



**NYS
ED**
.gov



**MULTI-
TIERED
SYSTEM OF
SUPPORTS -
INTEGRATED
(MTSS-I)**

**Virtual Learning
Summit 2.0**

**AUGUST 14 & 15
2024
8:30 AM - 3:30 PM**

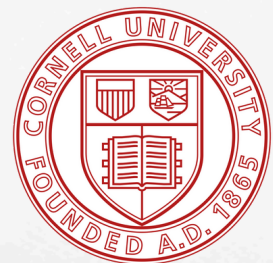
OUR SPONSORS



New York State Education Department
**Multi-Tiered System of
Supports—Integrated**

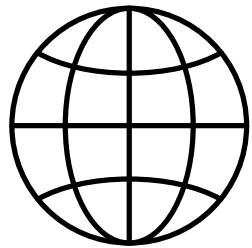
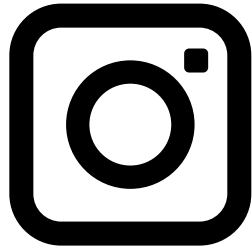
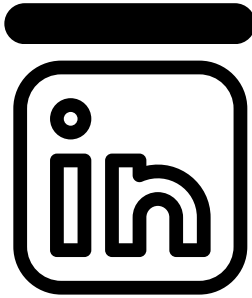


New York State Education Department
Office of Special Education
Educational Partnership



FOLLOW US ON

SOCIAL MEDIA



LINKED IN

**NEW YORK STATE EDUCATION
DEPARTMENT**

X (FORMERLY TWITTER)

@NYSEDNEWS

INSTAGRAM

@NYSEDNEWS

OUR WEBSITE

[HTTPS://OSEPARTNERSHIP.ORG/MTSS-I](https://osepartnership.org/mtss-i)



#MTSSI

#EDUPIONEERS

MULTI-TIERED SYSTEM OF SUPPORTS INTEGRATED - (MTSS- I) MISSION STATEMENT

“

The MTSS-I Center's mission is to improve outcomes for all students by building capacity in Educational Organizations to deliver evidence-based practices within a tiered system. The MTSS-I Center will empower education stakeholders, support teachers and other professionals in effective practice for improved student results.

”

**FOR MORE INFORMATION VISIT HERE:
[HTTPS://OSEPARTNERSHIP.ORG/MTSS-I](https://osepartnership.org/mtss-i)**

MEET OUR TEAM

The Child Research and Study Center
University at Albany, State University
of New York (SUNY)

DIRECTOR

- Dr. Stacy A.S. Williams, PhD, LP

MTSS-I COACHES

- Renee Beaulieu, CAS
- Dr. Rodrigo Campos, PsyD
- Daniel Carroll, MS, CAS
- Dr. Steve Rappleyea, PsyD
- Meredith Rivet, MS, CAS

PRINCIPAL INVESTIGATOR

- Dr. Kevin Quinn, EdD, Associate Professor,
University at Albany, SUNY

PROJECT MANAGER

- Tina Minehan, Office of Special Education (OSE), NYSED

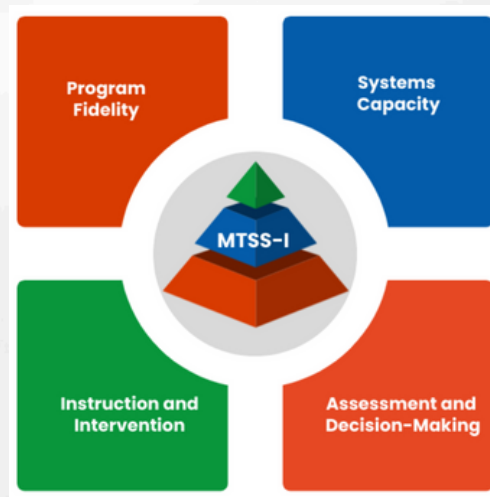
GRADUATE ASSISTANTS

- Natasha J. Hogg, MS, University at Albany, SUNY
- Rachel Doody, MS, University at Albany, SUNY



New York State Education Department
**Multi-Tiered System of
Supports—Integrated**

TYPES OF SESSIONS



Keynote Presentations

Invited content experts discuss their specific areas of expertise in relation to the multi-tiered system of supports.



Content Sessions

Presentation of evidence-based content and best practices across a wide range of topics.



Practitioner Sessions

Structured discussions to exchange ideas and highlight the MTSS-I Center's hands-on work within communities.

DAY 1 OVERVIEW – AUGUST 14

Time	Session 1	Session 2
8:30 – 8:45 AM	<p align="center">Welcome Address Dean Virginia Goatley, PhD <i>Dean of School of Education, University at Albany, SUNY</i></p>	
8:45 - 9:55 AM	<p align="center">Keynote MTSS for Educational Equity: Promises and Pitfalls Celeste Malone, PhD, MS <i>Associate Professor of School Psychology, Howard University</i> Introduced by Natasha Hogg, MS</p>	
10:00 – 10:50 AM	<p align="center">Content Session Creating MTSS-I Teaming Structures: Form and Function Rodrigo Campos, PsyD <i>MTSS-I Coach</i></p>	<p align="center">Content Session Family Engagement Foundations: Taking a Multi-Tiered Approach Julianne Toce, MS & Jennifer Rautenstrauch, MS <i>Parent Training and Information Center Partners (PTIC)</i></p>
11:00 – 11:50 AM	<p align="center">Practitioner Session District Highlight -Troy City School District Facilitator: Renee Beaulieu, CAS, <i>MTSS-I Coach</i> Panelist: Amanda Klopott, <i>School 2 Principal</i> Panelist: Lyndsay Eddy, <i>MTSS Building Coordinator</i> Panelist: Summer Logrippa, <i>Assistant Director: Grants, Academic Programs & Accountability</i></p>	
12:00 - 12:30 PM	<p align="center">LUNCH BREAK</p>	
12:40 – 1:30 PM	<p align="center">Keynote How to Maximize the Impact of Tiered Instruction in a Multi-Tiered System of Supports Dr. George Batsche, EdD <i>Professor & Director Emeritus, University of South Florida, Tampa</i> Introduced by Dr. Steve Rappleyea, PsyD</p>	
1:40 – 2:30 PM	<p align="center">Content Session Ensuring a Viable Curriculum: The Role of Tier 2 Supports Daniel Carroll, MS, CAS <i>MTSS-I Coach</i></p>	<p align="center">Practitioner Session Family Engagement in Practice: Engaging Families in Tier 1 Supports Julianne Toce, MS & Jennifer Rautenstrauch, MS <i>PTIC Partners</i></p>
2:40 – 3:30 PM	<p align="center">Practitioner Session District Highlight (Panel Discussion) Bright Spots – Implementation: Teaming Facilitator: Rodrigo Campos, PsyD, <i>MTSS-I Coach</i> Panelist: Melanie Ulinger, PhD, <i>Director of Special Education and Curriculum, Brocton Central Schools</i> Panelist: David Mauricio, Ed. D, <i>Superintendent, Peekskill City School District</i> Panelist: Darlyne Aristide-Degramont MEd, <i>Director of Special Education, NYCDOE - D31</i> Panelist: David J Vázquez, EdD, <i>Principal, Bronx Academy for Multimedia</i></p>	
3:30 - 3:40 PM	<p align="center">Closing Remarks and Review of Day Two Agenda</p>	

