

AUGUST 4 | 8:30–11:30 a.m.

8:30–8:40 a.m.
8:40–9:50 a.m.
9:50–10:00 a.m.
10:00–10:55 a.m.

Opening
Keynote: **Alex Lee**
Break
Breakout Sessions

Breakout Room 1

Kat Pfannenstiel
MTSS Rep
Debbi Limon

Including SWD in MTSS Progress Monitoring

In this session participants will increase their understanding of progress monitoring and its role in measuring IEP goals, as well as progress within MTSS. Additionally, participants will better understand how to select monitoring measures that align to specific skills, create a monitoring plan and review free resources related to progress monitoring.

Breakout Room 2

RJ Monton
MTSS Rep
N/A

Shifting the Practice From "I Do" to "We Do:" The Importance of Implementation Teams

In this session we will visit the importance of starting the beginning stages of implementation with teaming. Session participants will engage in identifying those integrated perspectives and processes necessary for effective team membership and function. In addition to theory and structure, participants will be introduced to concrete tools to be readily applied.

Breakout Room 3

Jessica Swain-Bradway
MTSS Rep
Larry Kinread

Student Leadership & Voice in MTSS, Northwest PBIS Network

Define the restorative concept of "With" (Versus "To"). Describe a continuum of student voice representation. Identify examples and non-examples of student leadership and voice. Bookmark helpful examples as you add student voice and leadership to your MTSS action plan.

Breakout Room 4

Cassie Martin
Cathi Davis
MTSS Rep
Solina Addleson-Journey

Full Inclusion: Ruby Bridges Exemplar

Ruby Bridges in an Inclusionary Practices Professional Development (IPP) Demonstration Site in the Northshore School District. In this presentation, Dr. Cassie Martin, IPP Demonstration Sites Project Director and Cathi Davis, Principal at Ruby Bridges Elementary will share how MTSS and Inclusion brought their vision of belonging to life. Principal Cathi Davis will share how she leads and learns and that there are no neutral actions to building and sustaining an inclusive school.

Breakout Room 5

Bill Rasplica
Kelly Glick
Carrie Suchy
MTSS Rep
Brandon Riddle

Mapping Instruction and Intervention Across Tiers: Increasing Instructional Intensity in a MTSS Framework

Strong evidence exists that the impact of supplemental, intensive, and specially designed instruction is strongly related to the performance of students in core instruction. Unfortunately, many students have difficulty despite those efforts. For those students, instruction and practice should be mapped across tiers of support to address their difficulties as early as possible – using intensification and data-based individualization to tailor instruction to meet their needs. Instructional equity is a student or group of students receiving the instruction and intervention they need when they need it. This session will discuss the characteristics of instruction in a tiered framework, how universal screening data can be used to map instruction and present some resources and tools.

Breakout Room 6

Ryan Guzman
MTSS Rep
Stephanie Andler

Building Effective Transition Supports with Early Childhood MTSS Frameworks

Participants will learn how they can utilize evidence-based practices to successfully integrate inclusionary practices into their current early childhood programs using the early childhood Multi-Tiered System of Support (MTSS) framework, Washington Pyramid Model. Using Implementation Science as a guide, participants will be learning how district teams can successfully support children's transitions from preschool to kindergarten and beyond, with the support of intensive technical assistance, professional learning, and coaching.

10:55–11:00 a.m.
11:00–11:30 a.m.

Break
Round Table/Facilitated Q&A (**same room as sessions**)

Breakout Room 1

Solina Journey | Debbi Limon

Breakout Room 2

RJ Monton | Larry Kinread

Breakout Room 3

Rebecca Estock | Tammy Woodard

Breakout Room 4

Abby Trimble | Tori Hazelton

Breakout Room 5

Brandon Riddle | Stephanie Detrick

Breakout Room 6

Stephanie Andler | Sandy Gessner

AUGUST 5 | 8:30–11:30 a.m.

8:30–8:40 a.m.

Opening

8:40–9:35 a.m.

Keynote: **Dr. Phil Strain**

9:35–9:45 a.m.

Break

9:45–10:45 a.m.

Breakout Sessions

Breakout Room 1

Jessica Swain-Bradway

MTSS Rep

Stephanie Detrick

Data for Equity In MTSS, Northwest PBIS Network

This session will: identify key elements of policies & data systems; describe vulnerable decision points and risk ratios, and their relevance supporting equity; and bookmark some helpful resources as you shape your MTSS action plan around equity.

Breakout Room 2

Beth Bourque

Suzanne McKibbin

Bill Rasplica

Stephanie King

MTSS Rep

Tori Hazelton-Snyder

Teamwork in MTSS

Multi-Tiered Systems) is an OSEP funded project and partnership between OSPI and UW Bothell. This session will provide an overview of the AIMS project and leadership capabilities for MTSS implementation in a district and school. Two participants from previous AIMS cohorts will present the MTSS implementation work in their school districts.

Breakout Room 3

Johnny Phu

Kelcey Schmitz

MTSS Rep

Tammy Woodard

From Co-located to Integrated: Partnering with Community Mental Health Organizations within an Interconnected Systems Framework

In this session, we will describe a process for integrating and interconnecting community mental health partners within the Washington MTSS Framework. We will describe how to create a single system of delivery and offer examples related to Memorandum of Understanding (MOUs), role clarification, confidentiality, expanding and integrating team membership across all tiers, as well as selecting evidence-based practices and progress monitoring.

Breakout Room 4

Cassie Martin

Cathi Davis

MTSS Rep

Sandy Gessner-Crabtree

Student Leadership & Voice in MTSS, Northwest PBIS Network

Define the restorative concept of "With" (Versus "To"). Describe a continuum of student voice representation. Identify examples and non-examples of student leadership and voice. Bookmark helpful examples as you add student voice and leadership to your MTSS action plan.

Breakout Room 5

Jason Harlacher

MTSS Rep

Kelly Bolson

A Brief Introduction to Data-Based Individualization

Attendees will learn about data-based individualization, which is a process for providing intensive supports to students. The session will cover the steps of DBI, how it relates to multi-tiered frameworks, and gain access to resources for its use.

Breakout Room 6

Sophia Farmer

Correy Watkins

MTSS Rep

Abby Trimble

The Hexagon Tool

The Hexagon Discussion and Analysis Tool helps organizations evaluate the fit and feasibility of implementing programs within a given context. Participants will be given an overview of this (NIRN's most popular) tool as well as the opportunity to interact with a case study of the team process and discussion for analyzing a new mentoring program.

Breakout Room 7

Rebecca Estock

Alicia Roberts Frank

MTSS Rep

RJ Monton

Literacy Instruction in MTSS: Connecting Dyslexia Legislation and MTSS

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 clarification of the law, an overview of the recommendations for supporting all K-2 learners in literacy development, and next steps we are taking at OSPI to support educators.

10:45–10:50 a.m.

Break

10:50–11:30 a.m.

Team Time (MTSS Coordinators will host regional rooms by ESD)

ESD 101

Stephanie Detrick

ESD 105

Brandon Riddle

ESD 112/113

Tammy Woodard

ESD 114

Sandy Gessner

ESD 121

Tori Hazelton

ESD 123

Kelly Bolson

ESD 171

Stephanie Andler

ESD 189

Abby Trimble