## BREAKOUT SESSIONS AT-A-GLANCE

| Monday<br>July 22nd | Lower Level  |   |   |                                      |                                      | Ground Level   |  | Grand Ballroom (Upper Level)   |   |   |
|---------------------|--|---|---|--------------------------------------|--------------------------------------|--|--|--|---|---|
|                     | Rm. 105  | Rm. 106   | Rm. 107   | Rm. 108                              | Rm. 112                              | Rm. 201  | Rm. 202  | 329A   | 329B  | 329C  |
| 11:00 - 11:50       | Serving Homeless<br>Students & Students in<br>Foster Care                                | Empowering School Princpals?<br>Optimizing the Role of School<br>Counselors for Student Success |   | Understanding the<br>A-F Report Card | Meet Your Reviewer Special Education |  | Charter Schools &<br>Federal Title Funding                     | Beyond Family Nights:<br>Moving from<br>Involvement to<br>Engagement | Navigating the complexities of<br>Special Education Discipline &<br>Child Find Responsibilities and<br>Where They Intersect | Al 101: Using Al to<br>Lighten Your Load as an<br>Administrator |
| Lunch               |  |   |   |                                      |                                      |  |  |  |   |   |
| 1:30 - 2:20         | Oklahoma's Early<br>Literacy Legislation   | Enhancing Best<br>Practices for Behavior  | Special Education<br>Update                                   | Improving Data Quality               | Meet Your Reviewer Special Education | Grantology 101:<br>Decoding the 21st CCLC<br>Competitve Grant<br>Application | ESEA Equitable Services<br>& Transferability of Title<br>Funds | How to Fast Track Your<br>Title Claims                               |   |   |
| 2:30 - 3:20         |  | Syllabus for Sanity:<br>Supporting Faculty<br>Mental Health                                     | Special Education<br>Maintenance of Effort<br>and Excess Cost | Student Discipline Data<br>Reporting | Meet Your Reviewer Title Services    | BTA - Ed Plan  | Charter Schools &<br>Federal Title Funding                     | Understanding<br>Standards, Frameworks,<br>and Assessments           | ESEA Grant Performance<br>Review Process  | Syllabus for Sanity:<br>Supporting Faculty<br>Mental Health     |
| 3:30 - 4:20         | Programs for Neglected and<br>Delinquent Youth (Title I, A-<br>Neglected and Title I, D) |   | Maintenance of Effort in<br>Title Programs                    |                                      | Meet Your Reviewer Title Services    | School Safety & Security<br>Training and Programs                            | Serving Homeless<br>Students & Students in<br>Foster Care      | Superintendent<br>Reporting<br>Responsibilities                      | American Indian<br>Education 101  |   |

| Tuesday<br>July 23rd | Lower Level   |                                     |   |   |  | Ground Level  |   | Grand Ballroom (Upper Level)  |   |  |
|----------------------|---|-------------------------------------|---|---|--|---|---|---|---|--|
|                      | Rm. 105   | Rm. 106                             | Rm. 107   | Rm. 108                                   | Rm. 112  | Rm. 201   | Rm. 202   | 329A  | 329B  | 329C   |
| 9:00 - 9:50          | Assessment Updates and Troubleshooting                          | Class Size Verification             | Special Education<br>Update   | Student Discipline Data<br>Reporting      | Meet Your Reviewer  Title Services  Pastries and Fresh Fruit Provided! | Hot Topics for Child<br>Nutrition   |   |   | Grants Management<br>System - Changes to the<br>FY25 Applications           | Wrapping Up ESSER!   |
| 10:00 - 10:50        | Dynamic Recruitment<br>Strategies for<br>Educational Excellence | Accreditation<br>Compliance Updates |   | Superintendent<br>Reporting Duties        |  | Improving the ICAP<br>through Career<br>Pathways                            | Application Training for<br>Federal Programs<br>Newbies       | FY24 OCAS Review  | ESSER Reporting in GMS<br>(New!)  | EL Updates   |
| 11:00 - 11:50        | What is NAEP? How is it Evolving?                               | Class Size Verification             |   | Awareity Complaints and<br>Investigations |  | The Benefits of Work-Based<br>Learning and Employer<br>Engagement Practices | How to Fast Track Your<br>Title Claims                        | Hot Topics for Child<br>Nutrition   | Grants Management<br>System - Changes to the<br>FY25 Applications           | Preparing for your EON and Audit                                     |
| Lunch                |   |                                     |   |   |  |   |   |   |   |  |
| 1:30 - 2:20          | Application Training for<br>Federal Programs<br>Newbies         | Accreditation<br>Compliance Updates | FY25 OCAS Manual<br>Changes   | Understanding the<br>A-F Report Card      | Meet Your Reviewer Special Education                                   | EL Updates  | Claiming Travel on<br>Federal Claims                          | Transform your School's<br>Support System with the<br>School-Based Family<br>Services Program | ESEA Program Review   | Beyond Family Nights:<br>Moving from<br>Involvement to<br>Engagement |
| 2:30 - 3:20          | Understanding<br>Standards, Frameworks,<br>and Assessments      | Class Size Verification             | Navigating the Complexities<br>of Special Education<br>Discipline and Child Find<br>Responsibilities, and Where<br>they Intersect | Improving Data Quality                    | Meet Your Reviewer Special Education                                   | New FAFSA Graduation<br>Requirement   | Rural and Low-Income<br>Schools                               | Transform your School's<br>Support System with the<br>School-Based Family<br>Services Program | Public Comment:<br>Proposed Revisions to<br>the Oklahoma State<br>ESSA Plan | Al 101: Using Al to<br>Lighten Your Load as an<br>Administrator      |
| 3:30 - 4:20          |   | Accreditation<br>Compliance Updates |   |   | Community of<br>Practitioners  |   | Best Practices for<br>Concurrent College<br>Course Enrollment |   | FY24 OCAS Review, and<br>Changes to the OCAS<br>Manual                      |  |