DAY 2 OVERVIEW – AUGUST 15

Time	Session 1	Session 2
8:30 – 8:45 AM	<p align="center">Welcome Address Angelique Johnson-Dingle Deputy Commissioner, NYSED, P-12 Instructional Support</p>	
8:45 - 9:55 AM	<p align="center">Keynote The Science of Reading & Multi-Tiered System of Supports Dr. Michelle Storie, PhD <i>Associate Professor of School Psychology, SUNY Owsego</i> Introduced by Daniel Carroll, MS, CAS</p>	
10:00 – 10:50 AM	<p align="center">Content Session Learning Engineering: Using Engineering and Design Principles to Drive Change Steve Rappleyea, PsyD <i>MTSS-I Coach</i></p>	<p align="center">Content Session Align and Shine: Assessments Synced With Reading Pillars Meredith Rivet, MS, CAS <i>MTSS-I Coach</i></p>
11:00 – 11:50 AM	<p align="center">Practitioner Session District Highlight -Professional Learning Community Facilitators: Renee Beaulieu, CAS & Meredith Rivet, MS, CAS <i>MTSS-I Coaches</i></p>	
12:00 - 12:30 PM	<p align="center">LUNCH BREAK</p>	
12:40 – 1:30 PM	<p align="center">Keynote Supportive Structures to Accelerate Literacy Outcomes Kimberly St. Martin, PhD <i>Director, Michigan’s Multi-tiered System of Supports, Technical Assistance Center</i> Introduced by Tina Minehan</p>	
1:40 – 2:30 PM	<p align="center">Content Session Behavioral and Social Emotional Learning - Tiered Interventions Natasha Hogg, MS & Rachel Doody, MS <i>Graduate Assistants, University at Albany, SUNY</i></p>	<p align="center">Practitioner Session Next-Gen ELA Standards: MTSS-I and the Science of Reading Renee Beaulieu, CAS, <i>MTSS-I Coach</i> <i>Panelists: Janelle Freer, MS, CA BOCES Professional Development/Curriculum Coordinator; Jennifer Kless, Director Curriculum/Instruction, Olean City School District; Jennifer Mahar, SPED Director, Olean City School District</i></p>
2:40 – 3:30 PM	<p align="center">Practitioner Session District Highlight (Panel Discussion) Bright Spots – Implementation: Evaluation Facilitator Daniel Carroll, MS, CAS, <i>MTSS-I Coach</i> Panelist: Jeanne Grim, <i>Assistant Principal, Riverhead CSD</i> Panelist: Matt Hladun, <i>Assistant Superintendent, Averill Park, CSD</i> Panelist: Matt Stroup, <i>Elementary School Principal, Spencer-Van Etten CSD</i> Panelist: Nicolle L. Haynes, <i>Executive Director of Equity, Inclusion and Curriculum Program Audit, Rochester City School District</i></p>	
3:30 - 3:40 PM	<p align="center">Closing Remarks</p>	



DR. STACY WILLIAMS

MTSS-I Director, NYSED
OSE MTSS-I Center,
University at Albany,
SUNY



Stacy Williams, PhD., is the Director of NYSED's OSE MTSS-I Center located at the University at Albany, Adjunct Associate Professor and Director of Field Training at Marist College, a Licensed Psychologist and Certified School Psychologist in New York State. As a founding member of Creating Inclusive Communities (CIC) and the inaugural director of Marist College Diversity Leadership Institute (MCDLI), Dr. Williams and her colleagues have provided diversity and equity training to faculty and staff to support diversity and inclusion activities in the classroom and in the wider campus community. Dr. Williams regularly provides training in social justice, creating inclusive classrooms, academic and behavioral interventions, data-based decision-making for teachers, and university/school partnerships. At the national level, Dr. Williams served as President for the Trainers of School Psychologists (TSP), and currently serves as the Past-President. Additionally, Dr. Williams mentors students and early career faculty of color through the National Association of School Psychologists (NASP) mentoring program. At the state level, Dr. Williams is the Fiscal Advisor for the New York Association of School Psychologists, mentors school psychology candidates, and develops content for the state association annual conference.



DR. KEVIN QUINN

NYSED MTSS-I Center
Principal Investigator
Associate Professor,
University at Albany, SUNY




Kevin Quinn, EdD, is an Associate Professor of Special Education in the School of Education at the University at Albany, where he served as Department Chair for more than a decade. He is the Director of the Child Research and Study Center where he is currently Principal Investigator on projects totaling more than 20 million dollars in external funding from NYSED. These projects include three statewide technical assistance centers: TAP for Academics, TAP for Behavior, and the MTSS-I Center. All three projects involve closely working with education personnel across the state to improve supports and outcomes for students with disabilities and their families. Over the last decade, he also has been either Principal Investigator or the Co-Principal Investigator on a series of Leadership Personnel grants from the federal Department of Education totaling more than 3 million dollars. His scholarly work has been published in top-tier journals such as Behavior Disorders and the Journal of Emotional and Behavioral Disorders. Dr. Quinn served for a decade as Consultant to the NYS Technical Assistance Center for PBIS and he is a member of NYSED's Safe Schools Task Force.

