



**MULTI-TIERED
SYSTEM OF
SUPPORTS—
INTEGRATED
VIRTUAL LEARNING
SUMMIT**

**WEDNESDAY &
THURSDAY
AUGUST 9-10, 2023**

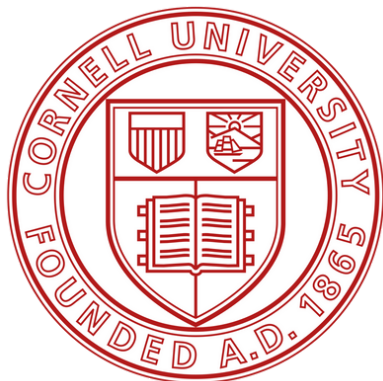
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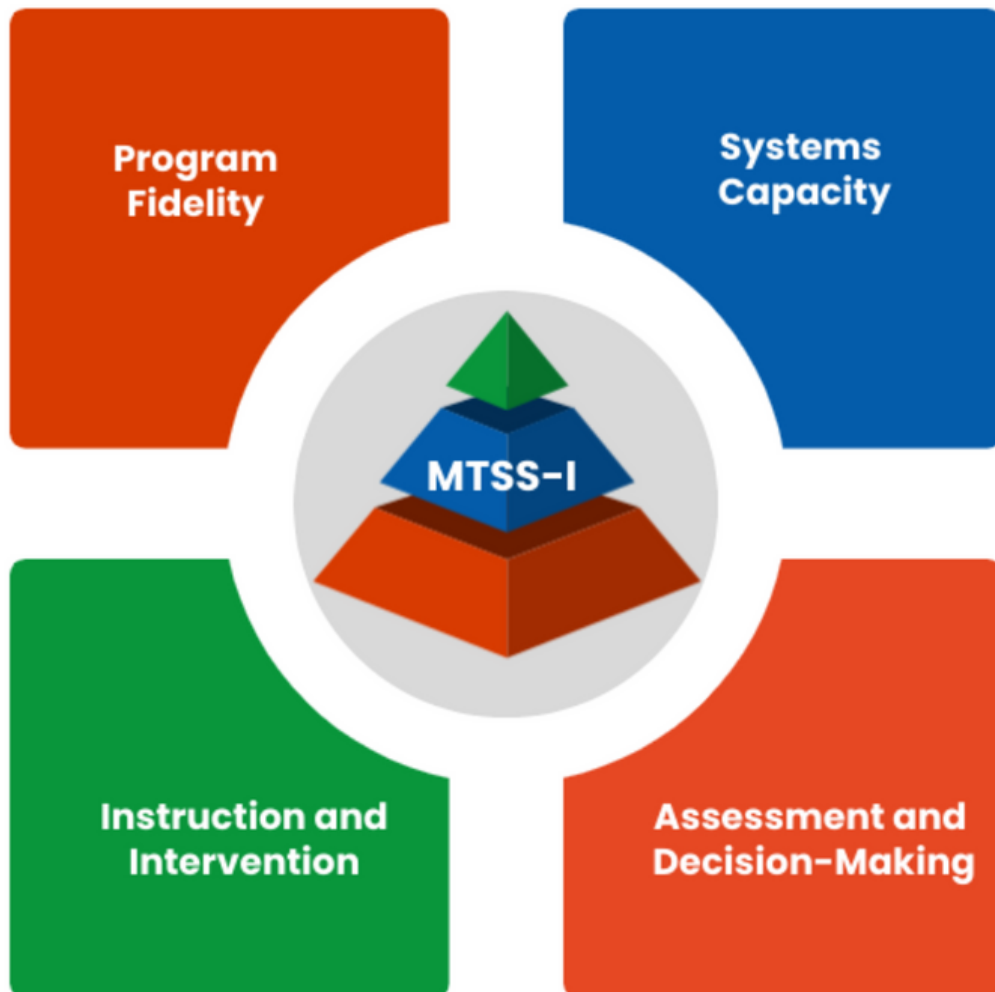
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MULTI-TIERED SYSTEM OF SUPPORTS- INTEGRATED (MTSS-I)



MISSION STATEMENT

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



For more information visit the link

<https://osepartnership.org/mtss-i>

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



MEET OUR TEAM:

