



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



# INTEGRATED MTSS CONFERENCE

Empowering Excellence: Co-Designing Systems  
through Instructional Leadership

*In partnership with...*



**AESD** ASSOCIATION OF  
EDUCATIONAL  
SERVICE DISTRICTS  
Nine ESDs. One Network.  
Supporting Washington's Schools and Communities.



**Washington State Association  
of School Psychologists**



Washington Statewide  
**Family Engagement Center**  
FAMILIES, SCHOOLS, and COMMUNITIES in PARTNERSHIP



**JULY 31 - AUGUST 2**  
Washington State University  
Pullman, Washington

**2024**

# PARKING AT WSU

Through generous partnership with our sponsors, parking at WSU for the Integrated MTSS Conference will be covered for conference attendees with a promo code valid in specific campus locations. Please carpool if possible, as parking is limited.

The promo code for our event is: **WASA73182**

The code can be used on the website (aimsmobilepay.com) or via the AMP Park app.

The code will be valid in the Smith CUE garage, Library garage, or the Beasley: Green 5 (this is a backup location if the garages become full) parking locations.

Here is a map of where the promo code is valid (circled in blue):



# AT A GLANCE

## WEDNESDAY, JULY 31

- 7:30 a.m. | Registration Opens
- 8:00 – 8:30 a.m. | Morning Beverages
- 8:30 – 9:45 a.m. | Welcome & Opening Session
- 9:45 – 10:00 a.m. | Break
- 10:00 – 11:15 a.m. | Concurrent Sessions I
- 11:15 a.m. – 12:45 p.m. | Grab & Go Lunch Served
- 11:30 a.m. – 12:30 p.m. | Lunch & Learn by Topic
- 1:00 – 2:15 p.m. | Concurrent Sessions II
- 2:15 – 2:30 p.m. | Break
- 2:30 – 3:45 p.m. | Keynote: Kurt Hatch
- 4:00 – 5:15 p.m. | Movie & Snacks  
Documentary showing of *The Ride Ahead: A Film by Samuel & Dan Habib*
- 5:15 – 6:30 p.m. | Reception: Appetizers Provided
- 6:30 p.m. | Dinner on Your Own

## THURSDAY, AUGUST 1

- 7:30 a.m. | Registration Opens
- 7:30 – 8:30 a.m. | WA CASE Meeting
- 7:45 – 8:30 a.m. | Morning Beverage & Continental Breakfast
- 8:30 – 9:45 a.m. | Keynote: Alexandria Harvey
- 9:45 – 10:00 a.m. | Break
- 10:00 – 11:15 a.m. | Concurrent Sessions III
- 11:15 a.m. – 12:45 p.m. | Lunch
- 11:30 a.m. – 12:30 p.m. | Lunch & Learn by Topic
- 1:00 – 2:15 p.m. | Concurrent Sessions IV
- 2:15 – 2:30 p.m. | Break
- 2:30 – 3:45 p.m. | Concurrent Sessions V
- 4:00 – 5:00 p.m. | Panel Discussion: School-Family Partnership
- 5:00 p.m. | Dinner on Your Own

## FRIDAY, AUGUST 2

- 7:30 a.m. | Registration Opens
- 8:00 – 8:30 a.m. | Morning Beverages
- 8:30 – 9:45 a.m. | Keynote: Kim St. Martin
- 9:45 – 10:00 a.m. | Break
- 10:00 – 11:15 a.m. | Concurrent Sessions VI
- 11:25 a.m. – 12:45 p.m. | Lunch: Team Planning and Reflection
- 1:00 – 2:15 p.m. | Keynote: Chris Reykdal
- 2:15 p.m. | Close of Conference

Use this QR code for concurrent session evaluations!

Resources are available at  
[www.wasa-oly.org/MTSS24](http://www.wasa-oly.org/MTSS24)

7:30 A.M.

REGISTRATION OPENS

8:00 – 8:30 A.M.

BEVERAGE SERVICE AVAILABLE

Location: Mezzanine

8:30 A.M. – 9:45 A.M.

OPENING WELCOME

Location: Senior Ballroom

Empowering Excellence: Co-Designing Systems through Instructional Leadership

Dr. Tania May, Assistant Superintendent of Special Education, OSPI  
Dr. Cassie Martin, Executive Director of Special Education, OSPI  
RJ Monton, Director of MTSS, Center for the Improvement of Student Learning (CISL)

OSPI Welcome



Dr. Michaela Miller, Deputy Superintendent, OSPI



9:45 – 10:00 A.M.

BREAK & COFFEE SERVICE

Location: Mezzanine

10:00 – 11:15 A.M.

CONCURRENT SESSIONS I

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

Location: Junior Ballroom 1

Dr. Emily Couch, MTSS TOSA, Oak Harbor Public Schools  
Liz Ritz, Director of Teaching & Learning, Oak Harbor Public Schools

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.

1.2: Serving Students in Their Home School: A Case Study on Eliminating Restraint with a Neurodiversity Lens

Location: Junior Ballroom 2

Tabitha Ellison, Director of Student Services, Steilacoom SD  
Joanna Brodziak, Consultant, ShiftED Perspectives

We will explore how mental models of disability contribute to the safety of students with disabilities through a case study of a non-speaking student with extremely unsafe behaviors. We look at how adopting the neurodiversity paradigm can guide in restructuring environments to address unmet needs and build skills. In this case study, we drew from CPS (Dr. Ross. Greene) and TEACCH structures to create an individualized program that eliminated the use of restraint and isolation.

1.3: There and Back Again: Navigating the Path to and From Non-Public Agencies

Location: Theater

Dr. Sue Ann Bube, Consultant, Dynamic Education Solutions  
Scott Raub, Assistant Director, Special Education Policy & Community Engagement, OSPI

Join us as we look at statewide data on non-public agencies and where we are in regard to SB 5315. We need your input! Join us for an interactive presentation about process and procedures—where we are and where we're going.

1.4: Safety Net: A Year in Review

Location: Butch's Den

Amber O'Donnell, Administrative Program Specialist 2, OSPI

Safety Net: A Year in Review will focus on the 2023–24 application cycle. Participants will have the opportunity to provide feedback on the new application platform. Together we will brainstorm ideas that could improve the Safety Net submission process and review best practices for working on the 2024–25 application.