KEYNOTE INTRODUCTION

TINA MINEHAN

Project Manager, Office
of Special Education,
NYSED

A portrait of Tina Minehan, a woman with blonde hair, smiling, framed by a yellow and blue geometric shape.

Tina Minehan is a Supervisor in the Office of Special Education (OSE) at the New York State Education Department (NYSED). She holds a B.S. in Elementary Education, a M.S. in Special Education, and a C.A.S. in Educational Administration, all from the College of Saint Rose. Tina oversees the OSE Educational Partnership, a coordinated and cohesive network focused on enhancing services and supports for students with disabilities, from early childhood and school-age education to engagement in post-school opportunities. She also serves as the Project Manager for the State Personnel Development Grant (SPDG): MTSS-I Pilot Project, which aims to improve outcomes for all students by building capacity in educational organizations to deliver evidence-based practices within a tiered system. Prior to her current role, Tina was a Regional Associate for Special Education Quality Assurance (SEQA) in OSE and a Regional Liaison in the Office of Accountability at NYSED. In these positions, she provided direct support to building and district staff, parents, preschool agencies, and other educational partners to ensure high-quality education for all students. Before joining NYSED, Tina was a teacher and administrator at the elementary level. She has led various school and district projects, including roles as a 504 Coordinator, UPK Coordinator, PBIS Chair, and a member of the SAVE and Character Education Committee. Tina was also instrumental in planning and monitoring teacher mentor programs, Diversity and Equity Fairs, and Community Service Projects for students and their families. She is dedicated to improving outcomes for students in New York State.



WELCOME ADDRESS

DR. VIRGINIA GOATLEY

Dean, School of Education
University at Albany, SUNY



Virginia Goatley, PhD., is the Dean of the School of Education and a Professor of the Department of Literacy Teaching and Learning at the University at Albany - SUNY. Her primary research interest is preventing reading and writing difficulties for children. In collaboration with colleagues at the Child Research and Study Center, she was co-investigator for two recent federally funded grants through Institute of Educational Sciences (IES) and Fund for the Improvement of Postsecondary Education (FIPSE), focused on the literacy coursework in teacher preparation programs, with a special emphasis on meeting the needs of all learners. In her earlier project with National Research Center for English Learning and Achievement (CELA), she studied the integration of literacy and social studies across the elementary grades. Dr. Goatley is a regular participant in national and state-wide efforts for teacher education and preparation of literacy professionals. She is currently a member of the Association for Advancing Quality in Educator Preparation (AAQEP) Board (Treasurer) and Accreditation Commission, New York State Professional Standards and Practices for Teaching Board (Co-Chair), New York Association of College Teacher Educators (NYACTE) Board (Member). Previously, she was a Board member of the Literacy Research Association (Dec. 2020-23), has been a committee member, panelist and/or Board member for national organizations, such as the Teacher Education Accreditation Council (TEAC) Accreditation Commission, Council for the Accreditation of Educator Preparation (CAEP) Board Member, International Literacy Association's Standards for Literacy Professionals Committee (Lead Writer), and International Literacy Association's Literacy Research Panel. She was a co-editor of the Journal of Literacy Research, a publication of the Literacy Research Association (2016-19). In recognition of her research, teaching, and/or service, Dr. Goatley has received several awards, including the Albert J. Kingston Service Award from the Literacy Research Association, Charles C. Mackey Award from the New York Association of Colleges for Teacher Education, University at Albany President's Excellence in Faculty Academic Service Award, Council Service Award - New York State Reading Association, and the Harold E. Mitzel Award for Meritorious Contribution to Educational Practice Through Research - Journal of Educational Research.



WELCOME ADDRESS

ANGELIQUE JOHNSON- DINGLE

Deputy Commissioner,
NYSED,
P-12 Instructional Support



Angelique Johnson-Dingle is the New York State Education Department’s Deputy Commissioner for P-12 Instructional Support where she oversees the areas of Standards and Instruction, Special Populations, including English Language Learners and Students with Disabilities, Early Childhood Education, School Safety, Career and Technical Education, and Expanded Learning Opportunities, among other offices. Ms. Johnson-Dingle possesses extensive pedagogical and leadership experience working with schools, districts, and BOCES across New York State. Prior to joining NYSED, Ms. Johnson-Dingle served as the District Superintendent of the Western Suffolk BOCES where she led regional discussions to promote Diversity, Equity, and Inclusion and served as Co-Chair of the Suffolk County Superintendent’s Association’s Diversity, Equity, and Inclusivity Committee.

Ms. Johnson-Dingle began her more than 20-year career as an elementary school teacher in the East Ramapo Central School District before transitioning to the high school level to progressively serve as a Reading and Language Arts Teacher, Literacy Coach, Facilitator for Small Learning Communities, and Summer School Assistant Principal at the Uniondale High School. Ms. Johnson-Dingle then served as a Teacher Center Director and Divisional Director for Instructional Support Services at the Western Suffolk BOCES.

Ms. Johnson-Dingle holds two Master of Science degrees, one in Educational Administration and the other in Education from Long Island University and a Bachelor of Science in Elementary Education from Lincoln University. Ms. Johnson-Dingle also holds New York State Permanent Certifications in Elementary Education, Reading, and as a School District Administrator.



KEYNOTE PRESENTATION

DR. CELESTE MALONE

Associate Professor of
School Psychology, Howard
University



Celeste Malone, PhD., is an associate professor of school psychology at Howard University and past president of the National Association of School Psychologists. Her upbringing in Harlem, New York, has made her passionate about addressing issues of educational equity, and creating schools where marginalized youth feel affirmed and can thrive. A national expert in multicultural school psychology, Dr. Malone's research focuses on culturally responsive practices in school mental health and diversifying the school psychology workforce. She has received several awards for her ongoing leadership and commitment to social justice including from the American Psychological Association, the Black School Psychologists' Network, the National Association of School Psychologists, and the Maryland School Psychologists' Association. Dr. Malone received her master's degree in school counseling from Johns Hopkins University and her doctorate in school psychology from Temple University, and she completed a postdoctoral fellowship in child clinical and pediatric psychology at the Johns Hopkins University School of Medicine. Outside of her professional role, Dr. Malone is an active member of Delta Sigma Theta Sorority and a regional co-chair of one of the sorority's leadership development programs.



