 5

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Block G | Wednesday, September 2, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S39: Improving Functional Behavior Assessments and Behavior Intervention Plans	Michelle Hopton (*VKC TRIAD/TN-TAN Partner*)	Learn how to use the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) process to provide behavior support that is compliant, effective, and ethical. This session will include a detailed review of the State FBA/BIP rubric and an orientation to materials from TRIAD, including FBA and BIP forms, an ABC data collection form, a Basic Behavior Intervention Menu, and a Staff Training Plan template. Join us to get tips to save time, avoid common errors, and maximize the effectiveness of FBAs and BIPs. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 6
S60-2: Supporting Reading Materials for Students Who are Deaf and Hard of Hearing	Judi Ann Pate, Kim Baggett (*West Tennessee School for the Deaf*)	This session will explore effective ways to support reading development for Deaf and Hard of Hearing students using supporting reading materials, accessible resources, and instructional strategies aligned with grade-level standards. Participants will examine how to maintain access to rigorous, standards-based content while using adaptations that strengthen comprehension, vocabulary development, and language access. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 7/8

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Block G | Wednesday, September 2, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S44: Reconnecting At-Risk Students: Building A Secondary RTI² System That Works	Joy Bowser (*Arlington Community Schools*)	Secondary schools face unique challenges when implementing RTI². Complex schedules, attendance concerns, behavior needs, and varying academic deficits often make intervention difficult to sustain. This session explores practical strategies for identifying at-risk students early, creating effective intervention structures, implementing Tier II and Tier III supports, and building a culture where every student is known and supported. Participants will leave with actionable tools, scheduling ideas, and implementation strategies for strengthening RTI² in middle and high schools *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 9/10
S89: Building Success Through Inclusion, Community, and Data-Driven Instruction	Dr. Renee C. Meeks, Brooke Nichols (*Sea Isle Elementary School*)	Discover how a schoolwide commitment to inclusion, meaningful community partnerships, and data-driven instructional practices can transform outcomes for all learners. This session highlights practical strategies that support students with diverse needs while fostering belonging, academic growth, and equitable access to high-quality instruction. Participants will leave with actionable tools, real-world examples, and a framework for creating systems that promote success for every student. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 11

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Block G | Wednesday, September 2, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S82: Crossing the Bridge Together: How ESL, ELA, and Math Coaches Use ELPA Crosswalks to Strengthen Core Instruction	Penny Bowman, Rebecca Rezney, Kayla Satterfield (*Putnam County Schools*)	Putnam County Schools utilizes the English Language Proficiency Assessment (ELPA) Crosswalks as a strategic tool to ensure English Learners (ELs) have equitable access to grade-level content while simultaneously developing academic language. A key component of this work is the collaboration among the district's ESL, ELA, and Mathematics instructional coaches. These instructional leaders work alongside classroom teachers to analyze standards, identify language demands, and develop instructional strategies that support both content mastery and language acquisition. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 12
S26: Growing Expertise from Within: Retention and Capacity Building in School-Based Speech Language Services	Angela Shofner, Emily Wright, Lindsey Eldridge, Tonja Moore (*Rutherford County Board of Education*)	Retaining special education service providers remains a nationwide challenge. In response, our district's speech-language pathology team has developed innovative, sustainable strategies to support students while building staff capacity from within. This session highlights practical approaches that promote collaboration, professional growth, and long-term team sustainability. Participants will explore adaptable capacity-building strategies that strengthen service delivery, support providers, and improve student outcomes. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 13

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Block G | Wednesday, September 2, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S49-2: The Digital Document Lab: Crafting Accessible Materials That Work for Every Learner	Kimberly Cing (*Rutherford County Special Education Department*)	Step into The Digital Document Lab and discover how small design choices can unlock big accessibility wins for students. In this fast-paced, hands-on session, you'll learn why Word documents beat PDFs, how to use OCR magic built right into your device, and how the SLIDE framework can make every resource clearer, cleaner, and more inclusive. Walk away with practical strategies you can apply tomorrow—because accessibility isn't extra… it's excellent teaching. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 14
S32: Building a Mental Health Toolbox for Schools: Practical Strategies for Student Wellbeing	Jaime Grammer, Elizabeth Davis *(Tennessee Department of Education)*	This session provides actionable strategies to support student mental health through a comprehensive "toolbox" approach. Participants will learn what a mental health toolbox is, why it matters, and how to implement it effectively in classrooms and school-wide settings. Attendees will explore how these tools fit within a tiered system and receive practical tips for introducing and sustaining mental health practices. Interactive activities and ready-to-use resources will empower participants to create safe, supportive environments that foster resilience and well-being for all students.	Meeting Room 15

