

Special Education Directors Preconference

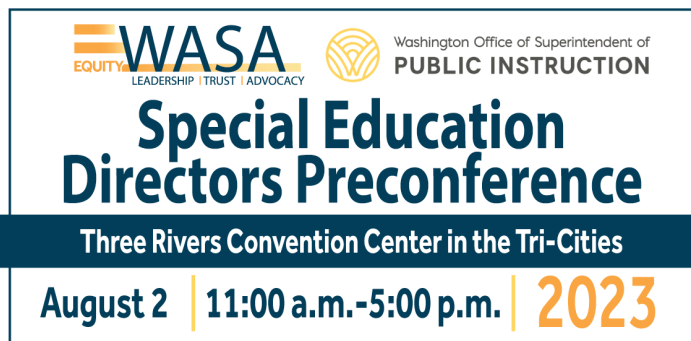
MTSS Fest 2023

Supporting Systems for Leadership & Belonging

August 2–4, 2023



Washington Office of Superintendent of
PUBLIC INSTRUCTION



At a Glance

WEDNESDAY, AUGUST 2

- 7:30 – 8:30 a.m. | Breakfast Buffet
- 8:00 – 10:00 a.m. | Exhibitor Setup
- 8:30 – 9:30 a.m. | WA Case Meeting
- 8:30 – 11:00 a.m. | AESD Meeting
- 11:00 – 11:30 a.m. | Welcome & Opening Comments
- 11:30 a.m. – 12:15 p.m. | Keynote: Jackie Joseph Buzek
Sponsored by University Instructors
- 12:15 – 12:45 p.m. | Experience-level Discussion and
Keynote Debrief
- 12:45 – 1:30 p.m. | Lunch & Learn by Topic
Lunch provided by University Instructors
- 1:45 – 3:00 p.m. | Extended Breakout Session
- 3:00 – 3:15 p.m. | Break
- 3:15 – 4:00 p.m. | Keynote: Dana Miles
- 4:00 – 5:00 p.m. | Closeout of Preconference
Closing Keynote: Glenna Gallo
- 5:00 – 6:00 p.m. | Hotel Check-in
- 6:00 – 7:00 p.m. | Reception: Appetizers Provided
Sponsored by University Instructors
- 7:00 p.m. | Dinner on Your Own

At a Glance

THURSDAY, AUGUST 3

- 7:30 – 8:30 a.m. | Breakfast Buffet
- 8:30 – 9:00 a.m. | Opening Welcome
- 9:00 – 10:15 a.m. | Opening Keynote: James Whitfield
- 10:15 – 10:45 a.m. | Break with Exhibits
- 10:45 – 11:45 a.m. | Concurrent Session I
- 11:45 a.m. – 1:00 p.m. | Lunch
OSPI Session for All
- 1:00 – 1:15 p.m. | Break with Exhibits
- 1:15 – 2:15 p.m. | Concurrent Session II
- 2:15 – 2:30 p.m. | Break with Exhibits
- 2:30 – 3:30 p.m. | Closing Keynote: Jamila Dugan
- 3:30 – 4:00 p.m. | Exhibitor Prizes
- 4:00 p.m. | Exhibitor Teardown
- 4:30 – 5:30 p.m. | Movie & Popcorn
Documentary showing of *Forget Me Not*
Sponsored by Curriculum Associates
- 5:30 p.m. | Movie Door Prizes Awarded
Dinner on Your Own

FRIDAY, AUGUST 4

- 7:30 – 8:30 a.m. | Breakfast Buffet
- 8:30 – 9:30 a.m. | Keynote: Jennifer Spencer-Iiams
- 9:30 – 9:45 a.m. | Transition Break
- 9:45 – 10:45 a.m. | Concurrent Session III
- 10:45 – 11:00 a.m. | Transition Break
- 11:00 a.m. – 12:00 p.m. | Concurrent Session IV
- 12:00 – 2:00 p.m. | Lunch & Close of Conference

WEDNESDAY, AUGUST 2

7:30 – 8:30 A.M.

BREAKFAST BUFFET

8:30 – 9:30 A.M.

WASHINGTON CASE MEETING

Location: Great Hall

8:30 – 11:00 A.M.

AESD MEETING

Location: Meeting Room C

11:00 – 11:30 A.M.

WELCOME AND OPENING COMMENTS

11:30 A.M. – 12:15 P.M.

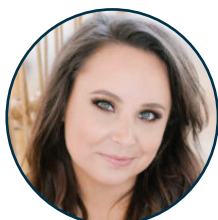
KEYNOTE

COMBINING SCIENCE AND HEART: RELEARNING INCLUSION THROUGH LOVE

Jackie Joseph Buzek

Executive Director of The Rise School of Denver

Dr. Jackie Joseph's education and work brought her expertise in inclusion research, policy, and practice. However, when her daughter, Juniper, was born and she received her unexpected rare genetic syndrome diagnosis, Jackie realized that so much of what she had learned was incomplete. Juniper's family began observing her experiences of systemic ableism, and as Juniper's mom, Jackie came face-to-face with her own implicit biases. Before Juniper, Jackie was sure that if we scientifically prove that certain practices are effective, then their use will become a reality. Now, she's seen first-hand the importance of promoting high quality inclusive practices through teaching and evidence-based professional development, but she's also learned that these supports are not enough. By sharing her family's story, Jackie will illustrate how we may never get to where we need to be, as a field and as a society, until we can put inclusion into people's hearts, not just their minds.



Sponsored by:



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12:15 – 12:45 P.M.

EXPERIENCE-LEVEL DISCUSSION AND KEYNOTE DEBRIEF

12:45 – 1:30 P.M.