KEYNOTE PRESENTATION

DR. CELESTE MALONE

Associate Professor of
School Psychology, Howard
University



MTSS FOR EDUCATIONAL EQUITY: PROMISES AND PITFALLS

MTSS is an effective framework for delivering comprehensive academic, behavioral, and social-emotional services in schools, and has potential to remediate persistent inequities in student outcomes. However, without educators' critical self-reflection and an intentional focus on equity, MTSS may instead perpetuate and worsen disparities. This session will explore the relationship between educators' mindsets and MTSS implementation and provide strategies for promoting equity in MTSS policies, practices, and procedures.

LEARNING OBJECTIVES

- Understand the concept of Multi-Tiered System of Supports (MTSS) and its significance in promoting educational equity.
- Recognize common pitfalls and challenges associated with implementing MTSS, including potential barriers to equitable access and outcomes.
- Explore strategies for effectively navigating and mitigating the pitfalls in MTSS implementation to uphold principles of equity.



KEYNOTE PRESENTATION

DR. GEORGE BATSCHKE

Professor & Director
Emeritus, University of
South Florida, Tampa



George M. Batsche, EdD., is currently Professor and Director Emeritus of the Institute for School Reform in School Psychology at the University of South Florida in Tampa, Florida. He served multiple previous roles as the Co-Director of the Florida Statewide Problem-Solving/Response to Intervention, the Florida Statewide Technology and Learning Connections (TLC), Title 1 statewide assistance centers and the Student Support Services projects for the Florida Department of Education. Currently, he is Vice-Chair of the Professional Advisory Board for the National Center For Learning Disabilities (NCLD). Dr. Batsche was the Co-Director of the Florida MTSS statewide project with Dr. Don Kincaid of the Florida Positive Behavior Supports Project. The majority of his work has focused on systems of implementing academic, behavior and social emotional instruction and supports to ensure equity in access for at-risk students. George's experience includes work as a university professor and researcher, school psychologist, district-level administrator, building principal and consultant to school districts and state agencies regarding implementation of systemic solutions to improve outcomes for ALL educators, students and their families. Dr. Batsche co-authored the book, *Response to Intervention: Policy Considerations and Implementation*, and has authored or co-authored more than 75 articles and book chapters in publications such as *Assessment for Effective Intervention*, *Learning Disabilities: A Multidisciplinary Journal*, *The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention*, *The Handbook of Research and Practice for Effective Inclusive Schools and Multi-tiered System of Supports: Integrating Academic Rtl and School-wide PBIS*. In addition, Dr. Batsche was one of the editorial advisors in the development of the *Rtl-Based Specific Learning Disability Identification Toolkit*. He is a certified school psychologist, licensed clinical psychologist, and a certified school administrator. He is a Past-President of the National Association of School Psychologists and a recipient of its Lifetime Achievement Award.



KEYNOTE PRESENTATION

DR. GEORGE BATSCHKE

Professor & Director
Emeritus, University of
South Florida, Tampa



HOW TO MAXIMIZE THE IMPACT OF TIERED INSTRUCTION IN A MULTI-TIERED SYSTEM OF SUPPORTS

Tiered instruction (academic, behavioral and social emotional) in a MTSS is influenced by how instruction is intensified across the tiers. In addition, it is influenced by how the other components (e.g., collaboration, problem-solving) of the MTSS framework inform and enhance the impact of instruction across all tiers. This session will focus on specific, evidence-based strategies to ensure that tiered instruction results in significant improvement for all students.

LEARNING OBJECTIVES

- Define the concept of tiered instruction within the context of MTSS, including its academic, behavioral, and social-emotional components.
- Identify the factors that influence the intensity and instructional outcomes across different tiers within an MTSS-I framework.
- Apply specific strategies for adapting tiered instruction to meet the diverse needs of students across different tiers.



KEYNOTE PRESENTATION

DR. MICHELLE STORIE

Associate Professor of
School Psychology,
SUNY Oswego



Michelle S. Storie, PhD., is a New York State licensed psychologist and permanently-certified school psychologist. She is an Associate Professor in the Counseling and Psychological Services Department at the State University of New York at Oswego and is Coordinator of the School Psychology Program. Dr. Storie has also served as Director and Coordinator of the Syracuse University Psychoeducational Teaching Laboratory since 2000. She has eighteen years of experience as a school psychologist, and has worked in urban, suburban, and rural school districts. Dr. Storie is Conference Chairperson of The Reading League and is one of its founding board members. She is a member of the National Joint Committee on Learning Disabilities and is on the Professional Advisory Board of the Learning Disabilities Association of America. Dr. Storie runs a part-time private practice, where she specializes in assessment of dyslexia, anxiety, and ADHD in children, adolescents, and college students. She earned her Ph.D. in School Psychology from Syracuse University in 2001, and has continued to adjunct at Syracuse University since that time. Dr. Storie's research interests include dyslexia screenings, evidence-based practices for assessment and intervention of reading deficits, educator knowledge of effective reading practices, and impact of professional development aligned with the Science of Reading on student outcomes.



KEYNOTE PRESENTATION

DR. MICHELLE STORIE

Associate Professor of
School Psychology,
SUNY Oswego



THE SCIENCE OF READING & MULTI-TIERED SYSTEM OF SUPPORTS

Dr. Storie will provide an insightful overview of the Science of Reading and explore its relevance to both assessment and intervention within the school context, utilizing a MTSS approach. Reading is a fundamental skill that significantly impacts one's overall health, well-being, and success, both academically and vocationally. However, standardized testing scores consistently reveal that many students in United States schools struggle with reading proficiency, particularly those from marginalized backgrounds. How can we effectively empower children and adolescents with the Science of Reading to support their literacy skills? What steps can we take to revolutionize the delivery of reading education in our schools, ultimately enabling more students to achieve proficiency?


LEARNING OBJECTIVES

- Participants will understand why reading is a social justice issue.
- Participants will identify the component skills that lead to effective reading.
- Participants will recognize what reading instruction should look like at Tier 1, 2, and 3 levels and will learn about tools that they can employ to evaluate their curriculum and interventions.

KEYNOTE PRESENTATION

DR. KIMBERLY ST. MARTIN

Director, Michigan's Multi-tiered System of Supports,
Technical Assistance Center



Kimberly St. Martin, PhD., is the Director of Michigan's Multi-Tiered System of Support (MiMTSS) Technical Assistance Center. She regularly works with State Education Agencies, Regional Education Agencies like Educational Support Teams, Educational Service Centers and districts across the country to assist them in developing an implementation infrastructure that can scale the components of an integrated behavior and literacy MTSS framework.