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Block G | Wednesday, September 2, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S57: When You're the Only Adult in the Room: SDI for General Educators	Emily Blevins, Tishona Lowe (*Access for All Learning Network*)	Support personnel are often shared across classrooms and responsible for many different tasks, leaving general education teachers as the primary implementers of specially designed instruction (SDI). This session provides leaders with a practical approach for coaching teachers to connect IEP goals to instructional decisions. Participants will learn to identify hidden barriers within Tier 1 instruction, use IEP goals as instructional clues, and support teachers in embedding SDI without changing standards, lowering rigor, or creating separate lessons. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 16/17
S10: From Student Work to Language Goals: Using ELPA Proficiency Level Descriptors with Purpose	Meghan Vigil, Lauren Crutchfield (*ESL Department*)	Learn how to set targeted goals for ESL students using their writing and speaking work. This session shows how to align goals with PLDs and ELPA21 standards and provides strategies to support students in reaching them. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 18/19
SS121: Part 1: ILP Development: Creating the ILP Referral and ILP Eligibility	Joann Runion *(Tennessee Department of Education)*	Please join this "how to" session that will walk participants through creating the ILP Referral and ILP Eligibility events in the student history for students needing a K-12 or T1-T2 ILP. This session will start with participants creating the ILP Referral and ILP Eligibility needed in the student history. Together, we will look at test students in PULSE and complete the first part of the ILP process	Ballroom E

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Block G | Wednesday, September 2, 2026 | 11:15 a.m. - 12:30 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S56: When a Student Tells You "No": Refusal and Behavioral Regulation in the Classroom	Bethany Creech (*Vanderbilt Kennedy Center*)	Refusal is a common challenge that teachers and staff face in classrooms. While the majority of students willingly cooperate with most activities, instructions, and transitions, nearly every classroom will have at least one student who struggles with this to some degree. If refusal is frequent and often leads to behavioral escalation, it can significantly disrupt the classroom dynamic. This session will present a strategy and way of thinking about refusal that can lead to better outcomes for students and teachers who are dealing with this particular obstacle. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Ballroom F
S80-2: Breaking Silos in Special Populations: What Visual Thinking by Temple Grandin Taught Our District	Emily Davis, Dr. Ashli Lamons (*District Office*)	Collaboration across special populations is often rooted in a shared desire to support students, yet departments frequently operate through separate systems, meetings, and professional learning structures. This session shares how one district used Temple Grandin's Visual Thinking to spark collaboration across ESL, RTI^2, and Special Education teams through a shared book study centered on accessibility and learner support. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Ballroom G

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Block H | Wednesday, September 2, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S74: Alternative Access Considerations	Diane McCluskey *(Assistive Technology Project for Education)*	This presentation explores the critical role of alternative access in ensuring students with disabilities can fully participate in their educational programming. Participants will examine factors teams need to consider, with a focus on positioning, that influences student performance and success with alternative access. Through discussion and scenario-based activities, participants will apply best practices for evaluating alternative access options and develop strategies for considering individualized access needs across educational settings.	Meeting Room 3
S16: CCEIS Decoded	Jamie Eldridge, Melanie Lamberson, Janet Michelle Mansfield *(Tennessee Department of Education)*	Is your LEA identified with significant disproportionality and required to implement Comprehensive Coordinated Early Intervening Services (CCEIS)? This session will decode the key elements of CCEIS, providing you with practical guidelines for effective oversight and implementation. We'll walk through essential definitions, clarify allowable activities and expenditures, and explore strategies for tracking key components — including students served, use of funds, personnel, data, and professional development.	Meeting Room 4
SS103: Building Instructional Coherence for Students with Disabilities: Identifying the Conditions for High-Quality Specially Designed Instruction (SDI)	Christy Hunt, Katie Ward *(Tennessee Department of Education)*	In this interactive session, participants will explore three key implementation pillars and engage in a statewide root cause analysis to identify barriers, opportunities, and conditions necessary for successful implementation. Through structured discussion and feedback protocols, educators, administrators, and support personnel will help shape the future direction of this work and inform statewide supports designed to improve outcomes for students with disabilities.	Meeting Room 5

