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 6:00pm - 8:00pm

TopGolf Kickoff

Location: TopGolf

Sponsored by: Lighthouse Therapy

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

Doors Open and Check In

Location: Riverside Hotel

Main Foyer

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

WELCOME

Location: Ballroom

IASEA President - Stephanie Linder, Elevate

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

OPENING KEYNOTE SESSION: JAN TOMSKY

Location: Ballroom

MATERIALS FOR KEYNOTE

Jan Tomsky

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

Wellness Break & Partner Time

Location: Fireplace Foyer

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 Your Behavior Intervention Plans Actually Work!

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: Delmar 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.

Meeting the IDEA Part B Maintenance of Effort Requirements

Location: Cinnabar Room

Lisa Pofelski Rosa
Idaho Department of Education
Lisa has served as the Funding and Accountability Coordinator for the Idaho Department of Education for five years, providing federal and state funding compliance training and support for local education agencies in Idaho. She has also worked in school grant accounting and budgeting, local governmental accounting, and for nonprofits. Lisa received her master's degree in Public Administration and Policy and is a PhD Candidate at Boise State University, focusing on Special Education Intergovernmental Policy Integration.

Budget deficits and across-the-board cuts can complicate LEA compliance with IDEA Part B Maintenance of Effort (MOE) requirements. This session will explain the purpose of MOE, allowable exceptions and adjustments. Participants will learn strategies for communicating MOE requirements and special education protections to superintendents and school boards

The Power of Positive Thinking

Location: Liberty

Derek Eccles

Explores power of positive thinking to reduce stress, build resilience, and influence everyday personal and professional experiences.

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

Lunch

Location: Ballroom

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: Main Ballroom

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 Philllips
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 PendOreille 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.

In response to Idaho's Dyslexia Legislation, 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 targeted instructional framework and a professional learning model.

Smart Screening in Schools: Low-Cost Strategies for Identification and Support

Location: Delmar Room

Rob Robinson

Introduces criterion-referenced screening tools to identify diverse student needs and guide efficient, cost-effective evaluation decisions.

Tools and Strategies to Ensure Effective Secondary Transition

Location: Liberty

Randi Cole

Idaho Department of Education

Christine Kruse
Center on Disability and Human Development- UI

Strong secondary transition programs require clear systems, effective tools, and intentional collaboration. This session will focus on leadership strategies that improve Interagency collaboration, strengthen transition planning and increase meaningful student and parent participation in the transition process

When They Can, But Won't - Interventions for Students with ADHD and ASD Who Refuse To Do Work When They Are Capable

Location: Aspen

Adienne Seamans

Session explores PDA, executive functioning challenges, and practical strategies supporting students with ASD and ADHD.

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

Wellness Break & Partner Time

Location: Foyer

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

Afternoon Breakout Session #2

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

Location: North Star

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 middles 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 supported 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.

HELP! My Student Needs a Para

Location: Cinnabar Room

Wendy Landon
Bonneville

Lynette Carter
Blackfoot

April Cole
Bonneville

Public agencies balance staffing, instructional roles, and budgets while thoughtfully assigning paraprofessionals to support IEP fidelity, independence, progress, and FAPE.

School-Based Medicaid and Managed Care: Implications for Districts

Location: Aspen Room

Shannon Dunston
State Department of Education

Angie Williams
Idaho Health and Welfare-Division of Medicaid

School-Based Medicaid is transitioning to a Managed Care model, and districts will play a key role in shaping how this change is implemented. Time will be dedicated to hearing from districts through a facilitated listening session to gather questions, concerns, and implementation considerations.

The Impact of Vision on Reading

Location: Delmar

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.

Understanding Dyslexia

Location: Liberty

Stephanie Linder
Elevate Academy Network

Overview of dyslexia covering characteristics, social-emotional impacts, assessment tools, and guidance for identification and intervention.