KEYNOTE PRESENTATION

DR. KIMBERLY ST. MARTIN

Director, Michigan's Multi-tiered System of Supports,
Technical Assistance Center



SUPPORTIVE STRUCTURES TO ACCELERATE LITERACY OUTCOMES

Literacy instruction designed to meet the needs of all learners requires supportive structures. This session will define supportive structures that should be used school-wide, across grade-levels, and core subject area departments to benefit students, teachers, and school staff. Practical implementation examples and resources for people to use will be shared.

LEARNING OBJECTIVES

- Describe the structures and processes that should be developed for effective, school-wide literacy instruction.
- Explain how different types of data can be used to inform strengths and opportunities for improvement.
- Apply school context to the information and examples shared to inform implementation next steps.

CONTENT & PRACTITIONER SESSIONS

DR. RODRIGO CAMPOS

MTSS-I Coach



Rodrigo Campos, PsyD., is a coach for the NYSED OSE MTSS-I Center. He is a NYS Licensed Psychologist and a NYS Certified School Psychologist. In his role at the MTSS-I Center, he serves as a district-wide coach with Regional Level Teams in Long Island and NYC. He provides systems level consultation and professional development for districts and schools in NYC and Long Island. He is also an Adjunct Professor at New York University and City University of New York. Dr. Campos worked at NYCDOE for 15 years as a Behavior Specialist and School Psychologist. He earned his Master's and Doctoral degrees from NYU's Department of Applied Psychology. Dr. Campos has conducted research and published in the areas of parent and father involvement. His clinical experience includes in-patient and out-patient care at Bellevue Hospital, Lincoln Medical and Mental Health Center.

CONTENT & PRACTITIONER SESSIONS

DR. RODRIGO CAMPOS

MTSS-I Coach



CONTENT SESSION:

CREATING MTSS TEAMING STRUCTURES: FORM AND FUNCTION

Highly effective leadership teams are a prerequisite for successful MTSS implementation. However, one team cannot take on all that is required in an integrated framework: providing students with academic, behavioral, and social emotional instruction and interventions across the tiers. In this session we will present several models for integrating tiered service delivery across the tiers. We will also discuss the form and function of the teams based on the stages of implementation.

PRACTITIONER SESSION:

DISTRICT HIGHLIGHT (PANEL DISCUSSION)

BRIGHT SPOTS – IMPLEMENTATION: TEAMING

Dr. Rodrigo Campos will facilitate a structured panel discussion to exchange ideas and highlight the MTSS-I Center's hands-on work within communities. This practitioner session's focuses on the procedures and benefits of implementing teaming structures within the NYS MTSS-I Pilot Framework.

PRACTITIONER SESSION:

PANELISTS

DISTRICT HIGHLIGHT (PANEL DISCUSSION)

BRIGHT SPOTS – IMPLEMENTATION: TEAMING



Dr. David Mauricio joined the Peekskill City School District as Superintendent of Schools in July of 2018. Born in NYC, Dr. Mauricio was raised by his mother and father, both of whom are Latinos who came to NYC to pursue the American Dream. Dr. Mauricio graduated from the NYC Public School system. He pursued his post-secondary education in Buffalo where he received the following degrees: BS in Ed., Special Education & Elementary Education from S.U.N.Y. College at Buffalo; MS in Ed., Bilingual Special Education from S.U.N.Y. College at Buffalo; Certificate of Advanced Study, School Administrator and Supervisor from S.U.N.Y. College at Buffalo; and Ed.D. in Educational Leadership and Policy from University at Buffalo. He also served in the United States Army Reserves. Dr. Mauricio has spent over 25 years working for public schools in various capacities. Additionally, he is a co-founding member and past President of the New York State Association of Latino Administrators and Superintendents. He is husband to Kimberly Mauricio, and the proud father of a son and daughter.

Dr. Melanie Ulinger is the Director of Special Education and Curriculum at Brocton Central School District, in Brocton, New York. Melanie has spent over 25 years as an educator in NYS. Her previous professional experience includes Building Administrator, Committee on Preschool Special Education (CPSE), Committee on Special Education (CSE) and Section 504 Chairperson, District Reading Coordinator, and Special Education Teacher. Melanie holds advanced degrees in district level leadership and literacy, and Bachelor's Degrees in elementary and special education through SUNY Fredonia. She has extensive experience collaborating with teachers and multidisciplinary teams to create district, tiered instructional plans, designing and implementing professional development plans, and problem solving to meet student needs.



PRACTITIONER SESSION:

PANELISTS

DISTRICT HIGHLIGHT (PANEL DISCUSSION)

BRIGHT SPOTS – IMPLEMENTATION: TEAMING



Darlyne Aristide-Degramont is a proud Mother of three amazing children, a Philanthropist, an educator, and a lifelong learner who enjoys traveling with family and loved ones. Also, an event curator, Darlyne manages her daughter Tadia, an independent world music artist. Darlyne immigrated to the U.S. at the age of 16 vowing to become an educator serving marginalized communities. She returns to her homeland of Haiti yearly serving the same communities there. Darlyne has been serving students with disabilities for over 25 years within the NYC Public School. Her roles included Teacher of Speech Improvement in Bedford Stuyvesant to Special Educator for students with disabilities citywide. Darlyne also served as Adjunct Professor at CUNY Brooklyn College's graduate program for education. Darlyne is currently the Director of Special Education for District 31 in Staten Island overseeing all special education related matters for 74 schools. Her responsibilities include ensuring students with disabilities are provisioned with their mandated services and building leadership capacity with Principals. Darlyne is the District Lead for My Sister's Keeper serving 60 schools and over 450 young women. Darlyne has received numerous citations from former Borough President, now NYC Mayor Eric Adams, City Councils, and most recently the United States Presidential Award & Assemblyman Charles D. Fall award for activism and service. Darlyne holds a Bachelor's degree, a Master's and Educational Leadership Degrees in Special Education.