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Block H | Wednesday, September 2, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S70: Work Smarter, Not Harder: Practical Ways to Leverage AI in the Special Education Classroom	Amy Callender, Jennifer Cook, Missy Drinnon *(Tennessee Technological University)*	Special educators wear many hats each day, balancing instruction, behavior support, documentation, collaboration, and individualized planning—often within limited time. This session explores practical and ethical ways to use AI to streamline workflow while maintaining meaningful, student-centered practices. Learn how AI can support differentiating lessons, accommodations, behavior supports, visual schedules, summarizing lengthy text, social stories, family communication, and classroom organization so you can create more capacity for the relationship-driven work that matters most. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 6
S13: Safe, Calm, Ready to Learn: Building Regulation Rich Schools	Sheri Smith *(Tennessee Department of Education)*	Creating regulation-rich schools begins with strong school-wide systems that proactively support the social, emotional, and behavioral needs of students. This session will explore how schools can build environments that promote de-escalation strategies, emotional regulation, connection, and readiness to learn. Participants will learn how to strengthen de-escalation strategies, implement self-regulation skills, and promote 7 regulation anchors in schools.	Meeting Room 7/8

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Block H | Wednesday, September 2, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S44-2: Reconnecting At-Risk Students: Building A Secondary RTI² System That Works	Joy Bowser (*Arlington Community Schools*)	Secondary schools face unique challenges when implementing RTI². Complex schedules, attendance concerns, behavior needs, and varying academic deficits often make intervention difficult to sustain. This session explores practical strategies for identifying at-risk students early, creating effective intervention structures, implementing Tier II and Tier III supports, and building a culture where every student is known and supported. Participants will leave with actionable tools, scheduling ideas, and implementation strategies for strengthening RTI² in middle and high schools *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 9/10
S30: Preparing Students for Inclusive Postsecondary Education Programs in Tennessee	Halle King, Hannah Oakley (*Lipscomb University*)	Students with intellectual disabilities can go to college! This presentation will share about the nine inclusive postsecondary education (IPSE) programs for students with ID in TN. Participants will learn: 1) details of IPSE programs for educators to gain knowledge to share with students and families, 2) eligibility criteria and application processes, 3) impacts of diploma pathways on eligibility criteria, 4) skills necessary for students to be successful in college, and 5) examples of IEP goals and strategies for intervention that could translate to postsecondary success. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 11

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Block H | Wednesday, September 2, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S58-2: Scaffold Up, Not Down: Building Pathways, Not Barriers for Multilingual Learners	Jan Zuehlke (*David Crockett High School*)	High-quality instructional materials are only effective when multilingual learners can access and engage with grade-level content. This interactive session explores how educators can embed language supports into instruction while maintaining rigor and high expectations. Participants will examine practical scaffolding strategies, analyze classroom examples, and redesign assignments to increase access without lowering standards. Attendees will leave with tools to support multilingual learners and create pathways to future opportunities. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 12
SS101: Failing Forward: Teaching Productive Struggle and Social Resilience	Amy Smith (*Woodland Middle School*)	This session examines how educators can intentionally normalize failure, design productive struggle, and explicitly teach resilience skills for gifted and twice-exceptional learners. These students may experience perfectionism, avoidance, emotional intensity, and social vulnerability when faced with challenges. Participants will leave with actionable classroom strategies aligned with SEL and behavior supports. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 13

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Block H | Wednesday, September 2, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S49-3: The Digital Document Lab: Crafting Accessible Materials That Work for Every Learner	Kimberly Cing (*Rutherford County Special Education Department*)	Step into The Digital Document Lab and discover how small design choices can unlock big accessibility wins for students. In this fast-paced, hands-on session, you'll learn why Word documents beat PDFs, how to use OCR magic built right into your device, and how the SLIDE framework can make every resource clearer, cleaner, and more inclusive. Walk away with practical strategies you can apply tomorrow—because accessibility isn't extra… it's excellent teaching. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 14
S32-2: Building a Mental Health Toolbox for Schools: Practical Strategies for Student Wellbeing	Jaime Grammer, Elizabeth Davis *(Tennessee Department of Education)*	This session provides actionable strategies to support student mental health through a comprehensive "toolbox" approach. Participants will learn what a mental health toolbox is, why it matters, and how to implement it effectively in classrooms and school-wide settings. Attendees will explore how these tools fit within a tiered system and receive practical tips for introducing and sustaining mental health practices. Interactive activities and ready-to-use resources will empower participants to create safe, supportive environments that foster resilience and well-being for all students.	Meeting Room 15