LUNCH & LEARN BY TOPIC

Lunch provided by:



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Preschool Transition, Integrated PreK, and TK

Ryan Guzman, Early Childhood Special Education/619

Coordinator, OSPI

Courtney O'Catherine, Director, Puget Sound ESD

Staffing and Bargaining and Caseloads

Shannon Hitch, Executive Director of Special Services, Lake Washington SD

Phyllis Campano, Special Populations Program Coordinator, Washington Education Association

Graduation/Transition

Alexandra Toney, Special Education Program Supervisor, OSPI

Cinda Williams, Emerita Professor in Residence Principal Investigator, Center for Change in Transition Services, Seattle University

SLD Updates

Liz Stewart, Program Improvement Supervisor, OSPI

Tania May, Assistant Superintendent, OSPI

Leadership Pipelines

Laura Matson, UW Bothell, ECSEL Program

Bill Rasplica, UW Bothell, ECSEL Program

NPAs, Isolation and Restraint, and Therapeutic Programs

Sue Ann Bube, Director of Special Services, Mercer Island SD

Scott Raub, Special Education Parent Liaison, OSPI

Technology, AT, and Communicative Competence

Kristin Leslie, Director, Special Education Technology Center

Rebecca Lynn Kassin, Special Education Program Improvement Supervisor, OSPI

WEDNESDAY, AUGUST 2

Strength-Based IEPs

Chuck Fleming, Director, Candy Mountain Academy, ESD 123
Cassie Martin, Executive Director of Special Education, OSPI

Co-designing Systems with Family and Community

Ta'Reesa Saunders, Family & Community Liaison, OSPI
Tawni Barlow, Student Services Director, Medical Lake SD

1:45 – 3:00 P.M.

EXTENDED BREAKOUT SESSION

W1: Breakout Presentation by Conference Sponsor: University Instructors, LLC

Location: Three Rivers C

Andrew Feller, University Instructors
Abby Johnson, University Instructors
Dan Conaway, University Instructors
Michaela Clancy, Executive Director of Special Education, Clover Park SD

The COVID-19 pandemic exacerbated chronic educator shortages that have existed for decades. Special Education paraprofessional positions are among some of the hardest positions to fill within a district. With student needs on the rise and less available talent to meet those needs than before, Clover Park School District initiated a partnership with University Instructors to help find and place new talent. Dr. Michaela Clancy and Andrew Feller conceived a talent acquisition strategy that would disrupt current staffing models and effectively place over 60 paraprofessionals within a couple of months. This presentation will focus on practical talent solutions that LEAS can use to fill their 'hardest-to-staff' paraprofessional positions. By utilizing flexible hiring options and creative sourcing methods, Special Education teams (in partnership with their HR department) can attain what has increasingly thought to be unattainable – being fully staffed. With paraprofessional positions filled, Clover Park is now implementing plans for retention and development by building out sustainable 'paraprofessional to teacher' pipelines.

W2: Inclusion, Equity, and Early Childhood Special Education

Location: Three Rivers G

Ryan Guzman, Early Childhood Special Education/619 Coordinator, OSPI

Join leaders from OSPI, ESDs, and local districts as they reflect upon their journey to improve instructional and systemic practices intended to increase access to high quality learning opportunities for all students within their early learning landscape. United in vision, the presentation team will identify the implementation strategies that shifted their systems from separate and segregated programs to full inclusion, with instructional practices grounded in equity, trauma informed care, and inclusionary practices across their P-21 systems.

W3: Every Minute Counts: Calculating IEP Services to Improve Student Outcomes in Washington State

Location: Three Rivers A

Jenny Kouo, Assistant Research Scientist at the Institute for Innovation in Development, Engagement, and Learning Systems (IDEALS), John Hopkins University

When Every Minute Counts for students with disabilities, it is important to identify best practices for determining the amount and type of special education and related services contained in students' IEPs. Every Minute Counts: Calculating IEP Services to Improve Student Outcomes in Washington State is a project between members of the Institute for Innovation in Development, Engagement, and Learning Systems (IDEALS) and the Special Education Division of OSPI. Learn about the initial stage of the project, which includes a comprehensive report presenting the research literature, existing policies at the federal and state level, and other related resources, as well as results and recommendations from focus groups conducted with families and community partners, Directors of Special Education, representatives from teacher preparation programs, and pre- and in-service educators.

W4: Flexible Services and Intervention (MTSS, Special Education, and 504s)

Location: Three Rivers B

Nicholas French, Director of Teaching and Learning/Special Services, Ocosta SD
RJ Monton, Director of MTSS, OSPI

This is a pragmatic overview of how to design and align Special Education, 504, and MTSS systems to be the engine that creates inclusive learning systems in your schools. You will learn about the power you gain by having a deep understanding of the Exclusionary Factors of the Special Education Evaluation Process, the role of 504 with chronic absenteeism, and the power of the MTSS Process to establish Tier I classroom interventions and Tier II school-wide Interventions.

W5: Braided Funding and Flexible Staffing Options

Location: Three Rivers H

Jeffrey Niess, Executive Director, Specialized Student Services, ESD 112

This session will address how fiscal and special education administrators can partner to develop and support student programs and supports. Participants will experience the journey of one special education administrator on his path to the provision of learning opportunities and staffing as he partnered with the fiscal team at his ESD. How are funds braided? What relationships are essential and how do the supports and offers of FAPE interface with a solid partnership between HR, Fiscal and special education administration? Topics will include provision of services from birth to 21 and in both large and very rural areas of Washington.

WEDNESDAY, AUGUST 2

W6: Restraint and Isolation

Location: Three Rivers D

Lee Collyer, Director, School Health and Safety, OSPI

This presentation will provide information on restraint and isolation data trends in the state, an overview of the 2022 Crisis Response Workgroup Recommendations and a proviso the Legislature has provided for OSPI to support professional development to reduce the use of restraint and eliminate the use of isolation in Washington's K-12 system. Districts will learn what types of PD offerings will be provided and how they will be able to access these supports for their own district.

W7: Fiscal and Dispute Resolution Updates

Location: Three Rivers E

Alyssa Fairbanks, Attorney, Special Education & Civil Rights, OSPI
Scott Raub, Special Education Parent Liaison, OSPI
Lynne Truitt, Fiscal Program Manager, OSPI

Join the Assistant Directors of Dispute Resolution and Family Engagement & Policy and the Director of Operations in the Special Education Division to hear fiscal updates and dispute resolution updates, that include updates around special education policy, family engagement, and dispute resolution trends.

W8: The Role of BCBAs in Schools

Location: Three Rivers F

Alexandra Toney, Special Education Program Supervisor, OSPI
Jaimee Kidder, Program Improvement, Program Supervisor, OSPI
Patrick Mulick, Assistant Director of Autism and Student Independence, Auburn SD

Effective student behavior support requires an effective team. In response to the needs of students whose behavior may interfere with learning, many districts have expanded their teams to include Board Certified Behavior Analysts (BCBAs). With well-designed teaming practices, BCBA expertise can support growth for individual students, improve behavioral systems and supports within teams, and build capacity for positive behavior interventions and supports across the school and/or district. This presentation will challenge myths surrounding the inclusion of students with significant behavior learning needs, share innovative ways for school teams to utilize the unique skillset of a BCBA, and describe best practices to consider for a whole-team approach to sustainable and inclusive behavior support.