*THE CHILD RESEARCH AND STUDY CENTER
UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW
YORK (SUNY)*

Director

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

MTSS-I Coaches

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

Principal Investigator

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

Project Manager

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

Graduate Assistant

Natasha J. Hogg, MS, University at Albany



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DAY 1 OVERVIEW

Time	Session
8:30 – 9:55 AM	<p>Welcome Christopher Suriano <i>Assistant Commissioner of NYSED</i> Stacy A. S. Williams, PhD, LP <i>MTSS-I Director, University at Albany</i></p> <p>Keynote Presenter Dr. Jose Castillo, PhD, NCSP <i>Associate Professor, University of South Florida</i></p>
10:00 – 10:50 AM	<p>Ensuring Equity-Centered MTSS-I Trynia Kaufman <i>Technical Assistance Partnership (TAP) for Equity</i></p>
11:00 – 11:50 AM	<p>District Implementation Team Planning: Using the District Capacity Assessment Rodrigo Campos, PsyD <i>MTSS-I Coach</i></p>
<p>Lunch Break 12:00 – 12:30 PM</p>	
12:40 – 1:30 PM	<p>Overview of Middle School Evidence-Based Literacy Intervention Practices Gina Kupfer, Eileen Tobin, & Arlene Crandall <i>TAP for Academics</i></p>
1:40 – 2:30 PM	<p>The MTSS Playbook: Building A Winning Plan Meredith Rivet & Steve Rappelyea <i>MTSS-I Coaches</i></p>
2:40 – 3:30 PM	<p>Panel Discussion – Exemplar District Randolph Central School District Facilitated by Stacy A. S. Williams, PhD, LP <i>MTSS-I Director, University at Albany</i></p>

DAY 2 OVERVIEW

Time	Session
8:30 – 9:55 AM	<p>Welcome Kevin Quinn, EdD <i>Primary Investigator, University at Albany</i> Stacy A. S. Williams, PhD, NCSP, LP <i>MTSS-I Director, University at Albany</i></p> <p>Keynote Presenter Nikole Hollins-Sims, EdD <i>Educational Strategist, Hollins-Sims Consultation</i></p>
10:00 – 10:50 AM	<p>Initiatives Inventory: Alignment and Management of Programming to Support Student Growth Renee Beaulieu <i>MTSS-I Coach</i></p>
11:00 – 11:50 AM	<p>Introduction to Reading-Tiered Fidelity Inventory (R-TFI) 2.1: Implementation Considerations, and an “Unwavering” Focus on Student Growth in Elementary School and Beyond Daniel Carroll <i>MTSS-I Coach</i></p>
<p>Lunch Break 12:00 – 12:30 PM</p>	
12:40 – 1:30 PM	<p>Trauma-Informed MTSS-I Kevin Quinn, PhD <i>Principal Investigator & Associate Professor, University at Albany</i></p>
1:40 – 2:30 PM	<p>Data – We Have it... Now What? Meredith Rivet <i>MTSS-I Coach</i></p>
2:40 – 3:30 PM	<p>Planting Joy: Integrating Social-Emotional Learning (SEL) and Mental Health (MH) Supports Into Our Tiered Supports Framework Steve Rappelyea, PsyD & Natasha J. Hogg <i>MTSS-I Coach & Graduate Student, University at Albany</i></p>

WELCOME & KEYNOTES



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



WELCOME & KEYNOTES



As Assistant Commissioner, **Mr. Christopher Suriano** oversees the OSE's efforts to promote educational equity and excellence for students with disabilities. He manages the general supervision and monitoring of all public school districts and approved private special education programs serving NYS preschool and school-age students with disabilities. Mr. Suriano also manages the statewide provision of technical assistance, guidance, and professional learning for parents and educational organizations in the area of special education. Duties include the following, among others:

- Oversees all aspects of the Individuals with Disabilities Education Inclusion Act (IDEIA) including the development of the State Performance Plan/Annual Performance Report and the State Systemic Improvement Plan;
- Participates in the development of proposals for NYS laws, regulations, policies and procedures, and guidance to ensure NYS's compliance with the IDEIA;
- Ensures statewide structures for the provision of technical assistance, guidance, professional learning, and monitoring are implemented to support improved educational outcomes for students with disabilities; and
- Oversees the operations of seven regional offices throughout NYS responsible for the monitoring and oversight of educational organizations to ensure compliance with the requirements and purposes of the IDEIA.

Since starting as a special education teacher in 1989, Mr. Suriano has devoted his career to the field of special education and supporting students with disabilities, their families, and the teachers and administrators that educate them. Prior to his role as Assistant Commissioner, he was the Executive Director of Specialized Services in the Rochester City School District. In this position, he was responsible for the district-wide oversight of the special education programs and services for approximately 6,000 students. Prior to Rochester, Mr. Suriano worked from 2000 to 2013 in NYSED's OSE where he was a special education quality assurance regional associate, supervisor, and statewide regional coordinator.



WELCOME & KEYNOTES



Dr. Jose Castillo is an Associate Professor of School Psychology at the University of South Florida. He also directs the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy, a research and technical assistance center focused on improving educational and related services for children, youth, families, and communities.

Dr. Castillo's program of research aims to provide an empirical foundation for the implementation and evaluation of a MTSS, an educational service delivery model that includes multiple tiers (levels) of instruction and intervention based on data from students. Widespread adoption of MTSS and calls for school psychologists to deliver prevention and early intervention services within an MTSS require major systemic changes in schools to enhance the availability and effectiveness of services for all students. Thus, his research program is centered around two themes: (a) evaluation of MTSS implementation and (b) professional and practice issues in school psychology. Dr. Castillo's line of research has resulted in over 50 peer reviewed journal articles, book chapters, and technical reports.