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Block H | Wednesday, September 2, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS119: Designing Instruction through an Executive Functioning Lens	Tishona Lowe, Emily Blevins (*UTK Center for Learning, Education, and Employment*)	Executive functioning demands are embedded within every learning task, yet they often remain invisible during instructional planning. In this session, educators will learn a practical process for identifying task demands, analyzing executive functioning requirements, anticipating student barriers, and designing specially designed instruction (SDI) that increases access for students with disabilities. Participants will leave with tools they can immediately apply to lesson planning, collaboration, and instructional decision-making. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 16/17
S12: Unlocking Student Voices: Academic Conversations for English Learners	Lauren Crutchfield (*Rutherford County Schools*)	Unlock the power of student voice through purposeful academic conversations! This session equips educators with practical strategies to move beyond surface-level talk and into meaningful, content-rich discussions that deepen understanding and language development. Participants will explore structured discussion protocols, build student ownership, and leave with ready-to-use tools to increase engagement and ensure English learners are doing the thinking and talking in every classroom. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 18/19
SS122: Part 2: The ILP Development: Creating the Plan	Joann Runion *(Tennessee Department of Education)*	Join this session to walk through how to complete the Individual Learning Plan (ILP) process after the ILP Referral and ILP Eligibility have been established. This session will start with participants working in Tile 4: ILP Overview and end with finalizing an ILP.	Ballroom E

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Block H | Wednesday, September 2, 2026 | 2:00 p.m. - 3:15 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S56-2: When a Student Tells You "No": Refusal and Behavioral Regulation in the Classroom	Bethany Creech (*Vanderbilt Kennedy Center*)	Refusal is a common challenge that teachers and staff face in classrooms. While the majority of students willingly cooperate with most activities, instructions, and transitions, nearly every classroom will have at least one student who struggles with this to some degree. If refusal is frequent and often leads to behavioral escalation, it can significantly disrupt the classroom dynamic. This session will present a strategy and way of thinking about refusal that can lead to better outcomes for students and teachers who are dealing with this particular obstacle. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Ballroom F
SS133: Your Seat at the Table: Leading the IEP team as a LEA Rep	Jennifer Jordan *(Tennessee Department of Education)*	Building leaders are among the most powerful factors in whether students with disabilities receive what they need. This session moves from the keynote's big-picture framework to your specific responsibilities as an LEA representative under IDEA — and to the impact of leading that role well for students and families. Participants will reflect honestly on current practice, discuss barriers with peers, and leave with one concrete commitment to lead differently. Session Objectives 1. Articulate the four legal responsibilities of the LEA representative role and explain how each drives student outcomes. 2. Assess current practice across five dimensions of LEA leadership using a self-reflection continuum. 3. Identify a key barrier to stronger practice and discuss strategies to address it. 4. Commit to one concrete action to strengthen leadership for students with disabilities in your building.	Ballroom G

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Block I | Wednesday, September 2, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S75: Alternative Access: Options Beyond Eye Gaze For Complex Students	Diane McCluskey, Sabina LaClair *(Assistive Technology Project for Education)*	This session examines a broad range of alternative access solutions beyond eye gaze systems. Participants will explore research demonstrating how access method selection can significantly impact performance, accuracy, and participation. Through case studies and hands-on problem-solving activities, attendees will be able to identify, evaluate, and prioritize access options for students with complex physical needs. Emphasis will be placed on moving beyond “it works” to determining what access method provides the greatest opportunity for independence, engagement, and long-term success.	Meeting Room 3
SS104-2: Dyslexia-Specific Intervention: Selection, Design, and Implementation Considerations	Jessica Dainty *(Tennessee Department of Education)*	During this session, we will break down the current defined components of what the department requires a dyslexia-specific intervention to be: Explicit, systematic and cumulative, multi-sensory, language-based, and aligned to individual student need. We will walk through key questions LEAs and schools can ask when selecting, designing, and implementing DSI and discuss considerations for both elementary and secondary grades. While no specific programming will be endorsed, attendees should walk away with a deeper familiarity and understanding of what DSI is and what it should look like.	Meeting Room 4