1.5: MTSS and YOU: A Session for Family Leaders

Location: Room 204

Education Northwest

This session is designed to provide family leaders with an overview of the conference's purpose and tips for maximizing their attendance. Participants will also get an introduction to MTSS, family entry points, an acronym cheat sheet, and a few tips for engaging with school leaders. There will be time for questions as well.

1.6: Overview of the EGMS Grant System

Location: Room 206

Lynne Truitt, Program Fiscal Supervisor, OSPI

Participants will learn the basics of the system, including how to log in, key buttons, and general navigation. They will also learn how to send and respond to emails, locate documents, and have opportunities to ask questions. Additionally, participants will be trained on how to collaborate within the system so that the

fiscal team and program team can work together to complete the grant. For districts already familiar with the system, updates and changes from the 2023-24 school year will be addressed.

1.7: Systems Change and MTSS Implementation: Executive Sponsorship Matters

Location: Room 406

Sandy Gressner-Crabtree, Assistant Superintendent of Teaching and Learning, OESD 114

Dr. Ellina Xiong, Assistant Director of MTSS, OSPI

Dr. Tori Hazelton, Regional MTSS Implementation Specialist, PSESD 121

Kjersti Clayton, MTSS Regional Specialist, North Central ESD 171

This session provides an overview of the vital role district superintendents and assistant superintendents play in initiating and sustaining MTSS implementation. By the end of this session, attendees will be able to: articulate why executive sponsorship is necessary for implementing MTSS to promote student outcomes, and identify leadership strategies that support implementation in their local context. Specific strategies, tools and resources will be shared to help attendees lead teams in sustaining MTSS implementation.

1.8: Vision & Recognition

Location: Room 310

Cris Turner, Director of Systems & Supports, North Mason SD  
Anthony Clarke, Principal, Bonney Lake High School

In this session, we will share how we built a strong school-wide PBIS system (Tier 1) based upon staff beliefs and school values. We will describe the process we went through to engage the entire staff and student body in identifying our school's Values for Success. How we developed staff and student buy-in as well as incorporated our values into everything we do. We will share our comprehensive positive recognition system (students and staff) around our Values for Success, enabling us to recognize 100% of our students and reinforcing the behaviors we want to see. You will walk away with a clear blueprint for implementing effective PBIS in your building.

1.9: RREI Pilot/Demo Breakout

Location: Senior Ballroom

Anna Marie Dufault, Assistant Superintendent, Student Engagement and Support

Sam Mintz, School Climate Transformation Grant Program Supervisor

Districts partnering with OSPI on the Reducing Restraint & Eliminating Isolation (RREI) project will have time to collaborate on planning project implementation during the 2024-25 school year.

11:15 A.M. – 12:45 P.M.

GRAB & GO LUNCH

Location: Senior Ballroom

11:30 A.M. – 12:30 P.M.

LUNCH & LEARN SESSIONS I

LL 1A: Washington's Policy, Legal & Dispute Resolution Landscape: Updates for Directors

Location: Junior Ballroom #1

Alyssa Fairbanks, Assistant Director of Dispute Resolution, OSPI  
Scott Raub, Assistant Director of Policy & Community Engagement, OSPI

This presentation will explore and provide updates on the current landscape of key special education policy and legislation, legal cases, and dispute resolution trends. Directors will receive information on how to navigate special education requirements, including new requirements around burden of proof in due process, focus on best practices to proactively prevent disputes, and other areas of focus to increase family, student, and community engagement and decrease dispute resolution.

LL 1B: Preventing Restraint and Isolation in Washington: A Lunch n' Learn for 2024 RREI Pilots and Demos

Location: Junior Ballroom #2

Dr. Dia Jackson, AIR Project Director

In partnership with OSPI, AIR led a mixed methods study to understand experiences of Washington educators and families with restraint and isolation. We will share recommendations for practice and policy and how MTSS can address and prevent this issue. Participants will: 1. Learn how restraint and isolation impacts educators and families; 2. Understand the community-based process for researching R&I across the state and 3. Make explicit connections to how MTSS can address this complex and urgent issue. Come and hear about true, actualized community engagement which happened during Community Days led by Dr. Dia Jackson, AIR, in partnership with OSPI and how this informs your pilot work.

LL 1C: Maximizing Access to Core Curriculum Using Free Built-in Tech Tools

Location: Butch's Den

Kristin Leslie, Director/Assistive Technology Practitioner, Special Education Technology Center  
Dan Herlihy, Instructional Design Specialist/Assistive Technology Specialist, Special Education Technology Center

Supportive technology within the Multi-Tiered System of Supports (MTSS) represents a promising avenue to optimize student engagement, overcome learning barriers, and deliver universal, targeted, and intensive technology-based supports. By leveraging technology, educators can enhance the educational experience and outcomes for all students. Built-in technology tools for reading and writing enhance access to the core curriculum by ensuring key accessibility tools, such as read-aloud, assisted typing, speech-to-text, and translation are available on your platform.



1:00 – 2:15 P.M.

CONCURRENT SESSIONS II

2.1: District Leader Actions to Improve MTSS Implementation

Location: Junior Ballroom 1

William Rasplica, MS Ed. Project Coordinator, Washington AIMS and Executive Director of Learning Support Services - Retired  
Dr. Stephanie King, Program Faculty, Washington AIMS, Northwest Educational Psychology  
Dr. Susan Ruby, Program Faculty and Professor, Washington AIMS, Eastern Washington University  
Dr. Tracy Wilson, Executive Director, Special Services, Pasco SD  
Hannah Bolivar, Assistant Director of Special Services, Mercer Island SD

This session highlights leadership actions needed to improve MTSS implementation. AIMS faculty will provide an overview, and leaders from three school districts will share their stories of progress with MTSS. Each district's leader team will share insights regarding leadership actions they have taken to improve MTSS implementation.

2.2: Designing Student-Centered IEPs and BIPs to Support Authentic Behavior Change

Location: Junior Ballroom 2

Dr. Jaimee Kidder, Special Education Program Supervisor, OSPI  
Candis Coble, Special Education Program Supervisor, OSPI  
Tammie Jenson-Tabor, Executive Director of Special Services, Centralia SD

Proactive and positive behavior support takes a whole team approach. However, when student supports are not strengths-based and cohesive, even the best team efforts can fail. This presentation will discuss specific quality indicators that teams should consider when developing aligned supports in a student's Individualized Education Program (IEP) and Behavioral Intervention Plan (BIP) as informed by a Functional Behavior Assessment (FBA). Examples and nonexamples of high quality student-centered IEP goals for behavior will be provided.

