

PLEASE NOTE THIS IS IN DRAFT FORM AND SESSIONS ARE BEING UPDATED DAILY.

Threads of Hope: Special Education Blue Jeans Law Conference

Sunday, March 1, 2026 7:00pm - 9:00pm

TopGolf Kickoff

Sponsored by: Lighthouse
Therapy

Monday, March 2, 2026 7:30am - 8:15am

Doors Open and Check In

Main Foyer

Monday, March 2, 2026 8:30am - 8:40am

WELCOME

IASEA President - Stephanie
Linder, Elevate

Monday, March 2, 2026 8:40am - 10:00am

OPENING KEYNOTE SESSION: JAN TOMSKY

Monday, March 2, 2026 10:00am - 10:30am

Wellness Break & Partner Time

Monday, March 2, 2026 10:30am - 11:30am

Monday AM Breakout Sessions

'With fidelity'; rhetorical flourish or SPED term of art?

Location: Aspen Room

Anne Sullivan Magnelli
Anderson, Julian &
Hull, LLP
Anne Magnelli has
represented schools
and teachers for over

two decades. She currently concentrates her practice in representing school districts and charter schools in relation to special education advice and litigation defense.

This session will discuss the concept of the IEP as a legally binding document.

From Paper to Practice: Making Behavior Intervention Plans Actionable When They Aren't Working

Location: North Star

Charlotte Tomevi

Idaho SESTA

Charlotte has been a Statewide Coordinator with Idaho SESTA since August 2024, providing special education support and technical assistance across the state. She also works as a solo practitioner, providing services across Medicaid and private insurance. Charlotte has served as co-chair of the Mentorship Committee of the Idaho Association for Behavior Analysis since 2021. Prior to her current roles, she provided evidence-based interventions in Idaho and Washington to individuals from birth through adulthood. Charlotte is a Board-Certified Behavior Analyst, BCBA (2017), a Registered Yoga Teacher, RYT-200, and holds a master's in clinical psychology from Eastern Washington University (2015). She specializes in early intervention,

crisis management, caregiver training, trauma-informed care, and develops accessible online yoga programs for individuals of all abilities.

Jenny Vickhammer
Idaho SESTA
Jenny has been a Statewide Coordinator with Idaho SESTA since 2023, providing special education support and technical assistance for local education agencies across the State of Idaho. She has worked as an Independent Provider through Idaho Health and Welfare and has served as co-chair of the Mentorship Committee of the Idaho Association of Behavior Analysis since 2020. Prior to moving to Idaho in 2019, Jenny provided early intervention, crisis intervention, and evidence-based interventions for individuals across the age span in western Montana. Jenny is a Board-Certified Behavior Analyst (BCBA), 2018 and received her master's in special education focusing on low-incidence disabilities from University of Montana (2016).

BIPs are documents that guide adult behavior to impact student behavior. Many are technically complete, but practically ineffective. Signs include persisting behaviors, staff frustration, inconsistent implementation, and reliance on reactive strategies. Don't abandon the plan! This presentation reframes a "non-working" BIP as a signal for adjustment.

Hope Elevated : Classroom Management That Actually Works

Location: Cinnabar Room

Kenneth Applegate

Kenneth Applegate believes genuine connections with students are essential for academic success. His own educational background and love of lifelong learning continues to fuel his passion to help educators embrace their callings. He advocates for research-based, practical strategies that teachers can implement immediately, without abandoning what's already working. Understanding the complexity of a teacher's role and the diverse needs of students wherever they may be, Kenneth equips educators with tools to manage behavior, reduce stress, and maximize teaching effectiveness. Since 2007, his work as a health educator and corporate trainer has yielded proven results, while his focus on gratitude-powered classrooms helps educators and students achieve next-level outcomes by eliminating fear and fostering transformative growth. Kenneth's mission is steeped in the philosophy to "be so immersed in wholesome gratitude that fear in all its forms

cannot find any place
to thrive in you."