W9: ALEs and Nontraditional Learning Settings

Location: Springhill Vista Court

Paula Kitzke, Program Improvement Supervisor, OSPI
Rebecca Lynn Kassan, Special Education Program Improvement Supervisor, OSPI

Are Alternative Learning Experiences (ALE) and online programs designed to ensure access and participation of students with disabilities? In this workshop, participants will explore how Free and Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) mandates apply in ALE and online settings and develop goals and actions for improving access and participation. Audience members will use self-assessment and program equity and access profile tools to guide discussions and decision-making.

3:00 – 3:15 P.M.

BREAK

3:15 – 4:00 P.M.

KEYNOTE:

TO EMBRACE IS TO ADVOCATE

Location: Great Hall

Dana Miles

Washington State Teacher of the Year 2023

Dana believes advocacy is the key to success for everybody, especially individuals with disabilities. As she often says: to advocate is to embrace. Sometimes along the way, we may inadvertently overstep, overshadow, or overcompensate as we work with people with disabilities. During her presentation, we will learn how to advocate for individuals with disabilities while elevating them from an asset-based lens. After all, they create opportunities for us to see and live our lives differently, if not better!



4:00 – 5:00 P.M.

CLOSING KEYNOTE & CLOSEOUT OF PRE-CONFERENCE

Location: Great Hall

Glenna Gallo

Assistant Secretary of Education for Special Education & Rehabilitative Services, U.S. Department of Education



5:00 – 6:00 P.M.

BREAK AND HOTEL CHECK-IN

6:00 – 7:00 P.M.

RECEPTION

Location: Great Hall

Appetizers provided by:



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THURSDAY, AUGUST 3

7:30 – 8:30 A.M.

BREAKFAST BUFFET

8:30 – 9:00 A.M.

OPENING WELCOME

Welcome Presented by:

Joel Aune, WASA Executive Director

Gretl Crawford, Mayor of Kennewick, Pro Tem

9:00 – 10:15 A.M.

KEYNOTE

Location: Great Hall

James Whitfield
Cofounder, BeCulture

James Whitfield employs a decidedly multi-disciplinary approach resulting from broad-based experience as an executive in business, non-profit, and government, including having been appointed by the White House to oversee the U.S. Department of Health and Human Services. In his dual role as the Regional Director for the Pacific Northwest and a Deputy in the Office of the Secretary, he split his time between Seattle and D.C., managing staff across the nation. James has also held positions on numerous local, statewide, and national boards of directors, including the founding board for Leadership Eastside where he subsequently served as CEO for approximately ten years and helped develop a Masters Degree in Executive and Civic Leadership. James has studied health care policy at Harvard; has a TEDx Talk called *Defining Equity. Pursuing Unity.*; is the author of the hospital patient guide, *Just What the Patient Ordered*; and is co-founder of Nourishing Networks, a local all-volunteer anti-hunger movement. He has received numerous accolades for his public speaking, training, and civic engagement work. James has been married to his wife and business partner, Kristen Whitfield, since 1992. They have two adult children together who are their undisputed pride and joy. James and Kristen are currently co-authoring a book about the Five Universal Leadership Questions at the Root of DEI Success.



Keynote sponsored by:



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10:15 – 10:45 A.M.

BREAK AND EXHIBITS

Location: Great Hall

10:45 – 11:45 A.M.

CONCURRENT SESSION I

1.1: Why MTSS Matters in the World of Children with Learning Disabilities

Location: Three Rivers A

Jeffrey Niess, Executive Director, Specialized Student Services, ESD 112

This breakout session will focus on why MTSS matters to children with learning disabilities. Participants will learn the origins of this intervention system in schools and how it replaces the current procedures for qualification of students with learning disabilities. The session addresses how MTSS became such an important part of the education landscape and how providing a pathway to qualify students for special education has transformed the opportunities for intervention instruction for all students.

1.2: Achieving Success with MTSS: Supporting Students in ALL Tiers of Instruction

Location: Three Rivers C

Laura Stewart, Chief Academic Officer, 95 Percent Group

Are you getting the results you want with your MTSS literacy implementation? There may be a missing piece to the puzzle! Let's spend some time examining those critical components that lead to acceleration of student reading achievement. This session will address the ten most important factors present in schools that are getting high-impact results from their literacy MTSS.

1.3: MTSS: Creating the Conditions for Inclusionary Practices

Location: Three Rivers B

Debbie Limon, Consultant, Tiered Tools

This session will provide insight into the need and priority for inclusionary practices to be implemented as part of an MTSS Framework and how MTSS and inclusionary practices are complimentary of each other and intensify the implementation of each. Moving through the five components of the Washington MTSS Framework, concrete examples will be provided of how teams use MTSS to implement inclusionary practices at the regional, district, and school levels.

THURSDAY, AUGUST 3

1.4: Authentic Family & Community Engagement for Continuous Improvement

Location: Three Rivers D

Dixie Grunenfelder, Executive Director, K-12 Support, OSPI
Jocelyn Nunez, Engagement Program Specialist, OSPI

Come and explore the four themes of family/community engagement discovered through an OSPI/The New Teacher Project collaboration. Current best-practice research and conversations with diverse school and family/community leaders across Washington State contributed to a ten-part video series and accompanying toolkit. The workshop will highlight improvement strategies specific to the critical family and community engagement, communication, data sharing, and action planning. Join us and learn more about how you can jumpstart and/or maximize an authentic and meaningful Family & Community Engagement strategy.

1.5: Leadership Capabilities that Support the Implementation of Multi-tiered Systems of Support

Location: Three Rivers G

Stephanie King, UW Bothell, ECSEL Program
Bill Rasplica, UW Bothell, ECSEL Program

Participants will learn to apply seven-leadership capabilities to facilitate implementation of MTSS. The seven-leadership capabilities will be introduced through presentation, participant discussion and case studies/examples. Additionally, participants will be introduced to a change management tool to support facilitation of implementing complex systems such as MTSS.

1.6: Creating Equal Opportunity Through Advocacy

Location: Three Rivers E

Dana Miles, Work Experience & Bilingual Language Arts (BLA) Teacher

This session will provide insight into the need and priority for inclusionary practices to be implemented as part of an MTSS Framework and how MTSS and inclusionary practices are complimentary of each other and intensify the implementation of each. Moving through the five components of the Washington MTSS Framework, concrete examples will be provided of how teams use MTSS to implement inclusionary practices at the regional, district, and school levels.