2.3: MTSS Fundamentals: The Starter Pack

Location: Theater

Dr. Tori Hazelton, Regional MTSS Implementation Specialist, PSESD 121  
Solina Adelson-Journey, Regional MTSS Implementation Coordinator, ESD 112  
Weslee Vann, MTSS Implementation Coach, ESD 112

New to your MTSS journey? Join us for this session tailored just for you! Dive into understanding the foundational aspects of the WA-MTSS framework and its five key components: Team-Driven Shared Leadership, Continuum of Supports, Evidence-Based Practices, Data-Based Decision-Making, and Family and Community Engagement. Gain insights into the significance of establishing a robust MTSS framework, especially as the discrepancy model phases out in 2028.

2.4: Starting at the Beginning: Prioritizing the Alignment of Early Learning MTSS & PBIS Frameworks to Your K–12 Systems

Location: Butch's Den

Ryan Guzman, 619-ECSE Coordinator, OSPI  
Cari Wood, Preschool Inclusion Coordinator, ESD 112  
Amberly Gregg, Program Specialist II, NWESD 189  
Sarah Dahl, Assistant Principal/Early Learning Coordinator, Sedro Woolley SD

It's time to reimagine how you roll out your MTSS implementation processes. In this session, participants will learn to utilize evidence-based practices, instructional and systems level coaching, paired with targeted professional learning to successfully integrate MTSS and PBIS frameworks across integrated preschools, Transitional Kindergarten, and Kindergarten classrooms to strengthen children's academic and social emotional outcomes. Participants will hear from local district leadership and ECSE Implementation Specialists, leading efforts to integrate early learning MTSS frameworks into their preschool and Transitional Kindergarten program with the support of the University of Denver, PELE Center, OSPI, and the regional ESDs.

2.5: Creating Inclusive Alternative Learning Programs

Location: Room 204

Paula Kitzke, Project Lead, Students with Disabilities in Non-Traditional Settings, OSPI  
Anissa Sharratt, Associate Director, OSPI  
Paige Kelsey, Program Supervisor, OSPI

Public education programs need to be prepared to serve diverse students with a range of needs and abilities. In this session, OSPI staff will explore; five critical considerations for equitable enrollment of students with disabilities, implementation of IEPs in common areas of inquiry such as choice transfer, caseloads, IEP development, and other practices. Attendees will better understand the role of on-site mentors and parent training for FAPE. Participants will receive evaluation tools for local reflection.

2.6: Strong Back and Soft Front

Location: Room 206

Dr. Ellen Perconti, Superintendent, Goldendale SD

Strong back and Soft front: System leadership starts with healthy leaders who understand the impacts they have on the system. This session will engage participants in considering their skill sets in handling difficult situations that often feel like personal attacks. The session will be formatted around maintaining a soft front—compassion, empathy, listening and a strong back—courage, strength, resiliency, persistence.

2.7: Inspiring Practitioners to Leverage Data-Based Interventions Through Development of Standards-Aligned IEP Goals!

Location: Room 406

Paola Stepney, Behavior Specialist/Practitioner Coach, Olympic Educational Service District 114  
Laura Batcheller, Early Childhood Special Education Coordinator, OESD 114

OESD 114 will share the process, content, and outcomes of its Content Collaborative Training series tailored to the unique needs of today's educators. Through the process developed by our team, practitioners create individual educational programs through a systematic process that encourages collaboration between special education and general education practitioners. Educators are immersed in a collaborative learning experience grounded in best practices with access to a guide for developing standards-aligned IEP goals.

2:15 – 2:30 P.M.

BREAK AND SNACKS

Location: Mezzanine

2:30 – 3:45 P.M.

KEYNOTE: KURT HATCH

Location: Senior Ballroom

Education Must Be Centered on a Love Ethic

Kurt Hatch, Faculty Director of the Educational Administration Program & Professor of Practice, School of Education, UW

What if we gifted ourselves the time, space and grace needed to critically examine the systems, leadership strategies and classroom practices currently used to promote behavioral and mental health? Would we find them to be racially literate, evidence-based, interconnected and rooted in compassion? What about the predominant system for providing differentiated support for student learning? Is it inclusive and centered on a love ethic?

Dr. Kurt Hatch will use story as data and invite conferees to collectively and courageously shift systems and practices so all students experience a better love.



3:45 – 5:00 P.M.

OSPI/AESD SPECIAL EDUCATION DIRECTORS MEETING

Location: Room 204

4:00 – 5:15 P.M.

MOVIE SCREENING

THE RIDE AHEAD

Location: Theater

Join us for a screening of *The Ride Ahead*: A Film by Samuel and Dan Habib. Snacks provided.

Samuel Habib is a typical 21-year-old, itching to move out, start a career, and find love. But no one tells you how to be an adult, let alone an adult with a disability. Can a community of disability activists help him follow his dreams?



5:15 – 6:30 P.M.

RECEPTION

Location: Junior Ballroom

Thank you, Sponsors!



7:45 A.M.

CONTINENTAL BREAKFAST

Location: Senior Ballroom



8:00 – 8:30 A.M.

MORNING BEVERAGES

Location: Mezzanine

8:30 – 9:45 A.M.

KEYNOTE: ALEXANDRIA HARVEY

Location: Senior Ballroom

Nothing About Us Without Us:  
Engaging Families and Communities in Meaningful  
and Authentic Ways

Alexandria Harvey, Senior Program Associate, Special Education  
Policy and Practice; Deputy Director, Data Center for Addressing  
Significant Disproportionality

Engaging families and communities in education is often a challenge experienced at many levels. State education agencies, local education agencies, and classroom teachers should include and engage families and community partners in a variety of activities but often do not; leading to communication barriers and a group of individuals committed to their children's education feeling excluded. This keynote will address the importance of including and engaging families and communities and ways to authentically incorporate their knowledge and lived experiences in a variety of educational settings.



9:45 – 10:00 A.M.

BREAK

10:00 – 11:15 A.M.

