

**Florida Department of Education (FDOE)**  
**Bureau of Exceptional Education and Student Services (BEES)**

	Facilitators, Expo and Assistive Technology Lab	Individuals with Disabilities Education Act (IDEA)-Funded State Projects <ul style="list-style-type: none"><li>Florida Diagnostic Resources System (FDLRS) Admin</li><li>Center for Autism and Related Disabilities (CARD)</li><li>Positive Behavior Intervention Support (PBIS)</li><li>Problem Solving/Response to Intervention (PS/RtI)</li><li>Resource Materials and Technology Center for Deaf/Hard of Hearing (RMTC-DHH)</li><li>Florida Instructional Materials Center for Visual Impairments (FIMC-VI)</li><li>FIN</li><li>ACCESS Project</li><li>Project 10 (Grades 7-12)</li></ul> *All subject area tracks will visit the Expo and the Assistive Technology Lab during the assigned session for that track. The ESE track will visit during session 1.		
Exceptional Student Education (ESE) Track Sessions				
		Concurrent Sessions		
		K-5	6-8	9-12
Day 1	Session 1	ESE Intro Session, Classroom Management for Students with Disabilities (SWDs), EXPO  Facilitator(s): Patricia Bodiford, CARD and PBIS *Whole group in one room		
	Session 2	Access Points – Alternate Academic Achievement Standards (AP-AAAS)  Facilitator(s): Patricia Bodiford, Cheyenne Poliquin, ACCESS and FDLRS	Collaborative Teaching and Planning for Students with Disabilities (SWDs)  Facilitator(s): Kathryn Millican, Noal Weiland, FIN and Project 10	Tiered Instructional Planning for Students with Disabilities (SWDs)  Facilitator(s): Erin Daughtry, PS/RTI
Day 2	Session 3	Assistive Technology  Facilitator(s): Jennifer Coburn, Gwen Black, RMTC/DHH, FIMC-VI, and PS/RTI-TLC	Tiered Instructional Planning for Students with Disabilities (SWDs)  Facilitator(s): Erin Daughtry, PS/RTI	Collaborative Teaching and Planning for Students with Disabilities (SWDs)  Facilitator(s): Kathryn Millican, Noal Weiland, FIN and Project 10
	Session 4	Tiered Instructional Planning for Students with Disabilities (SWDs)  Facilitator(s): Erin Daughtry, PS/RTI	Access Points – Alternate Academic Achievement Standards (AP-AAAS)  Facilitator(s): Patricia Bodiford, Cheyenne Poliquin, ACCESS and FDLRS	Assistive Technology  Facilitator(s): Jennifer Coburn, Gwen Black, RMTC/DHH, FIMC-VI and PS/RTI-TLC

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Day 3	Session 5	Collaborative Teaching and Planning for Students with Disabilities (SWDs)  Facilitator(s): Kathryn Millican and FIN	Assistive Technology  Facilitator(s): Jennifer Coburn, Gwen Black, RMTC/DHH, FIMC-VI and PS/RTI-TLC	Access Points – Alternate Academic Achievement Standards (AP-AAAS)  Facilitator(s): Patricia Bodiford, Cheyenne Poliquin, ACCESS, FDLRS
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**ESE Track – IDEA-Funded State Project Collaboration Sessions**

- **Access Points – Alternate Academic Achievement Standards (AP-AAAS) Instruction - ACCESS and FDLRS (Sessions 2, 4 and 5)**
  - **K-5 Description:** This session will equip K-5 teachers with strategies to implement AP-AAAS in elementary classrooms. Participants will learn how to design engaging, developmentally appropriate lessons that align with AP-AAAS and support students' foundational academic growth.
  - **6-8 Description:** Middle school teachers will explore how to effectively integrate AP-AAAS into instruction for grades 6-8. This session will focus on creating differentiated lessons that meet the needs of learners, ensuring access to the state academic standards. Teachers will gain practical strategies for monitoring progress and fostering meaningful academic outcomes for students with the most significant cognitive disabilities.
  - **9-12 Description:** High school educators will learn how to align instruction to AP-AAAS while preparing students for life beyond graduation. This session will provide strategies for designing high-quality benchmark-aligned lessons and addressing postsecondary goals. Resources and best practices for supporting students' academic and transitional success will be emphasized.
- **Assistive Technology – PS/RTI Technology and Learning Connections (TLC), FDLRS, RMTC/DHH and FIMC-VI (Sessions 3, 4 and 5)**
  - **Description:** This session will provide practical guidance and resources to support the recommendation, selection, and implementation of assistive technology for students with Individualized Education Programs (IEPs). Special emphasis will be placed on technologies designed to meet the unique needs of students who are deaf or hard of hearing (DHH) and those with visual impairments (VI). Participants will explore a range of tools and strategies tailored to these populations to enhance access to instruction and learning outcomes.
- **Collaborative Teaching and Planning for Students with Disabilities (SWDs) (Sessions 2 and 3)**
  - **Description:** This session will provide educational stakeholders with best practices for supporting SWDs to ensure they have positive post-school outcomes across a variety of

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settings. Participants will learn about transition requirements, collaborative teaching and planning and scheduling strategies to support SWDs.

- **Classroom Management for SWDs – PBIS and CARD (Session 1)**
  - **Description:** This session provides educators with practical strategies for creating structured classroom environments that support students with disabilities. Drawing on Positive Behavioral Interventions and Supports (PBIS) and guidance from the Center for Autism and Related Disabilities (CARD), participants will explore methods to encourage positive behavior, minimize disruptions and address student needs through clear expectations and routines.
- **Collaborative Teaching and Planning for Students with Disabilities (SWDs) – FIN (Session 5)**
  - **Description:** The session will provide educational stakeholders with best practices to support SWDs in a general education setting. Participants will learn strategies and vital information on collaborative teaching, planning and a variety of approaches for implementing in-class supports.
- **Tiered Instructional Planning for Students with Disabilities (SWDs) – PS/RTI (Sessions 2, 3 and 4)**
  - **Description:** This session will highlight the importance of tiered instructional planning in delivering high-quality, benchmark-aligned instruction. Participants will engage in a four-step problem-solving process to assess the sufficiency of Tier 1 instruction for students with disabilities (SWDs), identify barriers to access and monitor student progress.