1.7: Tier II Interventions That Work

Location: Three Rivers F

Heather McDonough, MTSS Specialist, Issaquah SD

Pulling your hair out with increased school-wide behavior? Lacking systems of support to make effective change? This presentation will provide effective ways to address student behavior through data-driven decision protocols, effective behavior management systems and provide strategies for building positive relationship strategies to transform your MTSS systems at the Tier II level. Participants will learn how to implement Check In Check Out, create incentive systems, track and analyze data and use break systems that support elementary and middle school students.

1.8: Teaming: Your Anchor for MTSS

Location: Three Rivers H

Sandy Gessner-Crabtree, Senior Strategy Officer for Educational Equity, OESD 114

Tori Hazelton, Regional MTSS Implementation Specialist, PSESD 121

Without strong teaming, your MTSS efforts will be adrift. The MTSS team is a school-based, proactive team that anchors MTSS structures. Please join previous school and district administrators currently supporting Washington State MTSS scale-up efforts as Regional Implementation Coaches as they address key elements of building and leading healthy teams, defining team functions, and exploring possible barriers. Leave with tactical knowledge and strategies you can utilize to put the wind back in your teaming sails.

11:45 A.M. – 1:00 P.M.

LUNCH BUFFET

12:30 P.M.

LUNCHTIME SPEAKER

Location: Great Hall

Glenna Gallo

*Assistant Secretary of Education for Special Education & Rehabilitative Services,
U.S. Department of Education*



1:00 – 1:15 P.M.

BREAK AND EXHIBITS

Location: Great Hall

THURSDAY, AUGUST 3

1:15 – 2:15 P.M.

CONCURRENT SESSION II

2.1: Prevention for Restraint and Isolation

Location: Three Rivers C

Lee Collyer, Director School Health and Safety and Student Support, OSPI

Chuck Fleming, Director, Candy Mountain Academy, ESD 123

Restraint and isolation are noneducational, reactive strategies utilized as emergency interventions when other less restrictive interventions have not been successful. A school's use of restraint/isolation in response to student behaviors can potentially deny student rights, reinforce challenging behaviors and/or constitute disability discrimination. In this session, participants will receive an overview of the law and reporting requirements, as well as an overview of best practices for prevention and elimination of these practices.

2.2: Boots on the Ground: Implementation of ESSB 6162

Location: Three Rivers A

Rebecca Estock, MTSS Implementation Program Supervisor, OSPI

Annie Pennell, Learning Assistance Program Supervisor, OSPI

OSPI has completed a Literacy Listening tour throughout the 2022–23 school year in relation to ESSB 6162 (an act relating to dyslexia). We have engaged in listening to the experiences of educators, schools, and districts through Zoom sessions and school visits throughout Washington. This is a presentation of what we have found in small and large districts, during exploration through full implementation, and the successes and struggles that have been present throughout school and district implementation efforts.

2.4: MTSS in Context: Early Childhood, Pyramid Model, and PBIS

Location: Three Rivers G

Ryan Guzman, Early Childhood Special Education/619 Coordinator, OSPI

RJ Monton, Director of MTSS, OSPI

Our presentation aims to provide participant understanding around the overlap and interplay of MTSS, PBIS, and WA-Pyramid model frameworks for our youngest students. We will discuss several myths that exist around these concepts as well as dive into where major overlaps occur. Finally, we will differentiate what each of the frameworks support in Washington State, identifying and dismantling the artificial frameworks that have been built up around several initiatives in Washington State.

2.5: Listening & Learning: Creating District Systems and Structures that Amplify and Honor Student Voice

Location: Three Rivers E

Liz Ritz, Director, Teaching and Learning, Oak Harbor PS

Emily Couch, MTSS TOSA, Oak Harbor PS

Empowering students to have a meaningful voice in their education goes beyond individual classrooms—it requires establishing systems and structures at the school district level. Join us for an engaging learning session on “Listening & Learning: Creating School District Systems and Structures that Amplify and Honor Student Voice.” In this session, we will explore the crucial role that school districts play in cultivating a culture of student voice and agency throughout the entire educational community. We will examine promising practices and lessons learned from the Oak Harbor Public Schools MTSS journey. Participants will gain insights into strategies for fostering collaboration between students, educators, administrators, and community stakeholders to co-create a shared vision for student voice in the district. We will also address the importance of providing professional development opportunities for educators to enhance their understanding of student voice and develop the skills needed to effectively incorporate it into their practice. Additionally, this session will tackle potential challenges and barriers that districts may face when incorporating student voice into their MTSS systems and structures, such as logistical considerations, resistance to change, and ensuring equitable representation across diverse student populations. We will discuss practical solutions and effective strategies to overcome these obstacles and create sustainable systems that honor and amplify student voice. Join us as we work together to build educational systems that empower and uplift the voices of our students.

2.6: Supporting Multilingual Learners in the Mainstream

Location: Three Rivers D

Kristin Percy Calaff, Director, Migrant and Bilingual Education, OSPI

Katie Sperling, Multilingual Education Program Supervisor, OSPI

A strong Multi-tiered System of Supports for multilingual learners starts with strong instruction in mainstream classrooms. In this session, we will review requirements and best practices for serving all multilingual learners including how to provide accessible content and English language development using the new WIDA English Language Development Standards Framework and how to plan collaboratively to integrate content, language, and literacy. We will provide strategies that support academic language not only for multilingual learners but for all students!

2.7: How Do Special Education, 504, and Tiered Interventions Work Together Anyway?

Location: Three Rivers F

Nick French, Director of Teaching and Learning/Special Services and Federal Programs, Ocosta SD

This presentation will explain the inner workings of special education, 504, and tiered interventions in a school system. It will explain the unique process each has and how they complement each other in supporting all students and also prepare the system for the sunset of the discrepancy model for identifying students with disabilities.

THURSDAY, AUGUST 3

2.8: Informing Tier I Efforts and Detecting Students Who Need More Through Universal Social, Emotional, Behavioral and Mental Health Screening

Location: Three Rivers H

Alita Crosby, Mental Health Counselor & Coordinator, Medical Lake SD

Tawni Barlow, Director of Student Services, Medical Lake SD

Join team members from the Medical Lake School District as they share information about screening tools to help identify students in need of various supports. The team will share tools and processes that they have found successful with their students.