CONCURRENT SESSIONS III

3.1: Partnership Propelling Progress: Impact,  
Design, and Future Directions of the Inclusionary  
Practices Technical Assistance Network (IPTN)

Location: Junior Ballroom #1

Dr. Ashley MacSuga-Gage, Senior Research Associate, WestEd  
Dr. Cassie Martin, Executive Director of Special Education, OSPI  
RJ Monton, Director of MTSS, Washington State Center for the  
Improvement of Student Learning (CISL), OSPI  
Dr. Jaimee Kidder, Program Supervisor, Special Education Division, OSPI

Students with disabilities have the right to access the general education curriculum in their least restrictive environment, yet data show that Washington students with intellectual and developmental disabilities and Black students with disabilities are disproportionately excluded from general education. During this presentation, IPTN design team members will share how the IPTN is working to transform educational systems to reduce exclusionary school practices. Session attendees will deepen their understanding of this movement happening in Washington.

3.2: Reducing Restraint, Eliminating Isolation:  
Spokane Public Schools' Commitment to Student  
Well-Being, Safety, and Emotional Health

Location: Junior Ballroom #2

Becky Ramsey, Director, Teaching and Learning SPS  
Kristina Baker, Director, Special Education SPS

Spokane Public Schools commitment to student well-being, along with their prioritization of student safety and emotional health, is showcased in this informative session. The presentation will highlight successful efforts taken by the district to reduce the use of restraint and eliminate isolation. Through the implementation of systemic change, updating of policies and procedures, and fostering community advocacy and partnerships Spokane Public Schools has witnessed a remarkable decline in the number of incidents from 6,000 in 2017-18 to fewer than 226 in 2022-23.

3.4: Explore the Integrated MTSS Fidelity Rubric  
(The IMFR)!

Location: Butch's Den

Rebecca Ray, Inclusion Specialist, University of Washington  
Dr. Jennifer Pierce, Senior Technical Assistance Consultant/  
Researcher, American Institutes for Research  
Heather Smith, Project Coordinator, University of Missouri

In this session, we will explore the Integrated Multi-Tiered Systems of Support Fidelity Rubric (IMFR). The IMFR is a valid and reliable tool created to assess an elementary school's implementation of Integrated Multi-Tiered Systems of Support (I-MTSS). I-MTSS is a model where academic and social, emotional, and behavioral (SEB) supports are strategically combined to improve students' academic (e.g., reading and/or math) and SEB outcomes.

3.5: Positive Futures for Students with Extensive  
Support Needs: Crafting and Implementing  
Inclusive IEPs

Location: Room 204

Jaimee Kidder, Ph.D., Program Supervisor, Special Education  
Division, OSPI  
Gail Ghere, Ph.D., Research Associate, TIES Center, University of  
Minnesota  
Jennifer Sommerness, Ed.S., Research Associate, TIES Center,  
University of Minnesota

Washington's goal is to increase the percentage of students with extensive support needs in general education and support their learning in the general education curriculum. This requires planning for comprehensive inclusive education across school environments and systems of support. This session spotlights a new OSPI resource focused on writing/implementing inclusive IEPs. The resource weaves together step-by-step support, state regulations, examples, resources, and the story of a student with extensive support needs in general education.

3.6: Community Conversations about Early Warning  
Systems (EWS): Deepening Partnerships to Provide  
Holistic Student Support

Location: Room 206

Mary Padden, Researcher, Education Northwest  
Jocelyn Núñez, Student Engagement & Support Program  
Supervisor, OSPI

In this presentation, which will be co-facilitated by Education Northwest and OSPI, we will present our research project aimed at reviewing and refining the state's approach to Early Warning Systems (EWS). We will share emerging findings from the first round of community conversations held at schools across the state and will ask session participants to share how they collaborate with the community and center student and family voice in their approach to EWS.

3.7: Assistive Technology MTSS

Location: Room 406

Dr. Don McMahon, Associate Professor of Special Education, WSU

Assistive Technology is recognized in policy and practice as a crucial tool for supporting students. Utilizing the proposed Assistive Technology-Multi-Tiered System of Supports (AT-MTSS) framework can help clarify implementation, educator roles and responsibilities, and enhance educator preparation. This session will provide interactive activities and examples to incorporate AT-MTSS into an improved system of supporting AT in our schools.

3.8: Where to Start? One Team's Journey on How  
to Start the Process

Location: Room 310

Carrie Hatch, Director of Special Education/MTSS Coordinator,  
North Franklin SD  
Amy Garza, Principal, Connell Elementary  
Cara Morrill, Principal, Mesa Elementary

"Where to Start? One Team's Journey" workshop offers a firsthand account of a district team's initiation into implementing Multi-Tiered System of Supports (MTSS) from scratch. Through shared experiences, participants will gain insights into overcoming initial challenges, identifying key starting points, and navigating the complexities of MTSS adoption at the elementary level. This session aims to empower educators with practical strategies and inspiration to embark on their own MTSS journey effectively.

3.9: Effectively Integrating MTSS, School  
Improvement, Student Support, & Trauma-Informed  
Practice

Location: Senior Ballroom

Dr. Mona Johnson, Executive Director School Improvement &  
System Pathways, ESD 114  
Sandy Gessner, Assistant Superintendent Teaching & Learning,  
ESD 114  
Kristin Schutte, Executive Director Student Support Services,  
ESD 114

MTSS, School Improvement, Student Support, & Trauma-Informed Practice collectively represent distinct education focused initiatives targeting both the individual and the system supporting students, educators, and schools. Together, this team will share how these initiatives can be uniquely connected to support continuous improvement. In addition, they will provide practical examples of how intentional integration of the elements and outcomes of these initiatives where possible can result in coherence building and district-wide success supporting the whole child.

11:15 A.M. – 12:45 P.M.

GRAB & GO LUNCH

Location: Senior Ballroom



# THURSDAY, AUGUST 1

11:30 A.M. – 12:30 P.M.

## LUNCH & LEARN SESSIONS

### LL 2A: Ensuring Meaningful Parental Participation

**Location: Junior Ballroom #1**

*Jonathan Read, J.D., Partner, F3 Law*

School districts have encountered many legal challenges in making sure that parents have the opportunity to participate in the development and implementation of their child's IEP. Scheduling IEP meetings, ensuring parents understand the proceedings, holding meetings without parents, and making team decisions are all issues that districts must approach carefully so that parents of students with disabilities are partners in the IEP process. Look with us at the statutes, regulations and cases addressing these topics and get practical tips on how to comply with the myriad of legal requirements.