This session shares practical, research-based classroom management strategies that help teachers address chronic low-level disruptions while preserving relationships. Participants learn how to discipline behavior—not students—use refocusing techniques, teach expectations effectively, and create calm, accountable classrooms that reduce stress, reclaim instructional time, and improve student engagement.

Monday, March 2, 2026 11:45am - 12:45pm

Lunch

Sponsored by: Anderson,
Julian, and Hull LLP

Monday, March 2, 2026 1:00pm - 2:00pm

Afternoon Breakout Session #1

Cultivating Capacity for AI Leadership in Schools

Location: Cinnabar Room

Jane Kim

KindEd

Jane Kim started teaching in 2014 and is now Founder and CEO of KindEd. She holds a BA in Political Science from the University of Virginia and an MPP with Honors from the University of Chicago. She is an Obama Foundation Scholar, Tarrson Fellow, Vital Voices Fellow, and Halcyon Fellow. Jane founded KindEd, a K–12 social media literacy and mental health analytics platform, to help students build healthy digital habits and strengthen critical thinking skills.

Explore a balanced, research-based approach to AI in schools. Examine national trends, risks, and readiness strategies, emphasizing leadership, student well-being, and systems-level thinking. Participants will learn how to evaluate AI tools through developmental and instructional lenses and guide implementation with clarity and long-term impact in mind.

Emerging and Expanding Trends in Special Education Law

Location: Aspen Room

Nicole Jenkins

*Anderson, Julian &
Hull, LLP*

Ms. Jenkins worked in schools before attending law school. She currently concentrates her practice in the representation and defense of schools and school employees and administrators, and regularly advises school districts, charter schools, and school boards. Part of her practice entails special education advice and defense.

The session will discuss emerging and expanding trends in special education law, including aggressive litigation techniques.

Ensuring Every Student Graduates a Reader

Location: North Star

Dr. Joy Jansen
*Lake Pend Oreille
School District*

Jennifer Phillips
Pathways to Reading
Jennifer Phillips holds a Master's degree from Lesley University and has over thirty years of experience in public education, including ten years as a classroom teacher, two as a Literacy Coach, and seventeen as an Instructional Coach in the Blue Springs School District. She spent fifteen years training teachers in research-based literacy strategies through Pathways to Reading. Jennifer is certified as

an Instructional Coach (Jim Knight, University of Kansas), participated in the Santa Cruz New Teacher Induction Program, and is Dyslexia and Orton-Gillingham certified. She received Blue Springs School District Teacher of the Year in 2004 and collaborated with leading staff developers to facilitate literacy labs across Kansas City. Jennifer also helped develop and revise the district's K–5 ELA curriculum. Now retired, she supports educators through professional development, conferences, and literacy initiatives, reflecting her commitment to quality reading and writing instruction.

Lisa McElory
Lake Pend Oreille School District
Lisa McElroy is a veteran educator with 25 years of experience in public education, including 21 years as a classroom teacher at both the elementary and secondary levels. She currently serves as the Lead Instructional Coach for the Lake Pend Oreille School District, where she leverages her strong science background to guide the implementation of evidence-based best practices and the science of reading. Her work centers on the development of effective intervention systems, curriculum implementation, instructional design, and continuous improvement efforts to ensure that all students graduate as proficient readers.

Lake Pend Oreille School District, embarked on a multi-year journey to transform literacy outcomes for students with intensive needs. In this session, district leaders and PTR will share how they built a professional learning model and targeted instructional framework that improved reading outcomes for students requiring special education support.