2.9: What You Look For Is What You Find

Location: Springhill Vista Court

Tammy Woodard, Professional Learning Coach MTSS & Regional Implementation Coordinator, ESD 113

Kelly Bolson, MTSS Regional Implementation Coordinator, ESD 123

When young people experience developmental relationships and belonging in their families, schools, programs, and communities, they are more likely to be resilient in the face of challenges and grow up thriving. Partnering with families is a key strategy for the success of schools, youth organizations, social service agencies, faith communities, and others who have a stake in young people's well-being and thriving.

2.10: MTSS in an America School Counseling Association (ASCA) Model Program

Location: Springhill Vista Field

Jeff Dennis, School Counselor, Northshore SD

Tiffany Frane, School Counselor, Northshore SD

This presentation explores the connection between an American School Counseling Association (ASCA) nationally recognized model program and MTSS. To start, ASCA has established national standards for comprehensive school counseling programs. The state of Washington legislature passed SB 5030 in the 2021 legislative session requiring a school district to establish a comprehensive school counseling program (CSCP) by the end of the 2023 school year, and begin implementing the plan in the 2023–24 school year, as well as mandates that the CSCP be from a nationally recognized counselor framework. OSPI specifically calls out ASCA as that national standard. MTSS is deeply embedded in a CSCP and today's presentation will show this. Presenters are from North Creek High School, in Bothell, Washington, currently the sole high school to have an ASCA nationally recognized comprehensive school counseling program in the state of Washington.

2:15 – 2:30 P.M.

BREAK AND EXHIBITS

Location: Great Hall

2:30 – 3:30 P.M.

KEYNOTE

THE POSSIBLE FUTURE OF EDUCATION: AN INVITATION TO RADICALLY DREAM

Location: Great Hall

Dr. Jamilla Dugan

Leadership Coach, Author

The education system is broken and we've known it for a long time. Yet, even after two years out of schools due to the pandemic, we are still clinging to an archaic system. Urgency, fear, and the pull of the dominant paradigm of schooling have led many educators toward a feverish return to the status quo—reducing schooling experiences to addressing perceived student deficits and learning loss. In this talk, we explore what it could look like to make a fundamental mindset shift and capitalize on the transformative chance to dream. What if we moved from how we will deal with the perceived loss of learning to questions about how to envision the future of learning? What if we didn't just follow the guidance of curriculum developers and policy makers but took lessons from the legacies of abolitionists and freedom fighters? What if we started to radically dream? Join us for a conversation about the meaning of radical dreaming, its importance, and how it could help us usher in a new education future.



3:30 P.M.

EXHIBIT PRIZES

Location: Great Hall

4:30 – 5:30 P.M.

MOVIE AND POPCORN

Location: Great Hall

Documentary showing of *Forget Me Not*

Forget Me Not intimately documents a family's fight to have their son with Down syndrome included in the country's most segregated school system, the New York City public school system. Propelled forward by others' struggles and successes, *Forget Me Not* offers a rare look at what a truly inclusive education can look like and how it can lead to a more inclusive society so that everyone has the opportunity to achieve their full potential.

Sponsored by:



Curriculum Associates®

FRIDAY, AUGUST 4

7:30 – 8:30 A.M.

BREAKFAST BUFFET

8:30 – 9:30 A.M.

KEYNOTE MOVE TO INCLUDE

Location: Great Hall

Dr. Jennifer Spencer-Iiams

Assistant Superintendent of Student Services, West Linn-Wilsonville SD, OR

Move to Include will share one school district's journey to inclusive and excellent schools, with the goal of inspiring and providing practical ideas for others to move forward to inclusion. The themes will be highlighted by sharing real stories of teaching practices, classroom culture, and district structures changing to include all students in their neighborhood school and in their general education classrooms. Participants will connect with the importance of **Seeing the Vision**, affirming the why of inclusion within their district context. The work of inclusion is always done collaboratively, so key structures and practices will be presented in the **Better Together** section. **Keep Learning** highlights how this work is ongoing and that it is critical that we embrace a growth mindset and be a learning organization throughout the process of change. Finally, **Make a Move** will support participants in embracing productive urgency and identifying what their next move will be to be more inclusive in their classroom, school, or district.



9:30 – 9:45 A.M.

BREAK AND EXHIBITS

Location: Great Hall

9:45 – 10:45 A.M.

CONCURRENT SESSION III

3.1: Adams Elementary MTSS Evolution: Common Thoughts, Common Beliefs, Common Practice

Location: Three Rivers A

Angela Brooks, Consultant, Wapato SD

Ben Newell, Principal, Adams Elementary, Wapato SD

Alejandra Rodriguez, Principal, Status Elementary, Wapato SD

Cristal Bernal, Counselor, Adams Elementary, Wapato SD

Bethany Hunter, Teacher Leader, Dean of Students, Wapato SD

Marisol Garza, Teacher Leader, Wapato SD

Our presentation aims to convey our journey and methods in implementing a Multi-Tiered System of Supports (MTSS) for TI. We will discuss the various obstacles we encountered, including reconfiguration, construction, and the impact of COVID-19. Despite these challenges, our focus remained on maintaining staff cohesion, fostering a strong sense of purpose, and supporting our students' readiness to learn. By sharing our experiences and processes, we hope to inspire and inform others in their own MTSS endeavors.

3.2: School Improvement Planning with Multilingual Learners

Location: Three Rivers C

Kristin Percy Calaff, Director, Migrant and Bilingual Education, OSPI

Katie Sperling, Multilingual Education Program Supervisor, OSPI

Does your School Improvement Plan include specific supports and strategies for multilingual learners? In this session, we will unpack a process for developing strategies to address the academic language needs of multilingual learners within your School Improvement Plan. Participants will review a template and process they can use to engage instructional leadership teams in developing plans and determining supports needed at the Tier I, II, and III levels for multilingual learners to achieve the goals set for all students.

3.3: Improving Student Behavior with Academic Rigor

Location: Springhill Vista Field

Chuck Fleming, Director, Candy Mountain Academy, ESD 123

Nikole Lyle, Teacher, Candy Mountain Academy, ESD 123

Candy Mountain Academy supports students with behavioral challenges, aiming to address their low academic performance while recognizing their high cognitive abilities. Our program balances rigorous academics with SEL, fostering appropriate behavior in the classroom. Our data reveals significant improvement in both academic and behavioral performance. Our staff will share our process and provide practical tools that can be implemented in any classroom setting.