### LL 2B: Designing for Belonging: Building a Strong Tier One to Support the Inclusion of Students with Extensive Support Needs

**Location: Junior Ballroom #2**

*Dr. Gail Ghere, Research Associate, TIES Center, University of Minnesota*

*Sarah Butcher, Director, Roots of Inclusion*

*Dr. RinaMarie Leon-Guerrero, Inclusionary Practices Demonstration Site Project Lead, Haring Center for Inclusive Education, University of Washington*

*Jennifer Karls, Director, Roots of Inclusion*

*Shane Miramontez, Inclusion Specialist, Haring Center for Inclusive Education, University of Washington*

Washington's MTSS Framework integrates academic and non-academic supports to meet the learning needs of all students, including students with extensive support needs. Key is accessing and learning the Tier 1 grade-level, general education curriculum. This session focuses on the importance of a strong Tier 1 instruction for students with extensive support needs and how dialogue about the why, what and how of Tier 1 instruction opens doors for educators and families/communities to partner together.

### LL 2C: Preventing Restraint and Isolation in Washington: A Lunch n' Learn \*\*Open to all

**Location: Theater**

*Dr. Dia Jackson, AIR Project Director*

School districts have encountered many legal challenges in making sure that parents have the opportunity to participate in the development and implementation of their child's IEP. Scheduling IEP meetings, ensuring parents understand the proceedings, holding meetings without parents, and making team decisions are all issues that districts must approach carefully so that parents of students with disabilities are partners in the IEP process. Look with us at the statutes, regulations, and cases addressing these topics and get practical tips on how to comply with the myriad of legal requirements.

### LL 2E: Behavior Management Strategies to Reduce Restraint & Isolation

**Location: Butch's Den**

*Micheal Williams, TMC Program Manager*

*Sarah Okun, TMC Executive Director*

*Cassie Watkins, True Measure Collaborative*

This Lunch & Learn session will be a practical deep-dive into a high-leverage proactive behavior management strategy that reduces the use of restraint and isolation. Our team will model the use of collaborative coaching to support educator skill-building as well as use of the strategy itself. Participants will walk away with a practical tool for use in classrooms or as a coaching resource.

Participants will collaboratively identify the fundamental principles of behavior (antecedents, consequences and function) along with coping strategies to name and change the way educators anticipate and respond to escalating behaviors

### LL 2F: Family Engagement Affinity Space

**Location: Room 204**

1:00 – 2:15 P.M.

## CONCURRENT SESSIONS IV

### 4.1: From Margins to Mainstream: IEPs That Bring Students with Significant Disabilities into the Classroom

**Location: Junior Ballroom #1**

*Dr. Sue Ann Bube, Director, Mercer Island SD*

This presentation explores effective strategies for developing Individualized Education Programs (IEPs) that foster inclusivity for students with significant cognitive disabilities, from both district and parent perspectives. We will highlight practical lessons learned in integrating these students into general education settings. Join us to gain insights on crafting IEPs that champion inclusion and meet academic standards through collaborative and informed approaches.

### 4.2: Cool, Calm, and Collected: Co-Regulation for A Safer School Environment

**Location: Junior Ballroom #2**

*Laura Staley, Director of Special Services and Assessment, Rochester SD*

*Jessica Whitehead, BCBA, Rochester SD*

*Nicole Kernutt, Assistant Principal, Rochester SD*

Many districts are witnessing a surge in student dysregulation, particularly among younger students, leading to more isolation and restraint. Responding to this trend, Rochester School District has prioritized trauma-informed practices and staff training. Rochester Primary conducted building-wide PD centered on "Regulation and Co-regulation" by Ginger Healy. Additionally, staff have been trained in Ukeru, which focuses on trauma-informed practices and safe

# THURSDAY, AUGUST 1

blocking. These efforts support staff and students, impacting classroom practices and reducing isolation and restraint.

### 4.3: Moving Toward 2028: Using RTI for SLD Eligibility Part 1

**Location: Theater**

*William Rasplica, MS Ed. Project Coordinator, Washington AIMS and Executive Director of Learning Support Services - Retired*

*Stephanie King, Ph.D. AIMS Project and Director of Special Services, Issaquah SD*

*Susan Ruby, Ph.D., Professor of School Psychology Eastern Washington University and the AIMS Project*

*Rachel Dickson, MA Director of Special Services Fife SD*

*Joan Lawson, MA Director of Special Services District Programs, Issaquah SD*

*Briley Proctor, Ph.D. Bainbridge Island SD and Co-Director School Psychology Program, Eastern Washington University*

*Jo Callaghan, MA School Psychologist, Northshore SD*

*Kelly Glick, EdS School Psychologist, Franklin Pierce SD*

A big change is coming to SLD eligibility determination in Washington State in 2028. OSPI is working with the Washington AIMS Project to prepare guidance for school districts on how to use RTI for identifying students with specific learning disabilities. This session will present background on why the change is occurring and an overview of the new guidance documents. Participants will receive a copy of the book, *The RTI Approach to Evaluating Learning Disabilities*, 2nd Edition.

### 4.4: Setting Boundaries with Compassion: How Coaching Can Inform Practice

**Location: Butch's Den**

*Paola Stepney, Behavior Specialist/Practitioner Coach, OESD 114*

*Laura Batcheller, Early Childhood Special Education Coordinator, OESD 114*

Data across the mental health and behavioral analytic fields have identified compassionate interventions and components of building resilient learning environments. The OESD 114 Regional Implementation Team will share data on their coaching outcomes and engage participants in a role play opportunity on how to set boundaries with compassion. Themes include protecting relationships, identifying trauma buffers, safe boundary settings, community inclusion, and the importance of professional coaching to creating sustainable change in practice.

### 4.5: Ruby Bridges Elementary: A Fully Inclusive School Journey with the Principles and Practices Tool

**Location: Butch's Den**

*Cathi Davis, Principal, Northshore SD*

*RinaMarie Leon-Guerrero, Ph.D, Inclusionary Practices*

*Demonstration Site Project Lead, Haring Center for Inclusive Education, University of Washington*

Visionary leadership is fundamental in reimagining all that is possible in our school systems. This session explores how leadership leveraged the Principles and Practices for building inclusive schools tool to guide their school through in cycles of

inquiry. As a result, as practices continue to shift, mindsets shift to embrace inclusive ways of thinking. Highlighted practices include robust Tier 1, to include instruction, universal design, and communication, ensuring all students belong and succeed.