David J Vázquez, EdD, has worked in K-12 education for over 25 years as a classroom teacher, mentor, and principal. David is the founding principal of the Bronx Studio School for Writers and Artists (BSSWA) and most recently the successful turnaround principal of the Bronx Academy for Multimedia (BAMM!), both located in the Longwood and Hunts Point sections of the South Bronx. David's long-standing commitment to assembling and leading teams of school-based practitioners dedicated to executing data-driven, standards-based, classroom practices, within highly promotive, culturally responsive, learning environments has narrowed the "opportunity gap" for scores of students across the ability spectrum and advanced the learning of adults and young people alike. David holds a doctorate in education leadership from Russell Sage College, a Master's in Political Science from the University of Michigan at Ann Arbor, and a Bachelor's in U.S. History from Wesleyan University.

CONTENT & PRACTITIONER SESSIONS

DANIEL CARROLL

MTSS-I Coach



Daniel Carroll, MS, CAS, is a coach for the NYSED OSE MTSS-I Center. He has worked in K-12 education for 20 years as a classroom teacher, principal, and district-level administrator, most recently serving as the Executive Director of Instruction and Achievement in the Fulton City School District prior to joining the MTSS-I team. Dan is recognized for his leadership of school improvement initiatives that center around evidence-based implementation of Response to Intervention (RTI) and MTSS, and he has been called upon to consult with school districts and present statewide in the areas of school improvement and accountability. Dan has also enjoyed mentoring and instructing future school leaders as an Adjunct Professor for LeMoyne College's Central New York Leadership Development Program.

CONTENT & PRACTITIONER SESSIONS

DANIEL CARROLL

MTSS-I Coach



CONTENT SESSION:

ENSURING A VIABLE CURRICULUM: THE ROLE OF TIER 2 SUPPORTS

Highlighting key skills and content for students to grasp as they progress through courses and grades can foster curricular consistency among educators and clarify learning expectations for all involved. This mutual dedication to mastering core elements can transform the notion of a “guaranteed and viable curriculum” from a mere catchphrase to tangible student results. However, for true mastery to be assured for every student, aligned Tier 2 support systems must be available for those who struggle with Tier 1 content. These support systems must also be feasibly implemented within each school's capabilities. In this discussion, we'll delve into how Tier 1 learning aligns with proactive Tier 2 support, preparing for potential challenges students might face in Tier 1.

PRACTITIONER SESSION:

DISTRICT HIGHLIGHT (PANEL DISCUSSION)

BRIGHT SPOTS – IMPLEMENTATION: EVALUATION

Daniel Carroll will facilitate a structured panel discussion to exchange ideas and highlight the MTSS-I Center's hands-on work within communities. This practitioner session is focused around specific procedures and practices related to evaluation processes in the NYS MTSS-I Pilot Framework.

PRACTITIONER SESSION:

PANELISTS

DISTRICT HIGHLIGHT (PANEL DISCUSSION)

BRIGHT SPOTS – IMPLEMENTATION: EVALUATION

Nicolle L. Haynes is currently the Executive Director of Equity, Inclusion and MTSS in the Rochester City School District (RCSD). Prior to that she served as a Principal and Director of School Culture and Climate in the Syracuse City School District. With over 30 years of experience as an educator, she started her career in the RCSD as a mathematics teacher and served in a variety of Director & Executive Director positions in Teaching and Learning, Bilingual/ESL, Accountability, Parent Engagement, and Early Childhood Departments. As a Principal, her leadership led to increased attendance, decreased disciplinary infractions, and increased academic productivity for students. While engaged in an Alternative Education Setting under her leadership they improved significantly. Ms. Haynes earned a bachelor's degree in applied mathematics and a master's degree in secondary mathematics education from the University of Rochester, a master's degree in strategic leadership from Roberts Wesleyan College, a master's degree in educational administration from St. John Fisher College, and she completed her studies toward a doctorate degree in executive leadership and is now enrolled in the Dissertation Completion Pathway at Manhattanville University. Using Implementation Science to effectively implement a Multi-tiered System of Supports is the focus of her current research. Ms. Haynes is the proud parent of three RCSD School of the Arts graduates.



Matt Hladun has served as Assistant Superintendent for Teaching and Learning at the Averill Park Central School District since 2019. In this role, he facilitates and manages the systems and structures that support the learning of all students in the district including curriculum, instruction, interventions, professional development, data and instructional technology. Prior to coming to Averill Park, Matt worked at Queensbury Union Free School District where he served as Director of Instructional Technology for 16 years. Matt began his career in education as a high school and middle school English teacher.

PRACTITIONER SESSION:

PANELISTS

DISTRICT HIGHLIGHT (PANEL DISCUSSION) BRIGHT SPOTS – IMPLEMENTATION: EVALUATION

Jean Grim has worked in K-12 education for 26 years as a classroom teacher, academic supervisor, and building administrator at both the elementary and secondary levels. She is an advocate for school improvement initiatives, continuously implementing best practices to improve instruction. She has provided professional development workshops for teachers and district administration, sharing her expertise in data driven instruction including implementation of the MTSS process. She is passionate about applying a systematic approach, using data informed instruction to improve student achievement focusing on the whole child.



Matt Stroup started as a High School Social Studies teacher within various alternative education programs for Broome-Tioga (BT) BOCES and Onondaga-Cortland-Madison BOCES. He was then a Dean of Students and Assistant Principal at East Learning Center (an alternative school) for BT BOCES before accepting the Elementary Principal position at Spencer-Van Etten (SVE) Central School District, his alma mater. While at S-VE, Matt has been focused on creating academic, behavioral, and Social-Emotional Learning focused systems to support each student that is enrolled. The S-VE Elementary School has successfully implemented a Response-to-Intervention academic system that is the model of the Greater Souther Tier BOCES region.

CONTENT & PRACTITIONER SESSIONS

MEREDITH RIVET

MTSS-I Coach



Meredith Rivet MS, CAS, is a coach for the NYSED OSE MTSS-I Center. Meredith has worked in K-12 education for 23 years as a classroom teacher, reading academic intervention specialist, teacher leader, and administrator at both building and district levels. Meredith has worked in rural, suburban, and urban schools. She has dedicated her career to the evolution of education and finding ways to support data-driven and culturally responsive teaching. She hopes to support the improvement of the education experience for administrators, teachers, students, and families across NYS. She looks forward to working together and collaborating with your school community.