FRIDAY, AUGUST 4

3.4: Boosting Your Systems for Better Attendance & Engagement

Location: Three Rivers H

Shelby Lockhart, Director of Student Achievement Data & Research, MTSS, Yakima SD

Krissy Johnson, Assistant Director, Attendance and Engagement, OSPI

Allyson Fritz, Attendance & Reengagement Coordinator, ESD 101

In this session, we will discuss how attendance can become an integral part of your MTSS systems. We will talk through tactical approaches to embedding attendance in your teaming structures, data-based decision making processes, and Tier I supports. We will share examples and case studies from schools we work in and with. Participants will have an opportunity to assess their own level of implementation of teaming, data and Tier I supports in support of attendance and engagement.

3.6: State Learning Standards Review

Location: Three Rivers B

Kara Todd, Special Projects Assessment Coordinator, OSPI

Sue Anderson, Standards Revision and Implementation Consultant, OSPI

OSPI staff will share the approach and status of the review and refinement of the state's learning standards. This will include the project purpose, goals, and timeline. OSPI staff will share initial drafts of the updated/revised/reimagined versions of the ELA, math, and science learning standards, and invite attendees to review and provide feedback.

3.7: Creating Balance in Unbalanced Times: Implementing the Science of Reading and Writing Through an MTSS Framework

Location: Three Rivers G

Aimee Miner, Principal, Lake Forest Park Elementary, Shoreline SD

Leslie Woods, School Psychologist, Lake Forest Park, Shoreline SD

Ingrid Nyberg, Reading Specialist, Lake Forest Park, Shoreline SD

Julianne Colwell, Reading Specialist, Lake Forest Park, Shoreline SD

Jessica Hendrick, First Grade Teacher, Lake Forest Park, Shoreline SD

Implementing The Science of Reading (SoR) and Writing through an MTSS framework amidst staff burnout, budget cuts, and a state steeped in balanced literacy to disrupt race and ethnicity as a predictor of academic success. We will show how to effectively create change and implement SoR from our own experiences at the building level by networking and mobilizing grassroots advocacy groups.

3.8: Pathways Towards Equitable Access to Grade-Level Curriculum

Location: Three Rivers D

Kristin Leslie, Director, Special Education Technology Center

Rebecca Lynn, Special Education Program Supervisor, OSPI

Fran McCarthy, Director, Northwest ESD 189

MTSS provides a comprehensive framework that guides educators toward removing barriers to learning at the systems level. This is done through evidence-based practices and data-based decisions that guide interventions. At its very foundation, MTSS calls for equitable access to core instruction for all students. Equitable access requires key implementation drivers that work together to open up learning opportunities for a diverse student population. Join this session to discuss the dynamics between accessible curriculum, universally designed instruction, and technology. We will consider common obstacles to curriculum access for students with learning disabilities, students who have fallen behind grade level, and students who are English language learners. We will also discuss practical pathways forward using technology to create inclusive educational environments that support equitable access to core instruction.

3.9: Think Big! Career Connected Learning as Intervention and Acceleration

Location: Springhill Vista Court

Cecily Kiester, Regional Administrator – Career Connected Learning, Capital Region ESD 113

What does Career Tech have to do with MTSS? This session promotes an increased understanding of career connected learning, outlining the non-traditional and project based models which promote real world skills and strengthen student connections with their local community. In conjunction with the High School and Beyond Plan, career connected learning enhances student access to all opportunities available for a fulfilling future while allowing for effective interventions and acceleration to benefit all types of learners.

3.10: MTSS for School Improvement Planning

Location: Three Rivers F

RJ Monton, Director of MTSS, OSPI

Liza Hartlyn, Director of Continuous Improvement and Student Support, OSPI

In this session, we will be exploring and sense-making the WA-MTSS Framework and Continuous Improvement Framework to articulate how they support improving learning systems. Participants will familiarize and make sense of the basics of the Continuous Improvement Framework. Participants will also engage in activities aimed to help in comparing and contrasting the frameworks. Finally, participants will be able to create an explanation of how the frameworks leverage each other.

FRIDAY, AUGUST 4

10:45 – 11:00 A.M.

BREAK

11:00 A.M. – 12:00 P.M.

CONCURRENT SESSION IV

4.1: Nested MTSS: Building Cohesive Systems for Students' Success Together

Location: Three Rivers F

Betty Lopez, Executive Director of Special Services, Selah SD
Alicia Jacob, Executive Director of Student Learning, Selah SD
Jeff Cochran, Director of Futures and Assistant Principal, Selah SD
Hunter Sissom, Director of Student Success, Selah SD
Kristi Irion, Director of Student Support, Selah SD

Join us as we delve into real life examples of the power of nested MTSS frameworks, discussing how collaboration among educators fosters cohesive systems to address diverse student needs, ensuring their success across academic, behavioral, and social-emotional domains. We will share our experience across buildings and districts.

4.2: High School MTSS—A Journey of Using Data to Dive Into Tier II

Location: Springhill Vista Court

Andy Meyer, Principal, Skyview HS, Vancouver SD

MTSS are often examined through a deficit lens of solving individuals' problems, and not necessarily through the scope of examining how the school system/climate/culture can change to effect outcomes. Our team will share the journey Skyview High School is on to implement data-focused MTSS. We will explore how methods organized and created to drive teamwork and interventions have been used while designing Tier II Interventions used to identify student needs through measures of success.

4.3: Common Pitfalls and Solutions for Tier II Implementation

Location: Springhill Vista Field

Maggie Schulze, Educational Consultant, Sound Supports

This presentation provides a brief overview of Tier II in Positive Behavior Interventions and Supports, and then outlines common pitfalls associated with Tier II implementation. These include pitfalls related to teaming, data, and intervention implementation. Concrete solutions to prevent and address these pitfalls in school contexts will be provided.

4.4: Inclusion for All—One District's Journey to Education Reform

Location: Three Rivers C

Becky Ramsey, Director, Teaching and Learning, Spokane PS
Heather Chase, Principal, Chase Middle School, Spokane PS

Spokane Public Schools has been on a multi-year journey to increase access and opportunities for students with disabilities. Our presentation will focus on systems change and how through School Board governance, superintendent and central office supports, cultural and mindset changes are able to occur at the building level.

4.5: When "It Goes Without Saying" Isn't Enough

Location: Three Rivers B

Debbie Carlman, Director, Equity & Achievement, Bethel SD
Darius Alexander, Equity Specialist, Bethel SD

Belonging is a fundamental human need, a word that translates across any language or culture, and a feeling that every human is wired to want. This session will offer an opportunity for participants to evaluate practices with an equity lens. The stories and best practices shared will highlight the importance of diving deeper into equity work through building relationships with staff, students, and families. Facilitators will provide tips and resources to assist in bringing staff and student voices to the table to continuously evaluate their true feeling of belonging and inclusion in their school communities.