Monday, March 2, 2026 2:00pm - 2:30pm

Wellness Break & Partner Time

Monday, March 2, 2026 2:30pm - 3:30pm

Afternoon Breakout Session #2

Don't Wait, Collaborate: Practical Strategies for Creating Meaningful Family Partnerships

Location: Aspen Room

Kindel Mason

BlazerWorks/IASA

Kindel Mason has dedicated his career to the field of special education since 1991. With a deep passion for supporting educators and fostering strong partnerships with families, Kindel brings over three decades of experience and leadership to every role he undertakes. He is currently a Special Education Advisor for BlazerWorks. He served as the Director of Support Services for 18 years, where he provided visionary leadership and guidance to special education programs across multiple settings. Prior to his directorship, Kindel worked at the Idaho State Department of Education as a Special Education Consultant, helping districts implement effective practices and stay in compliance with state and federal regulations. Kindel began his career as an elementary special education teacher and later taught at the middle school level. His classroom experience at both the elementary and middle school levels grounds his work in practical, student-centered

approaches. He is a strong supporter of inclusive practices for all students within the continuum of services. A long-standing member of both the Council of Administrators of Special Education (CASE) and the Council for Exceptional Children (CEC), Kindel has served in multiple leadership capacities within these organizations, which include president of both Idaho and National CASE, advocating for sound policy and best practices in special education.

Ramona Lee
*West Ada School
District*

Ramona Lee serves as the Chair of the Professional Development Committee for CASE. In this role, she leads initiatives to enhance the skills and knowledge of special education administrators, globally, helping them stay informed about best practices, legislative updates, and effective strategies for serving students with disabilities. Additionally, as the Director of Special Education for the West Ada School District in Idaho, the largest school district in the state, she oversees programs and services that support students with disabilities. Her leadership is focused on ensuring students receive high-quality educational opportunities, aligning with both federal and state special education mandates. Ramona's dual roles allow her to bridge local and national perspectives on special education, making her a significant influence within CASE as well as her district. Her efforts contribute to professional growth opportunities for administrators,

teachers, and
specialists.

Family partnerships are essential to effective special education. This session equips administrators with practical strategies to engage families early, build trust, and communicate proactively. Participants will learn problem-solving tools that prevent disputes, reduce complaints, and foster a culture of partnership supporting student success and staff confidence, district-wide implementation.

PROP125354883 The Impact of Vision on Reading

Location: Cinnabar Room

Michael Wright
*Solutions in Low
Vision*

Michael is a Teacher of the Visually Impaired, with experience over the past twenty years working with children and adults who are blind or have low vision. He has worked with organizations across the United States, such as Lions Clubs International and the Benevolent and Protective order of Elks to improve vision screening programs in schools and local communities. He has also promoted programs that serve the blind by helping to raise over \$1 million for schools and local service organizations. Mr. Wright oversees the development of reading intervention programs used nationwide and coordinates the services offered through Solutions in Low Vision.

Seventy percent of students with a learning disability have issues with their vision. Most schools that conduct vision screening focus on the need for glasses. Some students struggle to read but have terrific vision. For some students, reading challenges might be caused by the way the brain interprets visual information.

Teaching to Capture and Inspire All Learners

Location: Cinnabar Room

Dr Stephen Peters
The Peters Group,
LLC

Dr. Stephen Peters is a nationally recognized speaker, author, and leadership consultant who has spent more than 38 years helping individuals and organizations unlock their full potential. A former teacher, coach, and superintendent, Stephen's career has been defined by leading teams and organizations through rapid growth, cultural transformation, and award-winning success. His work has been featured on The Oprah Winfrey Show and in the BBC documentary American High School, A School in the South—later rebroadcast on National Geographic. He is also the founder of the acclaimed Gentlemen's & Ladies Club youth programs and a best-selling author of several books, including *Do You Know Enough About Me to Teach Me* and *Choosing to Believe*. His newest work, *Leadership Transformation from A to Z: What Great Leaders Do*, equips leaders with practical tools for lasting impact. Today, as President & CEO of The Peters

Group, Stephen delivers high-energy keynotes, leadership workshops, and executive coaching to corporations, nonprofits, schools, and associations across the U.S. and internationally. Known for his authenticity and storytelling, he inspires audiences with strategies for resilience, culture-building, and leading with purpose. When he's not working with leaders, Stephen enjoys sports, family, and giving back to his community. He and his wife, Dr. Angela Peters, reside in Columbia, SC.