### 4.6: Learning to Thrive: Strategies to Support Positive Mental Health Outcomes for Secondary School Students

**Location: Room 206**

*Dr. Anya Sheftel, Research Assistant Professor of Special Education, Washington State University*

*Dr. Holly Whittenburg, Assistant Professor of Special Education, Washington State University*

The U.S is experiencing a youth mental health crisis (Mpopfu et al., 2023). MTSS framework can support effective school-based mental health interventions (Arora et al., 2019). Yet it is most often implemented in elementary schools (Castillo et al. 2022), leaving a secondary gap. This presentation will integrate MTSS framework with Universal Design for Learning and brief mental health interventions to offer concrete tools to support positive mental health outcomes for secondary school students across tiers.

### 4.7: What's Love Got to Do With It? The Role Positive, Bonded Relationships Play in Student Learning

**Location: Room 406**

*Dr. Janice Nicholson, Director of Special Education - Itinerant Services, Edmonds SD*

*Dana Geaslen, Superintendent, Granite Falls SD*

*Dr. Hayley Etnier, Director of Special Education, Edmonds SD*

*Libby Lecompte, Student Services Special Project Manager, Edmonds SD*

*Emily Moore, Executive Director of Special Education, Granite Falls SD*

Post-COVID, our students are demonstrating big emotions and behaviors like never before. Due to social distancing and the closure of many of our social outlets, research is showing that social/emotional milestones have been delayed and our students missed out on initiating and maintaining age appropriate friendships during those important formative years. Research has shown that belongingness and positive school based relationships actually improve students educational outcomes, both in academics and citizenship. Fostering positive school based relationships between educators and students broadens understanding of the student and their unique perspectives and needs. Building appropriate, positive school-based relationships is an important, yet often overlooked, pillar of Cultural Responsiveness.

4.8: Integrating Support for Non-Academic Barriers Through Family and Community Partnerships

**Location: Room 310**  
*Maggie Evans, Director of Intervention and Enrichment, Rochester SD*  
*Kelsey Lincoln, Assistant Principal, Grand Mound Elementary, Rochester SD*

Rochester School District integrates support for reducing non-academic barriers to students utilizing its RISE process (Rochester Integrated Supports for Education) to address non-academic barriers for struggling students. Building and district RISE teams utilize data and an integrated support protocol to partner with families and the community to provide support for students.

4.9: Power of Relationships: Creating a Hope-Filled School System

**Location: Senior Ballroom**  
*Tammy Woodard, Professional Learning Coach MTSS & Regional Implementation Coordinator, ESD 113*  
*Kelly Bolson, MTSS Regional Implementation Coordinator, ESD 123*

Research tells us hope is a molecule (myokines) – we can foster and grow hope! Along with growing hope, developmental relationships provide the emotional, social, and psychological support that forms the backdrop for the cultivation of hope. We will use a variety of materials in this session to explore the concepts of hope and relationship to develop a model where every student feels challenged, supported, and motivated to reach their full potential.

2:15 – 2:30 P.M.

BREAK WITH SNACKS

**Location: Mezzanine**

2:30 – 3:45 P.M.

CONCURRENT SESSIONS V

5.1: U Can't Touch This: Leadership Moves to Reduce Restraint and Eliminate Isolation

**Location: Junior Ballroom #1**  
*Patrick Mulick, Director of Student Engagement, Auburn SD*

Your results are a product of your system. If you are not liking your results, you must evaluate the system. Hear of one district's journey thus far in evaluating and changing its practices related to restraint and isolation. From training to behavior techs to tracking, Patrick will share innovative ways in which Auburn has been able to up its de-escalation game.

5.2: Scaling MTSS for High-Ability and High-Potential

**Location: Junior Ballroom #2**  
*Jen Flo, Regional Administrator, Advanced Learning, and System Support, ESD 113*  
*Reby Parsley, Secondary Highly Capable Program Specialist, Kent SD*

High-ability and high-potential students are often left out of the discussion in MTSS models. Students need specific modifications and support in the general education setting. This session will take participants through the conceptualization, implementation, and evaluation of an MTSS model that meets the needs of all students in their district, including high ability and high potential students.

5.3: Moving Toward 2028: Using RTI for SLD Eligibility Part 2

**Location: Theater**  
*William Rasplica, MS Ed. Project Coordinator, Washington AIMS and Executive Director of Learning Support Services - Retired*  
*Stephanie King, Ph.D. AIMS Project and Director of Special Services, Issaquah SD*  
*Susan Ruby, Ph.D., Professor of School Psychology, Eastern Washington University and the AIMS Project*  
*Rachel Dickson, MA Director of Special Services, Fife SD*  
*Joan Lawson, MA Director of Special Services District Programs, Issaquah SD*  
*Briley Proctor, Ph.D. Bainbridge Island SD and Co-Director School Psychology Program, Eastern Washington University*  
*Jo Callaghan, MA School Psychologist, Northshore SD*  
*Kelly Glick, EdS School Psychologist, Franklin Pierce SD*

A big change is coming to SLD eligibility determination in Washington State in 2028. OSPI is working with the Washington AIMS Project to prepare guidance for school districts on how to use RTI for identifying students with specific learning disabilities. This session will present background on why the change is occurring and an overview of the new guidance documents. Participants will receive a copy of the book, *The RTI Approach to Evaluating Learning Disabilities*, 2nd Edition.

5.4: Moving from Recruitment to Engagement

**Location: Butch's Den**  
*Tammy Woodard, Professional Learning Coach MTSS & Regional Implementation Coordinator, ESD 113*  
*Kjersti Clayton, MTSS Regional Implementation Specialist, ESD 171*

Partnering with families is a key strategy for the success of MTSS implementation in schools. Yet building those partnerships with families can be challenging. Too often, our mindset about families and their roles in school can get in the way of a strong, mutual partnership. It's important for us to reflect on how our views on families and family partnership may be helping or hindering strong, positive connections between schools and families.

5.5: Building Belonging with Community Conversations

**Location: Room 204**  
*Sarah Butcher, Co-founder and Director, Roots of Inclusion*  
*Jennifer Karls, Co-founder and Director, Roots of Inclusion*

When schools prioritize belonging, individuals experience a sense of value, respect, and inclusion. Join us as we explore how the Community Conversation Toolkit provides a roadmap for meaningful conversations to understand what impacts

an individual's sense of inclusion or exclusion in school communities. By listening and learning from each other, schools identify what can be done to improve belonging and create a community where every person has what they need to engage, learn, and thrive.