4.6: Dyslexia and the Science of Reading: What Administrators Need to Know

Location: Three Rivers D

Alicia Roberts Frank, Regional Administrator for Special Programs/ Dyslexia Specialist/Equity Designer, ESD 113
Rebecca Estock, MTSS Implementation Program Supervisor, OSPI

Dyslexia represents the most common and most prevalent of all known learning disabilities impacting approximately one in five individuals. Reading is one of the most studied things in human psychology, resulting in settled science. This session will cover what administrators, at all levels, should know about supporting different learners in reading. Specifically, we will cover an overview of dyslexia, the Science of Reading, how to assess reading, and best practices to look for in classrooms.

4.7: Considerations for Alternative Learning Spaces

Location: Three Rivers G

Paula Kitzke, Program Improvement Supervisor, OSPI
Rebecca Lynn Kassin, Special Education Program Supervisor, OSPI

Presenters from OSPI will share findings from research on Alternative Learning Experiences (ALE) and online policies and guidance in districts across Washington state. Come learn how special education can transfer to the context of ALE and online learning through clear communication, accommodations, and collaboration. Learn recommendations on improving access to ALE, online, and remote education for students with disabilities.

4.8: Applying an MTSS Model to Adult Wellbeing and Addressing Secondary Trauma in the K-12 Workforce: Tiering it Out

Location: Three Rivers A

*Jill Patnode, Thriving Schools Senior Manager, Kaiser Permanente
Melissa Carpenter, Program Manager, Alliance for a Healthier Generation*

Retaining staff and supporting their well-being is a high priority. While SHB1363 (2021), "Addressing Secondary Trauma in the K-12 Workforce" provides guidance, districts may be out of compliance due to reduced capacity and knowledge. In 2022-23, Kaiser Permanente, Healthier Generation, OSPI, and ESD114 co-led a community of practice with eight districts using a MTSS framework to improve staff wellbeing and compliance. Learn about our innovative approach, gain new tools, and hear directly from participants.

4.9: Delivering Tiered Interventions in Response to Attendance and Discipline Disproportionality

Location: Three Rivers E

*Robert Daniel, School Counselor, Federal Way PS
Jillian Hove, School Counselor, Federal Way PS*

Participants will leave with strategies to identify a gap in their data (discipline, attendance, or grades) and start to create action steps to address during the upcoming school year. Participants will also be shown examples of Tier I and II interventions that were implemented to address disproportionality in discipline and attendance data at a middle school (grades six-eight). Objectives include: How to identify disproportionality in your data; How to create a tiered plan to address the disproportionality that can be initially implemented in the first month of school; How to use templates from the American School Counselor Association (ASCA) to guide your work.

12:00 – 2:00 P.M.

LUNCH CLOSE OF CONFERENCE

Close of Conference

Presented by:

*Tania May, Assistant Superintendent, OSPI
Cassie Martin, Executive Director of Special Education, OSPI
RJ Monton, Director of MTSS, OSPI*

95 Percent Group

95 Percent Group is an education company whose mission is to build on science to empower teachers — supplying the knowledge, resources, and support they need — to develop strong readers. Using an approach that is based in structured literacy, the company's One95 literacy ecosystem integrates professional learning and evidence-based literacy products into one cohesive system that supports consistent instructional routines across tiers and is proven and trusted to help students close skill gaps and read fluently. 95 Percent Group is also committed to advancing research, best practices, and thought leadership on the science of reading more broadly.

Center for Change in Transition Services

CCTS is a Washington State Needs Projects funded by OSPI Special Education using Individuals with Disabilities Education Act (IDEA) state-level discretionary funds. CCTS works to empower educators and administrators to improve transition services for youth with disabilities through partnerships, research, and training.

Curriculum Associates

Conference Sponsor

Curriculum Associates designs research-based, teacher-acclaimed products that provide classrooms with flexible resources that deliver meaningful assessments and data-driven, differentiated instruction.



Curriculum Associates®

ECSEL Program

The Enhancing Capacity for Special Education Leadership (ECSEL) program is a partnership between the University of Washington Bothell Goodlad Institute and OSPI. ECSEL prepares candidates interested in administering school district special education programs through a non-degree program that leads to the Washington State Resident Program Administrator Certification. ECSEL is a two-year cohort-based program, currently in cohort 6.

eLearning for Educators

The eLearning for Educators Project offers affordable online courses and no-cost mini-trainings. New offerings are available now with more coming soon. The project is one of the OSPI State Needs Projects.

EXHIBITORS

eLuma

Student outcomes are top of mind and we don't succeed unless they do. This is how we help. eLuma is the premier provider of holistic solutions for all students and student support teams. When you think of eLuma, think of MTSS services and software that focus on mental health for all students and related services for IEP and 504 based needs. Hundreds of qualified, online providers are placed by eLuma every year, and using our proprietary Insight software, schools build capacity to achieve their goals.

Embrace Education

Empowering special education instructors with easy-to-use, high-quality software for IEP, MTSS, 504, Medicaid billing, and more, all combined with exceptional customer service – that's Embrace®.

EPS School Specialty

EPS School Specialty is a leading PreK–12 curriculum company providing supplemental ELA and math solutions that promote achievement and equitable education for all students. We deliver powerful instructional resources, intervention programs, and assessment materials like S.P.I.R.E.®, Coach®, and Wordly Wise®. A trusted partner for schools and districts, EPS School Specialty provides solutions combining research-based curriculum and customized professional learning to help move students toward growth, mastery, and success.

Equitable Advisors, LLC

Equitable provides financial products and services that are designed to meet the unique needs of educators and staff in K–12 public schools. Our Financial Professionals specialize in helping school employees choose a 403(b) plan that will prepare them for a comfortable and fulfilling retirement.

Harkla

Harkla makes sensory products designed to improve mood, focus, and sleep. Our products range from weighted compression vests to sensory swings to weighted blankets. Harkla also provides educational resources for therapists, educators, and teachers, such as our Sensory Strategies for the Classroom Professional Development Training.