CONTENT & PRACTITIONER SESSIONS

MEREDITH RIVET

MTSS-I Coach



CONTENT SESSION:

ALIGN AND SHINE: ASSESSMENTS SYNCED WITH READING PILLARS

In this session, we'll delve into the utilization of screening data, exploring best practices across all tiers of your educational institution. Furthermore, we'll examine how to align supplementary assessments with screening data to pinpoint specific reading pillar skill deficits.

PRACTITIONER SESSION:

DISTRICT HIGHLIGHT PROFESSIONAL LEARNING COMMUNITY

Coaches Meredith Rivet and Renee Beaulieu will facilitate a structured panel discussion to exchange ideas and highlight the MTSS-I Center's hands-on work within communities. This practitioner session will include a discussion with members from our district partnerships, highlighting the creation of professional learning communities within the NYS MTSS-I Pilot Framework.

PRACTITIONER SESSIONS

RENEE BEAULIEU, CAS

MTSS-I Coach



Renee Beaulieu, CAS, is a coach for the NYSED OSE MTSS-I Center. Renee has worked in K-12 education for 25 years as a teacher, principal, and district leader. She has extensive experiences improving systems utilizing coaching skills. Throughout her career, Renee has had the privilege of working with urban, rural, and suburban districts and engaging with teachers and administration from the excitement of starting careers to celebrating the successful completion of their time in education. Renee engages in thoughtful, data driven, culturally responsive practices for the single purpose of enhancing the lives of students and families. Renee looks forward to learning and growing with you, your students, staff, and community.

PRACTITIONER SESSION:

DISTRICT HIGHLIGHT

PROFESSIONAL LEARNING COMMUNITY

Coaches Renee Beaulieu and Meredith Rivet, will facilitate a structured panel discussion to exchange ideas and highlight the MTSS-I Center's hands-on work within communities. This practitioner session will include a discussion with members from our district partnerships, highlighting the creation of professional learning communities within the NYS MTSS-I Pilot Framework.

PRACTITIONER SESSIONS

RENEE BEAULIEU, CAS

MTSS-I Coach



PRACTITIONER SESSION:

NEXT-GEN ELA STANDARDS: MTSS-I AND THE SCIENCE OF READING

The Science of Reading transcends phonics. In this session, coach Renee Beaulieu, alongside multiple panelists, will explore the fundamental reading skills outlined within this scientific approach and pinpoint their alignment with the Next Gen ELA learning standards for grades K-8.

PRACTITIONER SESSION:

DISTRICT HIGHLIGHT TROY CITY SCHOOL DISTRICT

Coach Renee Beaulieu will facilitate a structured panel discussion to exchange ideas and highlight the MTSS-I Center's hands-on work within communities. This practitioner session will include panelists to highlight our collaborative work and processes in our partnership with the Troy City School District.

PRACTITIONER SESSION:

PANELISTS

NEXT-GEN ELA STANDARDS: MTSS-I AND THE SCIENCE OF READING

Janelle Freer, MS, is a Professional Development/Curriculum Coordinator at Cattaraugus-Allegheny-Erie-Wyoming (CA) BOCES who is embedded in the OCSD 80% of her time to provide professional development in ELA. She has worked in education for 13 years in rural and urban schools as a general education teacher and curriculum specialist. She has a passion for educating all students and leverages her expertise in curriculum development and instructional design to empower educators and enhance student outcomes. Janelle looks forward to learning and growing with you and your school community.



Jennifer Kless is the proud Director of Curriculum & Instruction for the OCSD. Starting as a Kindergarten teacher in 1993, Jennifer taught several grade levels before becoming an OCSD Reading Coach and Reading Specialist. Leading professional learning and the implementation of the new basal program under the Reading First Grant, Jennifer learned how the role of leadership supports instructional best practice and student learning in the classroom as well as the relationships needed to foster professional growth in educators. Now, as Director of Curriculum & Instruction for her district, Jennifer uses the foundational knowledge she acquired as a classroom teacher, reading specialist, and reading coach to lead the OCSD in providing instruction that meets the needs of all students, as well as professional learning that meets the needs of all staff. When not at work, Jennifer is the mother of four children and wife of a business owner.



Jennifer Mahar is the Director of Special Programs for the OCSD. A former pre-k and Even Start teacher, she has been a project coordinator with various grant programs over the years and is currently responsible for the district's state and federal grant programs, student support services, and school improvement efforts. She is dedicated to the implementation of programs and services that extend beyond traditional school programs, providing students with access to academic support, enrichment activities, and essential resources.



PRACTITIONER SESSION:

DISTRICT HIGHLIGHT

TROY CITY SCHOOL DISTRICT

PANELISTS

Amanda Klopott is the turnaround principal at School 2. She has a passion for creating a welcoming, trauma-informed school where all students are seen and valued.



Lyndsay Eddy has worked at School 2 for the past ten years assuming different roles such as special education teacher, instructional coach, MTSS case liaison, and MTSS building chair. As the MTSS building chair, she is integrating social emotional and behavior interventions alongside academic interventions across all tiers- Tier 1, Tier 2, and Tier 3.

Summer Logripp has had the privilege of serving the Troy Community for over the last 24 years in the roles of classroom teacher, instructional coach and currently the Assistant Director of Grants, Academic Programs and Accountability. She leads MTSS district initiatives, facilitates professional learning and works with school teams to create strong instructional support.

CONTENT SESSION

DR. STEVE REPPLEYEA

MTSS-I Coach



Steve Rappleyea, PsyD, is a coach for the NYSED OSE MTSS-I Center. He is an education veteran with over 25 years in the field as a school psychologist, teacher, and school administrator. Dr. Rappleyea has worked with over three dozen school districts and has been in over 1,000 classrooms. He is an MTSS evangelist, equity advocate, and learning engineer, believing that building and sustaining systems that support the highest quality instruction and intervention systems will improve conditions for all students.

CONTENT SESSION

DR. STEVE REPPLEYEA

MTSS-I Coach



CONTENT SESSION:

LEARNING ENGINEERING: USING ENGINEERING AND DESIGN PRINCIPLES TO DRIVE CHANGE

Learning Engineering focuses on the systematic application of evidence-driven principles derived from educational technology and learning sciences. The goal is to design engaging and effective learning experiences, aiding learners in navigating challenges and deepening their understanding of the learning process. This discipline prioritizes a human-centric design approach and employs data analysis to tailor learning designs to diverse needs, often incorporating technology. In this session, we'll delve into how learning engineering melds design thinking with scientific principles to enhance learner outcomes. Learning Engineers work in tandem with experts, integrating insights and techniques from various fields, to craft impactful learning experiences and assess their effectiveness.