5.6: Break the Barriers: Instructional Leaders Disrupting Inclusive Education Myths

**Location: Room 206**  
*Jennifer Sommerness, Research Associate TIES Center, University of Minnesota*  
*Dr. Gail Ghere, Research Associate TIES Center, University of Minnesota*

Myths related to inclusive education for students with extensive support needs act as barriers to students learning in general education. Instructional leaders are important interrupters to challenge these myths and build knowledge about inclusive education. Recognizing the impact of myths, OSPI updated its "Myths and Facts about Inclusionary Practices in Washington State." In this session, participants will consider the updated myths/facts, their underlying assumptions, and strategies for disrupting these barriers to inclusive education.

5.7: Using Behavior Incident Reports to Address Exclusionary Practices in Early Learning Programs

**Location: Room 406**  
*Ryan Guzman, 619-ECSE Coordinator, OSPI*  
*Laura Batcheller, Early Childhood Special Education Coordinator, OESD 114*

In this session, the presenters will review national policies related to young children enrolled in early learning programs experiencing high incidences of exclusionary practices, as well as the negative impacts of harsh discipline upon this population. The presenters will also share strategies that can be used to interrupt this cycle of discipline with systems level and instructional coaching supports, intended to identify and prevent the use of exclusionary practices placed upon children exhibiting challenging behavior. Additionally, participants will learn how they can utilize the Data Inquiry Cycle paired with data systems (the Pyramid Model Implementation Data System (PIDS)), and fidelity metrics (the Behavior Incident Report System (BIRS)), to identify when exclusionary practices are being used within the classroom, program, and to which student population.

5.8: The Washington Assessment of the Risks and Needs of Students (WARNS): Strategies to Support School Attendance and Engagement

**Location: Room 310**  
*Marcus Poppen, Ph.D., Associate Professor, Special Education, College of Education, Washington State University (WSU)*  
*Chad Gotch, Ph.D., Associate Professor, Educational Psychology, College of Education, WSU*  
*Brian French, Ph.D. Regents Professor, Educational Psychology, College of Education, WSU*  
*Paul Strand, Ph.D., Professor, Psychology, WSU*

*Laura Pires Gifford, Graduate Research Assistant, College of Education, WSU*  
*Cihan Demir, Graduate Research Assistant, College of Education, WSU*

This session will present strategies to support school attendance and engagement, building upon the Washington Assessment of the Risks and Needs of Students (WARNS). Participants will learn: (1) current trends on school attendance and engagement; (2) six factors linked to chronic absenteeism; (3) a universal-screener model that some Washington districts have implemented to support school attendance and engagement using WARNS; and (4) strategies to address varied student risks and needs using short stories and conversation.

5.9: Mind Full or Mindful?

**Location: Senior Ballroom**  
*Kelly Bolson, MTSS Regional Implementation Coordinator, ESD 123*

When students and staff can manage their thoughts and emotions, the learning environment begins to feel safe and connected. Imagine the power of incorporating wellness techniques into your building or district Tier 1 Social Emotional Learning. In this session, you will experience the what, why, when and how of integrating breathwork, meditation, mindfulness and yoga into your classroom or work space.

4:00 – 5:00 P.M.

PANEL DISCUSSION

**Location: Theater**

5.9: Moving from Us v Them, to We: A Panel Discussion on School-Family Partnership

*Ashley Sheppard (Moderator), Co-Director of the WA Statewide Family Engagement Center*  
*Nikki Bauman (Panelist), Family Leader*  
*Tammy Woodard (Panelist), MTSS Regional Implementation Coordinator and Professional Learning Coach, ESD 113*

This panel discussion is designed to give voice to various members of the educational community to reflect on their experience engaging and partnering with families within MTSS; sharing challenges and successes as districts and schools try to shift from individualization to communities of support and de-siloing systems of support. Panelists will also reflect on the presence of power dynamics within the language we use. Engagement implies one entity who holds power is sharing it with another and this is the language we've used for decades. If we want to shift practices we have to shift to school-family partnerships where there is equal power and a shared responsibility to support student success.



8:00 – 8:30 A.M.

MORNING BEVERAGES

Location: Mezzanine

8:30 – 9:45 A.M.

KEYNOTE: KIM ST. MARTIN

Location: Senior Ballroom

Integrating Your Literacy, Social, Emotional, and Behavioral MTSS Framework

Kim St. Martin, Director, Michigan’s Multi-Tiered System of Support (MiMTSS) Technical Assistance Center

Integrating literacy, social, emotional, and behavioral (SEB) support can lead to greater student outcomes. This session will briefly describe the research for an integrated MTSS framework. Examples of classroom (Tier 1) practices teachers should use to create a safe, predictable, and instructionally engaging environment to prevent and address literacy difficulties will be shared. Examples of how reading intervention integrates SEB support with the instruction will also be shared. Participants will be shown resources to guide implementation.



9:45 – 10:00 A.M.

BREAK

10:00 – 11:15 A.M.

CONCURRENT SESSIONS VI

6.1: Understanding and Teaching Students with Dyslexia Across All Tiers of Instruction

Location: Junior Ballroom #2

Dr. Alicia Roberts-Frank, Regional Administrator for Special Programs/Dyslexia Specialist, ESD 113

Washington state dyslexia law (SB 6162) requires schools to utilize MTSS to screen all K–2 students for indications of or areas of weakness associated with dyslexia, provide necessary interventions and supports, and communicate with families and caregivers. This session will provide insight into profiles of students with dyslexia receiving supports at the various tiers and practical approaches to improving their literacy skills.

6.2: Collaborating to Support the Well-Being and Mental Health of Students with Intellectual and Developmental Disabilities

Location: Theater

Meghan Hopkins, MA, LMHC, DDA Youth Mental Health and Behavioral Health Program Manager, DSHS/Developmental Disabilities Administration

Rose Spidell, JD, DDA Educational Liaison Program Manager

Join us for a collaborative design process, mapping key elements for a continuum of well-being and mental health supports accessible for students with I/DD, from universal, Tier 1 through intensive, individualized, Tier 3 supports. Explore what is possible through multi-system collaboration and coordination with interdisciplinary teams that bring together students, families, special education and general education teachers, speech language pathologists, occupational therapists, assistive technology leads, school psychologists, mental health providers, DDA professionals, and behavior specialists.

6.3: Share Out of a Tier 1 Community of Practice

Location: Butch’s Den

Dr. Ellina Xiong, Assistant Director of MTSS, OSPI

Join us for an opportunity to learn about how MTSS Regional Implementation Coordinators and Inclusionary Practices Coordinators teamed up to guide district teams in defining Tier 1 instructional practices and developing classroom observational tools to facilitate fidelity of implementation. This session shares about the process, resources and tools that were used to support district teams. Lessons learned and how district teams responded to this community of practice will also be shared.