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Block I | Wednesday, September 2, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S84-2: Little Engineers, Big Thinkers: Designing STEM Experiences That Support Participation for Every Learner	Emily Frady, Meghan Coyle (*University of Tennessee Center for Learning, Education & Employment*)	What does participation look like during STEM learning? In this interactive session, participants experience STEM challenges while exploring a practical framework for planning participation before instruction begins. Using student planning profiles representing students with disabilities, English Learners, and students receiving tiered support, participants identify participation considerations and discuss access strategies that maintain learning expectations. Participants leave with practical tools they can use immediately in their own classrooms. *The Tennessee Department of Education does not claim responsibility for the content presented in this session*	Meeting Room 5
S89-2: Building Success Through Inclusion, Community, and Data-Driven Instruction	Dr. Renee C. Meeks, Brooke Nichols (*Sea Isle Elementary School*)	Discover how a schoolwide commitment to inclusion, meaningful community partnerships, and data-driven instructional practices can transform outcomes for all learners. This session highlights practical strategies that support students with diverse needs while fostering belonging, academic growth, and equitable access to high-quality instruction. Participants will leave with actionable tools, real-world examples, and a framework for creating systems that promote success for every student. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 6

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Block I | Wednesday, September 2, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S14: Creating a Positive Classroom Climate: Practical Strategies for Teachers	Sheri Smith *(Tennessee Department of Education)*	Teachers are often the first responders to student mental health and behavior needs, but they are rarely given simple, consistent tools that actually fit into a busy classroom. School Counselors can bridge that gap by providing low-lift, high-impact strategies that improve classroom climate, reduce behavioral referrals, and strengthen teacher confidence. This session focuses on practical supports counselors can give teachers that are realistic, usable immediately, and sustainable.	Meeting Room 7/8
S46-2: Support for SLPs Serving Small/Sparse School Systems (S7): A Regulatory and Educational Collaboration	Jamie Seek (*Tennessee Department of Education)*	Support for SLPs Serving Small/Sparse School Systems (S7) is a 5 year grant funded by the TDOE, with a goal of educating 20 highly qualified SLPs from ETSU who commit to working in small or sparsely populated school systems in Tennessee. The graduate program includes electives and practice designed to broaden the knowledge and experience for school-based practice. The scholarships will reduce financial barriers for SLP graduate students while providing mentorship, networking, research opportunities, and professional development resources for rural school systems. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 9/10

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Block I | Wednesday, September 2, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S30-2: Preparing Students for Inclusive Postsecondary Education Programs in Tennessee	Halle King, Hannah Oakley (*Lipscomb University*)	Students with intellectual disabilities can go to college! This presentation will share about the nine inclusive postsecondary education (IPSE) programs for students with ID in TN. Participants will learn: 1) details of IPSE programs for educators to gain knowledge to share with students and families, 2) eligibility criteria and application processes, 3) impacts of diploma pathways on eligibility criteria, 4) skills necessary for students to be successful in college, and 5) examples of IEP goals and strategies for intervention that could translate to postsecondary success. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 11
S85-2: Inclusion Isn't a Place	Rachel Hays (*Bradford High School*)	Making Specially Designed Instruction Work in Real Classrooms. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 12
S26-2: Growing Expertise from Within: Retention and Capacity Building in School-Based Speech Language Services	Angela Shofner, Emily Wright, Lindsey Eldridge, Tonja Moore (*Rutherford County Board of Education*)	Retaining special education service providers remains a nationwide challenge. In response, our district's speech-language pathology team has developed innovative, sustainable strategies to support students while building staff capacity from within. This session highlights practical approaches that promote collaboration, professional growth, and long-term team sustainability. Participants will explore adaptable capacity-building strategies that strengthen service delivery, support providers, and improve student outcomes. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 13