CONTENT & PRACTITIONER SESSIONS



JENNIFER RAUTENSTRAUCH, MS
Family Engagement Coordinator, Starbridge, NY



JULIANNE TOCE, MS
Senior Manager, INCLUDEnyc

Jennifer Rautenstrauch, MS, is a Family Engagement Coordinator at Starbridge, a non-profit organization with a vision of transforming communities to include everyone in leading a fulfilling life. Jennifer's role as Family Engagement Coordinator includes working with the MTSS-I Center, focusing on building capacity for family facing professionals in educational organizations to integrate opportunities for family engagement using a multi-tiered system approach. She also contributes to Starbridge's Team Up for Positive Change program as a parent presenter, and serves in her district as the TIES (Together Including Every Student) Coordinator. TIES is another initiative of Starbridge, promoting natural inclusion for students with developmental disabilities in extracurricular activities through the use of peer volunteers. Recently, Jennifer took on the role of TIES Program Manager for the Western New York region. Personally, Jennifer is a parent of a child with a brain-based disability, and is passionate about advocating for people living with neurodiversity. Prior to her work at Starbridge, Jennifer worked in K-12 education for 20 years, including as a classroom teacher, substitute teacher, new teacher mentor, instructional coach, and in leadership roles within school committees. Her extensive background and firsthand experience as an educator and a parent provide unique awareness and perspective on the challenges and opportunities inherent in fostering genuine family engagement within communities and educational setting.

Julianne Toce, MS, is the Senior Manager for Training and Development at INCLUDEnyc, a non-profit organization that supports young people with disabilities, their families, and professionals who work with them, to navigate disability systems. Julianne has a background in inclusive elementary and special education, teaching in NYC Public Schools prior to her work at INCLUDEnyc. She currently supports professionals to build capacity to engage families in their children's education through the MTSS-I Center and the Brooklyn Family and Community Engagement (FACE) Center, where she has experience as a Professional Development Specialist and Resource and Referral Specialist, helping education organizations leverage family engagement to increase student outcomes. She works to reframe the focus of family engagement to prioritize student growth and equitable practices.

CONTENT & PRACTITIONER SESSIONS



JENNIFER RAUTENSTRAUCH, MS

Family Engagement Coordinator, Starbridge



JULIANNE TOCE, MS

Senior Manager, INCLUDEnyc

CONTENT SESSION:

FAMILY ENGAGEMENT FOUNDATIONS: TAKING A MULTI-TIERED APPROACH

Family engagement strategies can significantly enhance school initiatives aimed at improving student outcomes, including MTSS-I systems. Join us for a discussion on the influence of family engagement and the pivotal roles families can assume in their children's education. Delve into practical implementation strategies by adopting a multi-tiered approach to foster strong home-school partnerships.

PRACTITIONER SESSION:

FAMILY ENGAGEMENT IN PRACTICE: ENGAGING FAMILIES IN TIER 1 SUPPORTS

Adopting a multi-tiered strategy for family engagement empowers schools to effectively address the diverse needs of families and harness their various strengths to enhance student outcomes. In an interactive workshop, we will put this approach into practice, with a particular emphasis on involving families in Tier 1 support initiatives. Attendees will receive step-by-step guidance in utilizing family engagement action planning and assessment tools. Collaboratively, participants will craft a comprehensive action plan for actively engaging families in Tier 1 support activities.

CONTENT SESSION



NATASHA J. HOGG, MS

Graduate Assistant, University at Albany, SUNY



RACHEL DOODY, MS

Graduate Assistant, University at Albany, SUNY

Natasha J. Hogg, MS, is a Graduate Assistant for the NYSED OSE MTSS-I Center and is a current doctoral student in the School Psychology program at the University at Albany, SUNY. Her passion for working with children began in childhood, and she has multiple experiences working with children in different capacities including abuse and trauma history, the foster care system, and special education. Following personal encounters with these topics, her research interests include depression and anxiety within minoritized populations. She has presented at both New York Association of School Psychology (NYASP) and National Association of School Psychology (NASP) conferences. She plans to continue in the field of school psychology post-graduation by providing mental health treatments to children in community settings.

Rachel Doody, MS, is a Graduate Assistant for the NYSED OSE MTSS-I Center and is a current doctoral student in the School Psychology program at the University at Albany, SUNY. Her interest in working with children began during her undergraduate studies at the University of Rhode Island's Pediatric and Adolescent Anxiety Lab. During her graduate studies, she has served as a graduate assistant to Dr. Ben Solomon, and taught an undergraduate course: Introduction to Educational Psychology. She also has several school-based experiences serving as a school psychology trainee. Rachel's current research interests include examining the protective factors of academic self-efficacy, mental health and promoting equity within the school system.

CONTENT SESSION



NATASHA J. HOGG, MS

Graduate Assistant, University at Albany, SUNY



RACHEL DOODY, MS

Graduate Assistant, University at Albany, SUNY

CONTENT SESSION:

BEHAVIORAL AND SOCIAL EMOTIONAL LEARNING (SEL) **- TIERED INTERVENTIONS**

In today's educational landscape, understanding students' behavioral and social-emotional needs is paramount. This workshop dives deep into the world of behavioral and SEL tiered Interventions, equipping educators with the tools they need to support all students. By the end of this workshop, educators will walk away with a comprehensive understanding of behavioral and SEL tiered interventions, ready to implement and adapt these strategies in their own classrooms for the benefit of their students.

THANK YOU

VLS 2.0 was made possible with your expertise, hard work and support!

Cornell University Web Design & Technology Support

Michelle Elizabeth Kaye
Michelle S. Alvord

PDSS Material Review Team

Tina Minehan
Meghan Leddick
Anne Spaulding
Nicole Helwig

VLS 2.0 Conference Committee

Dr. Stacy Williams
Natasha J. Hogg, MS
Rachel Doody, MS

WE APPRECIATE YOUR FEEDBACK!

Please [click here](#) or scan
the QR code below to
leave feedback and
suggestions to inform
future MTSS-I
conferences and trainings.