6.4: Looking for SDI or an Intervention That is Simple to Teach, Easy for Kids to Learn, and Drastically Increases Student Short and Long-Term Learning?

Location: Room 204

Nicholas French, Director of Teaching and Learning, Student Services, and Federal Programs, Ocosta SD

Discover Cognitive Self-Instruction (CSI), a proven strategy for teaching students with Specific Learning Disabilities. Backed by over 40 years of research, CSI is a straightforward teaching method that helps students think positively about a skill and improve their performance. Hear how Ocosta teachers and related service providers use this strategy and the effects it has on their students.

6.5: Truly Integrated Reading and Behavioral Supports Within an MTSS Framework: Promising Results and Lessons Learned from the Classroom

Location: Room 206

Chloe Melton, Doctoral Student, University of Connecticut

This presentation will provide an overview of general education teachers’ implementation of an integrated reading and behavior lesson plan within a Tier 1 context as part of a research study conducted through the I-MTSS Research Network. Evidence-based practices in reading and effective behavioral supports were integrated into daily lesson plans across multiple years. This presentation will cover the components of the integrated instructional approach, results of the study, and lessons learned including implications for practice.

6.6: Writing Interventions within an MTSS Framework: Pairing Strategy Instruction with Technology Tools

Location: Room 406

Dr. Michael Dunn, Professor of Special Education & Literacy, Washington State University, Vancouver

Janet Bowers, PhD Student, Washington State University Department of Teaching & Learning

Many students struggle with writing. Writing researchers have offered a number of ideas for intervention programming. This conference session will review research/evidence-based practices and strategies for writing (e.g., self-regulated strategy development) and how technology tools (e.g., apps, Artificial Intelligence such as ChatGPT) can be ethically part of writing activities for narrative, informational, expository, persuasive, and argumentative types of texts from second grade (when writing instruction typically begins in earnest) to grade 12.

6.7: Supporting Children with the Highest Behavioral Needs

Location: Senior Ballroom

Ana Troutman, MASH Director, NCESD 171

Darcy Johnson, Executive Director of Special Education, NCESD 171

Schools are overwhelmed with students who need intensive social and behavioral instruction. They may lack the resources to meet the level of support needed for staff, students and families. Supported by OSPI, MASH (Moving All to Success and Health) is an educational wraparound program that provides equitable access to behavioral, mental, social, and academic support to students who historically have been under served due to lack of community and/or school resources.

11:25 A.M. – 12:45 P.M.

GRAB & GO LUNCH

Location: Senior Ballroom

Team Planning and Reflection Time.

1:00 – 2:15 P.M.

CLOSING CONFERENCE KEYNOTE: CHRIS REYKDAL

Location: Senior Ballroom

Chris Reykdal

Washington Superintendent of Public Instruction

First elected in 2017, Chris Reykdal is currently serving in his second term as Washington’s 16th State Superintendent.

Known for pushing against the status quo to meet the evolving needs of our students and our economy, Chris has spearheaded some of the most transformational changes Washington’s K–12 public education system has seen in decades.



THANK YOU, SPONSORS!





# CUB MAP

Compton Union Building (CUB)  
1500 Glenn Terrell Mall  
Pullman, WA , 99163

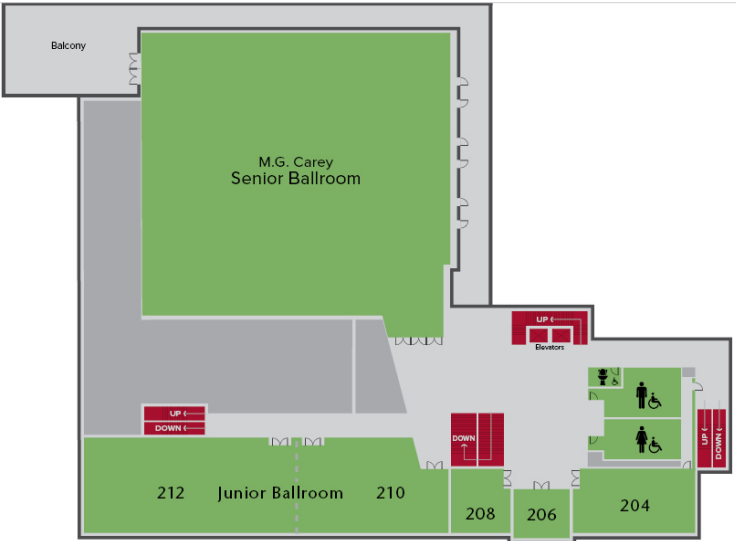
## LOWER LEVEL



## FIRST FLOOR



## SECOND FLOOR

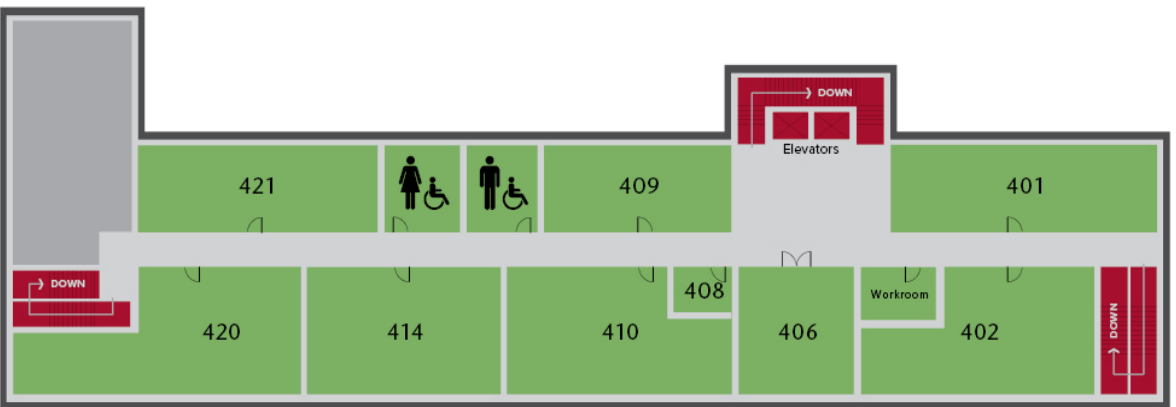


# CUB MAP

## THIRD LEVEL



## FOURTH FLOOR



# CAMPUS MAP