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

Tuesday AM Breakout Session #1

Building One Cohesive Behavioral Support System: Aligning Early Childhood and K–12 PBIS in Idaho

Location: Delmar

Shannon Dunston

State Department of Education
Shannon Dunstan has served as the Early Childhood and School Support Coordinator for the Idaho Department of Education for over 15 years. She holds a Master of Social Work and Master of Education in Leadership from Boise State University, as well as a School Counseling Certificate from Northwest Nazarene University. In her current role, she oversees Early Childhood Special Education (ECSE) services under IDEA, ensuring that local education agencies (LEAs) implement education programs for children 3-5 years old with disabilities. This includes providing technical assistance/training and monitoring child outcomes to meet federal reporting requirements.

Melissa Crist
Center on Disability and Human Development- UI
Melissa is the Director of Early Childhood Programs at the University of Idaho's Center on Disabilities and Human Development, She is dedicated to creating inclusive and enriching environments for young children with developmental delays and disabilities. With over two decades of experience, she has had the privilege of leading various grant-funded projects, including IdahoSTARS and Act Early Idaho. Her journey in early childhood education has been driven by the many young children and families in Idaho.

Dianne Morgan
SESTA-University of Idaho
Diana is a coordinator with Idaho SESTA (Special Education Support and Technical Assistance). She completed her master's degree in psychology with a concentration in Applied Behavior Analysis and became a Board-Certified Behavior Analyst in 2014. Diana has worked in the field of behavior analysis since 2002, in both non-public agencies and school districts providing early intensive behavior treatment (EIBT), behavioral consultation, coaching, and support based on behavioral science and tiered systems.

Idaho is aligning Early Childhood PBIS with the state's Tiered Behavioral Supports framework to create a unified behavioral support system from early learning through K-12 to create consistent practices across age levels and settings. This alignment strengthens continuity, improves implementation, and reduces fragmentation in behavioral support systems statewide.

From Burnout to Brilliance, Building Connection!

Location: Aspen Room

Stephanie Linder
Elevate Academy Network

Tegan Byerly
Elevate Academy Network

School leaders learn strategies to strengthen culture by discovering strengths, understanding needs, and building belonging.

Getting Started with GSFR

Location: Liberty 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.

Improving Student Outcomes through Supports of Paraprofessionals

Location: Cinnabar Room

Bryon Kennedy
Sugar Salem School District

Explores IDEA guidance, supervision responsibilities, and one district's practical approach to preparing special education personnel.

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

Location: North Star

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BlazerWorks
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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 middles 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 supported 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

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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

Location: Foyer

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

Tuesday AM Breakout Session #2

Building Resiliency among professionals in the Special Education field

Location: Delmar

Misty West
Post Falls School District

How do we address burnout and high turnover?

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).

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teachers, and specialists.

Ensuring FAPE for Dually Enrolled Students

Location: Cinnabar

Jacque Hyatt
State Department of Education

Participants will examine LEA responsibilities related to eligibility, FAPE, service provision and documentation when enrollment is shared between districts and charter schools. Time provided to share current practices and identify resource needs.

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.

Section 504 Essentials: Compliance, Access, and Responsibilities

Location: Liberty

Ken Marlowe

Overview of Section 504 requirements, disability definitions, accommodations, ADA connections, and organizational compliance responsibilities.

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

General Session and Lunch - Advancing IDEA Together (SDE)

Location: Ballroom

Sponsored by: ReThink First

SDE Lunch materials

Jacque Hyatt

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

Tuesday PM Shorty Breakout Sessions

IDEA Early Dispute Resolution: A Leadership Approach for Special Education Directors

Location: Cinnabar

Elizabeth Congdon
Idaho Department of Education

Jeff Brandt

This session focuses on early dispute resolution practices under IDEA as a proactive strategy for reducing formal complaints, mediation and due process hearings. Participants will review early dispute resolution options. Practical leadership strategies and communication practices that promote collaboration with families will be highlighted..

Language and Behavior

Location: Delmar Room

Rob Robinson

Examines language-behavior connections, showing how communication mismatches drive challenges and offering strategies for regulation, engagement.

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

Location: Liberty

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. Stacee 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.

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

Wellness Break & Partner Time

Location: Foyer

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

CLOSING KEYNOTE: GERRY BROOKS

Fall 2026