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Block I | Wednesday, September 2, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S48: Teaching the Language of Academic Disciplines	Janna McClain, DeAnna Osborne (*Blackman High*)	This session explores how educators can identify and support the academic language demands embedded within disciplinary instruction. Participants will examine the dimensions of academic language—including vocabulary, syntax, discourse, and language function—and analyze how these features shape student comprehension across content areas. Through authentic classroom examples and practical scaffolds, attendees will learn strategies to support multilingual learners and all students in understanding and producing the language of academic disciplines. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 14
SS129-2: Using Dynamic Learning Maps (DLM) to Plan Instruction	Alison Gauld *(Tennessee Department of Education)*	Dynamic Learning Maps (DLM) is an alternate assessment, formative assessment, and instructional planning tool. Self-contained special education teachers are responsible for the planning and delivery of instruction in ELA, math, science, and social studies for any student whose least restrictive environment is the special education setting. This is a great responsibility. The DLM resources can help reduce the workload for the teacher. The instructional resources include a standards crosswalk, differentiation based on the students' profiles, a scope and sequence for the instruction to build complex thinking and learning, and connection to supporting materials. This session will walk through the resources and how to use them to streamline lesson preparation while bridging to the instruction occurring in the general education setting.	Meeting Room 15

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Block I | Wednesday, September 2, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S97: Full-Service Community Schools in Tennessee: A Practical Model for Student Support and Access	Janine Al-Aseer, Caitlyne Steward	Looking for a cost-saving model that aligns resources you already have in the building? Full-service community schools align academic, behavioral, family, health, and community supports so students can access learning and thrive. This session highlights Tennessee examples of school-community partnerships across our state that strengthen RTI², family engagement, transition supports, and coordinated student services. Attendees will leave with practical strategies for identifying needs, coordinating partners, and building sustainable supports across rural, suburban, and urban schools. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 16/17
S66: The Transition Team Challenge: Interactive Decision-Making for Postsecondary Success	Brandi Hays, Lauren Coffman, Robbie Casteel (*Smith County High School*)	Participants work in teams to analyze student profiles, select evidence-based transition supports, respond to real-world challenges, and adapt to changing circumstances. Through interactive simulations, attendees practice collaborative decision-making that improves postsecondary outcomes for students with disabilities. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Meeting Room 18/19

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Block I | Wednesday, September 2, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
S05: After threats of mass violence: Conducting threat assessments and manifestation determination reviews (MDRs)	April Ebbinger, Julie Lane *(Tennessee Department of Education)*	This session will equip attendees with the knowledge and tools to navigate threat assessments and manifestation determination reviews (MDRs) after a threat of mass violence. Attendees will understand the definition of threat of mass violence, and the required timelines to ensure students with disabilities are afforded a free appropriate public education (FAPE).	Ballroom E
S61: SWIRL: Mixing the Ingredients for Multilingual Learner Success Practical Recipes for Building Academic Language Through Speaking, Writing, Reading, and Interaction	Lorie Bane (*Central Office*)	What's the recipe for multilingual learner success? Join us as we mix the essential ingredients of SWIRL: SNORKL, Writing, Interaction, Routines, and Language Development. Through hands-on challenges, ELPA21-aligned practices, academic discourse routines, writing strategies, and daily language-building activities, participants will experience how small instructional moves can create powerful opportunities for multilingual learners to think, speak, read, and write. Along the way, attendees will collect practical "ingredients" for their own recipe card toolkit, including ready-to-use classroom strategies and resources they can immediately apply across content areas. *The Tennessee Department of Education does not claim responsibility for the content presented in this session.*	Ballroom F

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Block I | Wednesday, September 2, 2026 | 3:30 p.m. - 4:45 p.m. ET.			
Session Code & Title	**Presenter(s)**	**Session Description**	**Location**
SS136: Lessons from the Field: A Panel Discussion for New Special Education Directors (Panel Session)	Facilitated by Dr. Jennifer Jordan and Susan Usery with guest panelists from across the state: Kristie Robinette, Daniel Mobley, Margaret Campbell, Todd Clinton, Marlene Holton, Debbie McAdams, Shawn Roberts, Robin Blair, Varissa Richardson, Josh Reese	Are you a new special education director looking for some nuggets of wisdom or practical tips? Join us to hear from a panel of experienced special education directors as they share practical insights, lessons learned, and strategies for success in district leadership. Facilitated by State Department staff, this interactive session will provide new directors with an opportunity to hear real-world experiences, ask questions, and engage in meaningful discussion about the opportunities and challenges of leading special education programs.	Ballroom G

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Block J | Thursday, September 3, 2026 | 8:15 a.m. - 9:15 a.m. ET.