Equips elementary school principals with practical, actionable strategies to support teachers, engage today's students, and strengthen classroom effectiveness. Participants will gain a clear framework to move from reactive leadership to proactive, solution-focused practices that improve school culture without adding burnout or extra programs.

Tuesday, March 3, 2026 8:30am - 9:30am

Tuesday AM Breakout Session #1

Getting Started with GSFR

Location: Aspen Room

Emily Boles
Idaho SESTA, Boise State University
Emily Boles has over 20 years of special education teaching and administrative experience. She has earned Master's degrees in Teaching and Educational Leadership. This is her third year with Idaho SESTA, providing

support and training to educators around the state.

Kari Grier
Idaho SESTA, Boise State University
Kari Grier has 15 years of classroom experience in special and general education, followed by a Master's degree in Education Leadership. Now in her seventh year with Idaho SESTA, she has served as the lead for General Supervision File Review for the past three years.

If you're wondering where to begin with reviewing your General Supervision File Review results, start here! Experienced SESTA staff will show participants how to navigate the Compliance Tracking Tool, look at any compliance issues, and make a plan for student-level and systems-level corrections.

Leading with Purpose & Compassion: Supporting Teams through Challenges of Dispute Resolution

Location: North Star

Kindel Mason
BlazerWorks

Kindel Mason has dedicated his career to the field of special education since 1991. With a deep passion for supporting educators and fostering strong partnerships with families, Kindel brings over three decades of experience and leadership to every role he undertakes. He is currently a Special Education Advisor for BlazerWorks. He served as the Director of Support Services for 18 years, where he provided visionary leadership and guidance to special education programs

across multiple settings. Prior to his directorship, Kindel worked at the Idaho State Department of Education as a Special Education Consultant, helping districts implement effective practices and stay in compliance with state and federal regulations. Kindel began his career as an elementary special education teacher and later taught at the middle school level. His classroom experience at both the elementary and middle school levels grounds his work in practical, student-centered approaches. He is a strong supporter of inclusive practices for all students within the continuum of services. A long-standing member of both the Council of Administrators of Special Education (CASE) and the Council for Exceptional Children (CEC), Kindel has served in multiple leadership capacities within these organizations, which include president of both Idaho and National CASE, advocating for sound policy and best practices in special education.

Ramona Lee
West Ada School District

Ramona Lee serves as the Chair of the Professional Development Committee for CASE. In this role, she leads initiatives to enhance the skills and knowledge of special education administrators, globally, helping them stay informed about best practices, legislative updates, and effective strategies for serving students with disabilities. Additionally, as the Director of Special Education for the West Ada School District in Idaho, the largest school district in the state, she oversees programs and services that support students with disabilities. Her leadership is focused on ensuring students receive high-quality educational opportunities, aligning with both federal and state special education mandates. Ramona's dual roles allow her to bridge local and national perspectives on special education, making her a significant influence within CASE as well as her district. Her efforts contribute to professional growth opportunities for

administrators,
teachers, and
specialists.

Dispute resolution in special education is never easy, and administrators are often the ones called to steady the ship when tensions rise. Beyond managing the process, strong leaders inspire their teams to stay focused, resilient, and compassionate in the face of conflict.