WASA Instructional Leadership Academy

This professional learning opportunity has been designed as a self-contained series of virtual and in-person learning opportunities. The purpose is to help ANY leaders, those previously in the ILN and those who have not been in the ILN, who would like to expand their own leadership capacity and to intentionally implement the work of teaching and learning in their district. The academy will be comprised of a series of six 90-minute virtual workshops throughout the 23–24 school year with an overall focus on strengthening instructional leadership

and nurturing collective efficacy. Additionally, members will have the option to register for two in-person statewide conferences in the Fall 2023 and Spring 2024.

Kaiser Permanente

Conference Sponsor

Kaiser Permanente exists to provide high-quality, affordable health care services and to improve the health of our members and the communities we serve.



Panorama Education

Panorama Education helps school districts in all 50 states to build thriving learning communities. Panorama's flagship online platform empowers educators and district administrators to monitor student progress and intervene effectively to support academic, behavioral, and social-emotional outcomes. The company also provides research-backed surveys and reporting to help schools measure social-emotional learning, school climate, family engagement, and to gather stakeholder feedback. Today, Panorama supports over 15 million students in 25,000 schools and 2,000 districts across 50 states.

PASS For Schools

PASS is a K–12 research-based student attitudinal survey that helps districts measure the effectiveness of student well-being programs. Through a proactive approach, we offer multi-level reports and an intervention guide to support the MTSS process.

Presence

Presence is the leading provider of online therapy for children with diverse needs. We connect SLPs, OTs, and mental health counseling professionals with students to deliver services from anywhere using our modern therapy platform, Kanga. We have delivered more than 5 million teletherapy sessions across the U.S. with our network of more than 2,200 certified clinicians.

Public Consulting Group

Public Consulting Group LLC (PCG) is a leading public sector solutions implementation and operations improvement firm that partners with health, education, and human services agencies to improve lives. Founded in 1986, PCG employs approximately 2,000 professionals throughout the U.S.—all committed to delivering solutions that change lives for the better. PCG offers education consulting services and technology solutions that help schools, school districts, and state education agencies/ministries of education to promote student success, improve programs and processes, and optimize financial resources.

EXHIBITORS

Renaissance Learning

At Renaissance, we believe the right technology can unlock a more effective learning experience: one in which every student grows to their full potential and teachers are freed up to do what they do best—teach. It's amazing what we can achieve when the right technology helps us see what each student needs and chart their path to success.

Special Education Technology Center

The Special Education Technology Center equips educators and parents with the knowledge and skills needed to create equitable, meaningful and inclusive learning experiences for students receiving special education supports or 504 accommodations through the use of technology across learning environments.

Thrively

Thrively was founded on the core philosophy that every child deserves to thrive. We ensure every learner is known by their name, strengths, and needs, their well-being supported, and hope instilled. We're a strengths-based learning platform to develop the whole child and create the conditions for positive and growth-oriented student engagement.

University Instructors LLC

Conference Sponsor

University Instructors LLC, a Public Consulting Group Company, has more than 25 years of experience providing K-12 schools and districts with services designed to improve student performance and save teachers and administrators valuable time.



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Virco

Virco is the industry-leading manufacturer of furniture and equipment for K-12 schools. Since 1950, Virco has been proud to design, manufacture and assemble our products in the US. Our flexible furniture meets the needs of today's evolving classrooms with easy-to-maintain solutions that support healthy movement as well as both individual and collaborative learning set-ups.

Washington AIMS

The Office of Superintendent of Public Instruction joined with the University of Washington Bothell in a successful application for the Washington AIMS (Administrators Improving Multi-tiered Systems of Support) project. Project AIMS received five years of funding from the U.S. Department of Education's Office of Special Education (OSEP) to support local leadership for multi-tiered systems of support (MTSS) in schools and districts across the state. Interested in joining the next cohort? Contact the AIMS leadership team. Tania May, OSPI Assistant Superintendent for Special Education Services, Tom Bellamy, UW Bothell Emeritus Professor of Education, and William Rasplica, Retired Executive Director of Learning Support Services for the Franklin Pierce School District and UW Bothell Instructor.

Washington College Savings Plans – WA529

Washington's 529 College Savings Plans (WA529) – the Guaranteed Education Tuition (GET) Program and DreamAhead College Investment Plan, are designed to help families save for their children or grandchildren's future college and career training expenses. With tax benefits, flexible contribution options and worldwide choice of schools, it's easy to help parents and grandparents start saving today. Learn more at 529.wa.gov

Washington Sensory Disabilities Services

Washington Sensory Disabilities Services (WSDS) partners with districts and families to support students who are deaf/hard of hearing, blind/low vision, or deafblind.

WEA Special Education Support

The WEA Special Education Support Center provides training to all educators and school staff, as well as to parents and service organizations. Our professional development is designed and delivered by current practitioners.

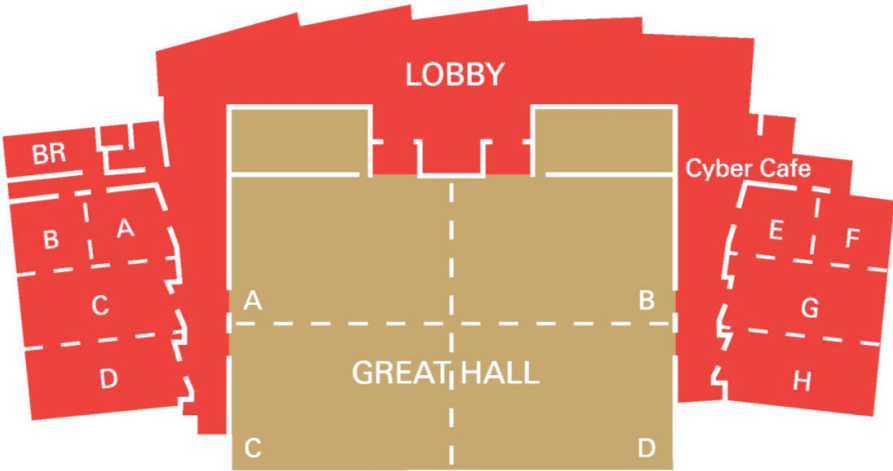
Western Governors University

WGU is the perfect fit for working adults who need a degree to boost their careers but can't fit traditional schooling into their busy lives. That's why Washington public schools have joined the hundreds of companies, associations, school districts, municipalities, and other organizations who have chosen WGU as their partner in educating their workforce.

WPS

WPS is a leading independent publisher of educational and psychological assessments and related intervention resources. With more than 70 years of experience, we've built a global reputation as assessment experts in the areas of autism, speech and language, school psychology, and occupational therapy.

CONVENTION CENTER MAP



SPRINGHILL SUITES MAP