Reserved for Title III/ESL directors, with a focus on leadership and language, and for district and building administrators featuring sessions from the Office of General Counsel with content applicable to administrators and building leaders (only).

Session Code & Title	Presenter(s)	Session Description	Location
SS137: Leading by Example: The Administrator's Role in Child Find, IEP Meetings, and Discipline	Tate Ball, Emily Adams (*Tennessee Department of Education*)	This session focuses on how school administrators can lead with confidence and consistency when supporting students with disabilities by highlighting practical ways to guide teams, communicate clearly with families, and make decisions on issues surrounding Child Find, IEP team meetings, and discipline.	Ballroom EFG
SS131: What is Title VI? Who must comply?	Shaundraya Hersey, Courtney Boykin (*Tennessee Department of Education*)	Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. This session will provide an overview of the legal requirements of Title VI and its implementing regulations.	Meeting Room 4/5

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Block K | Thursday, September 3, 2026 | 9:20 a.m. - 10:20 a.m. ET.
Reserved for Title III/ESL directors, with a focus on leadership and language, and for district and building administrators featuring sessions from the Office of General Counsel with content applicable to administrators and building leaders (only).

Session Code & Title	Presenter(s)	Session Description	Location
SS138: Make it Meaningful! Ensuring Parental Participation in All Aspects of IDEA	Tate Ball (*Tennessee Department of Education*)	This session focuses on the importance of meaningful parent participation throughout the special education process. It highlights how schools can identify and involve the right parent or guardian, provide clear notice, support understanding during meetings, ensure access to records, and respond appropriately to parent input and requests.	Ballroom EFG
SS128: There are Many Ways to Say Hello	Jamie Seek, Sabina LaClair (*Tennessee Department of Education*)	Communication occurs through a variety of pathways, many of which do not rely on verbal speech. English Learners with complex communication needs often use those different pathways for communication. Fostering communication requires recognizing those different pathways as well as thoughtful planning, collaboration, and high expectations. This session will review how communication develops and will provide practical strategies for fostering communication development for English Learners with complex communication needs.	Meeting Room 4/5

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Block L | Thursday, September 3, 2026 | 10:40 a.m. - 11:40 a.m. ET.*
Reserved for Title III/ESL directors, with a focus on leadership and language, and for district and building administrators featuring sessions from the Office of General Counsel with content applicable to administrators and building leaders (only).
*Q&A to follow | 11:45 p.m. - 12:30 p.m. ET.

Session Code & Title	Presenter(s)	Session Description	Location
SS139: Basics of Section 504	Shaundraya Hersey, Courtney Boykin (*Tennessee Department of Education*)	This session provides an overview of Section 504 of the Rehabilitation Act of 1973 and its application within public schools. The session will review Section 504 requirements, district obligations, and additional related concerns including accessibility, athletics, and extracurricular activities.	Ballroom EFG
SS115: Exemptions, Exceptions & Execution: Tackling ELPA21 Testing Issues	Nancy Williams (*Tennessee Department of Education*)	ELPA21 testing can present complex questions around domain exemptions, participation decisions, and testing irregularities. This session will explore common challenges, clarify policy expectations, and share practical strategies for making consistent, compliant, and student-centered decisions. Participants will leave with greater confidence to support successful ELPA21 administration.	Meeting Room 4/5

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Block M | Thursday, September 3, 2026 | 11:45 p.m. - 12:30 p.m. ET.
Reserved for Title III/ESL directors, with a focus on leadership and language, and for district and building administrators featuring sessions from the Office of General Counsel with content applicable to administrators and building leaders (only).

Session Title	Presenter(s)	Session Description	Location
SS201: Q&A + Closing	Tate Ball, Emily Adams, Shaundraya Hersey, Courtney Boykin (*Tennessee Department of Education*)	Join members of the Special Education Office of General Counsel (OGC) for an interactive Q&A session focused on special education regulations, legal requirements, and Section 504. Participants will have the opportunity to ask questions, gain clarity on compliance expectations, and discuss practical application of federal and state requirements that support students with disabilities.	Ballroom EFG
SS202: Q&A + Closing	Nancy Williams, Hannah Gribble, Raven Cleveland, Joann Runion (*Tennessee Department of Education*)	Join members of TDOE for a Q&A interactive session focused on Title III/ESL.	Meeting Room 4/5