Tuesday, March 3, 2026 9:30am - 10:00am

Wellness Break & Partner Time

Tuesday, March 3, 2026 10:00am - 11:00am

Tuesday AM Breakout Session #2

Connecting the Dots for Federal, State, and LEA Legislation to Ensure Special Education Compliance

Location: Aspen Room

Dr. Joy Jansen
*Lake Pend Oreille
School District*
For over 25 years, I
have worked in the
field of serving
individuals with special
needs that spans the
continuum from
elementary to
postsecondary
education. Currently, I
am the Director of
Special Services and
Federal Programs for
the Lake Pend Oreille
School District
(LPOSD). Before
LPOSD I served as the
Director of Special
Education/Learning
Center for two
therapeutic residential
schools in northern
Idaho. I obtained my
Ph.D. in Education with
a focus in
neuropsychological
deficiencies from the
University of Idaho and

hold an M.Ed. in Special Education from the University of North Carolina at Charlotte. I have an extensive background in working with children, adolescents, and adults in the areas of specific learning disabilities, attention-deficit/hyperactivity disorder, autism spectrum disorder, transition, various mental health conditions, and trauma-informed practices. Over the years, I have presented at both local, state, and national conferences on such topics as executive functioning, brain-based learning, social and emotional learning, trauma-informed practices, and attachment. I am a recurring presenter for organizations such as the Idaho Association of School Administrators and the Council for Administrators of Special Education. In addition, I have presented to the AZ ACE Consortium Trauma-Sensitive School group and the AZ 2022 Trauma Sensitive Schools Symposium. Lastly, to support the youth of my community and fulfill my passion for experiential and place-based education, I serve as the Education

Advisor for Selkirk
Outdoor Leadership
and Education
(SOLE).

Ramona Lee
*West Ada School
District*

Ramona Lee serves as
the Chair of the
Professional
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In this role, she leads
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with disabilities.

Additionally, as the
Director of Special
Education for the West
Ada School District in
Idaho, the largest
school district in the
state, she oversees
programs and services
that support students
with disabilities. Her
leadership is focused
on ensuring students
receive high-quality
educational
opportunities, aligning
with both federal and
state special education
mandates. Ramona's
dual roles allow her to
bridge local and
national perspectives
on special education,
making her a
significant influence
within CASE as well as
her district. Her efforts
contribute to
professional growth
opportunities for
administrators,

teachers, and
specialists.

Lead Yourself First: Awakening Your Boundaries and Strengthening Your Voice

Location: North Star

Vikki Lange

ViktoriaLangeLLC

Vikki is a keynote speaker and transformation mentor who empowers individuals and teams to lead themselves with clarity, confidence, and non-negotiable boundaries. After losing over 100 pounds and rebuilding her life from the inside out, she developed her Awaken-Define-Strengthen Framework—a practical, mindset-driven approach that helps people awaken their value, define their voice, and strengthen the inner foundation that drives real, lasting change. Her message blends personal transformation with actionable leadership strategies, making her a sought-after voice for organizations, conferences, and communities ready to elevate performance, communication, and self-trust. Vikki's work centers on one core belief: confidence is built not found. And when we strengthen that inner foundation

everything around us
changes.

Lead Yourself First helps educators and leaders build confidence through self-leadership. Using the Awaken–Define–Strengthen Framework, participants increase self-awareness, set healthy boundaries, and strengthen their voice—reducing burnout, improving communication, and leading classrooms, teams, and schools with clarity, and purpose during change, pressure, and growing demands today.

Tuesday, March 3, 2026 11:15am - 1:00pm

General Session and Lunch - SpEd Manual Review with SDE
Sponsored by: ReThink First

Tuesday, March 3, 2026 1:15pm - 2:00pm

Tuesday PM Shorty Breakout Sessions

Parent LINK: Linking Knowledge, Information, Networks, and Resources for Stronger School–Family Partnerships

Location: Cinnabar Room

Angela Lindig
*Idaho Parents
Unlimited*

I have been with IPUL since 2009 and the Executive Director since 2011. IPUL is the only statewide nonprofit organization that provides support to thousands of families raising children with disabilities and to professional partners per year through one-to-one assistance and through training workshops and conferences with a focus on education, health, and the arts. I began working on disability related issues shortly after the birth of my first daughter who is diagnosed with an ultra-rare genetic

condition – an HNRNPH2 gene mutation. Over the past 29 years, I have dedicated much of my time toward efforts to improve the lives of individuals with disabilities and their families. I began by serving on a Regional Infant and Toddler Committee in which I gave my first testimony before the Idaho Legislature about the importance of birth-to-three programs for infants and toddlers with disabilities and developmental delays. I later spearheaded an effort in partnership with the City of Meridian and Saint Alphonsus Regional Medical Center to create the Adventure Island Playground, Idaho's First Universally Accessible Playground, located in Meridian's Settler's Park celebrating its 22nd anniversary this year! I've served on the State Independent Living Council, the Idaho Infant Toddler Coordinating Council, the Idaho Special Education Advisory Panel, and currently, I'm a member of the Idaho Council on Developmental Disabilities. With our three children now grown, my husband and I live in Boise with our two unruly puppies that keep us

completely entertained. I also went back to school later in life and graduated from the University of Phoenix Magna Cum Laude in 2018 with Bachelors of Science in Human Services with a concentration on family and children's services. I'm also actively involved in my daughter's genetic foundation, the Yellow Brick Road Project, supporting the research for treatments to improve the lives of those impacted by rare diseases. ~Childhood doesn't wait for systems change."

Melissa Vian
*Idaho Parents
Unlimited*

I am the PTI Director at Idaho Parents Unlimited (IPUL), where I have worked since 2021, supporting families of children and youth with disabilities across Idaho. My work is grounded in both professional experience and lived expertise as a parent. I am deeply committed to helping families navigate complex systems at the intersection of special education, healthcare, and community supports. I focus on translating policy and process into practical, actionable guidance that empowers parents to meaningfully participate in decision-making for their children. I hold a degree in Business Management from Boise State University and spent more than 20 years in corporate America before transitioning to the nonprofit sector. This background allows me to bring a systems-oriented, solutions-focused approach to my work, combining operational expertise with family-centered advocacy. I serve on the Idaho Special Education Advisory Panel (SEAP), the Idaho Infant Toddler

Coordinating Council, and the Idaho School-Based Medicaid Committee, where I collaborate with state and local partners to improve systems that impact children with disabilities and their families. I am also a Charting the LifeCourse Ambassador, supporting families in using person-centered planning to better understand their options, plan for the future, and improve outcomes for both their children and their families. My passion for this work is personal. I am the parent of four children, one of whom has Angelman Syndrome, and my family's experiences continue to shape how I support other families and collaborate with educators, healthcare providers, and community partners. Outside of work, I enjoy spending time with my husband and kids, caring for my pet ducks, and unwinding while watching a good football game.

Joy Jansen
Lake Pend Oreille School District
For over 25 years, I have worked in the field of serving individuals with special needs that spans the continuum from elementary to postsecondary education. Currently, I am the Director of Special Services and Federal Programs for the Lake Pend Oreille School District (LPOSD). Before LPOSD I served as the Director of Special Education/Learning Center for two therapeutic residential schools in northern Idaho. I obtained my Ph.D. in Education with a focus in neuropsychological deficiencies from the University of Idaho and hold an M.Ed. in Special Education from the University of North Carolina at Charlotte. I have an extensive background in working with children, adolescents, and adults in the areas of specific learning disabilities, attention-deficit/hyperactivity disorder, autism spectrum disorder, transition, various mental health conditions, and trauma-informed practices. Over the years, I have presented at both local,

state, and national conferences on such topics as executive functioning, brain-based learning, social and emotional learning, trauma-informed practices, and attachment. I am a recurring presenter for organizations such as the Idaho Association of School Administrators and the Council for Administrators of Special Education. In addition, I have presented to the AZ ACE Consortium Trauma-Sensitive School group and the AZ 2022 Trauma Sensitive Schools Symposium. Lastly, to support the youth of my community and fulfill my passion for experiential and place-based education, I serve as the Education Advisor for Selkirk Outdoor Leadership and Education (SOLE).

This breakout session introduces Parent LINK, a pilot partnership between Idaho Parents Unlimited and Lake Pend Oreille School District that strengthens family engagement. Participants will learn how trained parent mentors support informed communication, reduce conflict escalation, and improve special education outcomes through scalable, district-friendly implementation options.

Related Services in Schools

Location: Aspen Room

Stacee Dineen

Idaho SESTA

Stacee began her career working in early childhood and early intervention settings while she completed her Master's degree in Early Childhood

Special Education from Idaho State University. She immensely enjoyed working with multidisciplinary teams and supporting families, and eventually returned to school to pursue a degree in Occupational Therapy. Stacey has worked in various settings, including private clinics and hospitals, but spent the last decade as a school-based occupational therapist, before joining Idaho SESTA. Outside of work, she loves spending time with family and enjoying Idaho's great outdoors.

Jessica Rohrbacher
Idaho SESTA
Jessi Rohrbacher's interest in communication and inclusion led her to pursue a master's degree in Speech-Language Pathology at Loma Linda University. Since then, she has spent the past decade working in both schools and private practice, supporting individuals of all ages, and later stepped into nonprofit leadership as a director and executive director, where she focused on building strong teams, inclusive programs, and advocating for mental health. Jessi is passionate about connecting people to the supports and services that help them live life to the fullest. Outside of work, she enjoys gardening, camping, traveling with her husband and their two dogs, and riding motorcycles.

Related service provision in schools is essential for many students with disabilities to access a Free Appropriate Public Education. This presentation will provide answers to frequently asked questions around related service evaluation and service provision within the special education process.

Riding Clouds How Ordinary People Become Extraordinary-One Step at a Time

Location: North Star

Jay Gross
Jay Gross Productions,
LLC

Jay Gross is a nationally respected speaker, author, and

educator with more than 36 years of experience in public education. Through Jay Gross Productions, LLC, he partners with schools, districts, and organizations across the country to help educators strengthen their purpose, elevate school culture, and navigate the challenges of today's classrooms with resilience and confidence. Jay built his career as a teacher and educational leader who believes deeply in the power of human connection. His work centers on the idea that students flourish when they feel seen, valued, and supported—and that educators thrive when they rediscover the meaning that first called them into the profession. His bestselling book, *What Students Really Need from Teachers*, reflects this philosophy and has been used widely in professional learning communities and districtwide initiatives focused on relationship-driven teaching. Over the years, Jay has worked with thousands of educators, from first-year teachers to veteran administrators. His sessions blend humor, storytelling, and

practical strategies, creating an engaging experience that resonates with audiences at every level. Jay's conversational style and real-world approach allow him to address tough issues—burnout, change fatigue, shifting expectations, and the emotional toll of the job—while offering realistic tools that educators can implement immediately. Jay has presented keynote addresses, breakout sessions, leadership trainings, and district professional development across the United States. He has also delivered a TEDx talk that highlights the importance of meaningful relationships in schools and the lasting impact teachers can have on students' lives. Whether he is speaking to a small staff or a packed conference room, Jay's goal is always the same: to give educators a space to reflect, recharge, and reconnect with what matters most. What sets Jay apart is his authenticity. He speaks from lived experience—decades in classrooms,

hallways, staff meetings, and community conversations. He understands the complexities educators face because he has walked through them himself. That connection fuels his mission to support the people who support our students. Today, Jay continues to empower educators with messages of hope, purpose, and possibility. His presentations help teachers and leaders rediscover their passion, take practical steps toward a healthier professional life, and build school cultures where both staff and students can thrive.

Tuesday, March 3, 2026 2:00pm - 2:15pm

Wellness Break & Partner Time

Tuesday, March 3, 2026 2:15pm - 3:30pm

CLOSING KEYNOTE: GERRY BROOKS

[Riverside Hotel](#) [MAP of Rooms](#)

Spring 2026