WELCOME & KEYNOTES



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



WELCOME & KEYNOTES



Dr. Nikole Y. Hollins-Sims, Ed.D., is the senior educational consultant & strategist for Hollins-Sims Consultation. She formerly served as a technical assistance coordinator for the Midwest PBIS network and is a former Special Assistant to the Secretary of Education at the Pennsylvania Department of Education (PDE). Additionally, Dr. Hollins-Sims has previously served as an educational consultant for the Pennsylvania Training and Technical Assistance Network (PaTTAN), where she was the co-statewide lead for the Learning Environment & Engagement initiative. She is a Pennsylvania certified school psychologist and has conducted research around caregivers of children of incarcerated parents and their motivation to engage in family-school partnerships. Dr. Hollins-Sims has been awarded as a Moral and Courageous Leader for Education by Cabrini University in 2021, the 2021 American Psychology Association (APA) Anti-Racism School Psychology Emerging Professional Award and was named the 2021 Pennsylvania School Psychologist of the Year. She has also been honored with the Gateway to Equity Award by the American Association of University Women (AAUW) - Harrisburg, Pennsylvania Chapter. One of her career highlights is serving as the lead author of the book titled: *Creating Equitable Practices in PBIS*.



ENSURING EQUITY-CENTERED MTSS-I

Focus: Systems Capacity
Presenter: Trynia Kaufman

MTSS aims to ensure that all students have the opportunities and support needed to address their unique academic, behavioral, and social-emotional needs. However, MTSS doesn't inherently disrupt educational contexts that can disadvantage students with marginalized identities. If these contexts are not intentionally addressed, MTSS can lead to ongoing or even worsening inequities and disproportionate outcomes. This session will explore the importance of and strategies for critically reflecting on systems and mindsets that perpetuate inequities in order to improve the implementation of MTSS.



Trynia Kaufman is an Equity Specialist at the Center on Culture, Race & Equity at Bank Street College of Education supporting NYSED's TAP for Equity. Trynia is also an education writer and has presented nationwide on equitable and accessible educational practices. She is a former public high school special education teacher and also previously worked with Understood.org to create research-driven resources about learning differences and disabilities. Trynia holds a Master's of Science in Neuroscience and Education from Teachers College, Columbia University and a Bachelor's from Ohio University.



DISTRICT IMPLEMENTATION TEAM PLANNING: USING THE DISTRICT CAPACITY ASSESSMENT

Focus: Systems Capacity
Presenter: Rodrigo Campos, PsyD

We will introduce National Implementation Research Network's (NIRN's) Active Implementation Framework (AIF) and the District Capacity Assessment (DCA) as a tool used by districts to build capacity to implement and sustain MTSS. The presentation will connect district wide goal setting for implementation using the DCA.



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



OVERVIEW OF MIDDLE SCHOOL EVIDENCE-BASED LITERACY INTERVENTION PRACTICES

Focus: Instruction & Intervention

**Presenters: Gina Kupfer, Eileen Tobin,
& Arlene Crandall**

This presentation will highlight reading intervention practices for older students that are research-based and which were recently endorsed by the Institute of Education Sciences. We will share key points participants may use when advocating for explicit reading instruction at later grades. We will briefly review reading interventions and activities aligned with reading science, such as decoding multisyllabic words, providing fluency building activities and structuring comprehension building practices within the secondary program.



Gina Kupfer, MS is currently an Associate for Academics at the University of Albany, SUNY with NYSED's TAP for Academics. She worked in education for over 17 years in Buffalo as both a special education teacher and as a special education school improvement specialist. She has extensive experience collaborating with teachers, schools, and regional teams in embedding evidence-based instructional practices for students at-risk and with special needs.



OVERVIEW OF MIDDLE SCHOOL EVIDENCE-BASED LITERACY INTERVENTION PRACTICES (CTD.)



Eileen Tobin, MS is currently an Associate for Academics at the University at Albany SUNY with NYSED's TAP for Academics. She has worked in education for over 17 years in New York City as a teacher, special education teacher, and school improvement specialist. Eileen has worked to build the capacity of schools with specific low performing students to improve instructional practices primarily in the areas of literacy and specially designed instruction for students with disabilities.



Arlene B Crandall, EdD is currently an Associate for Academics at the University at Albany, SUNY with NYSED's TAP for Academics. She has worked in education for over 30 years as a teacher, school psychologist, special education director, and staff developer. Arlene has also served as the President of the New York Association of School Psychologists (NYASP) as well as Delegate and Regional Director for NASP.



THE MTSS PLAYBOOK: BUILDING A WINNING PLAN

Focus: Capacity and Fidelity
Presenters: Meredith Rivet & Steve Rappleyea, PsyD

One of the core features of successful implementation is a clearly communicated plan. Join us as we walk through the critical elements of an effective plan for putting together a playbook. We will offer participants a template for communicating the crucial information that your teams need to be successful in implementing MTSS-I in your districts.

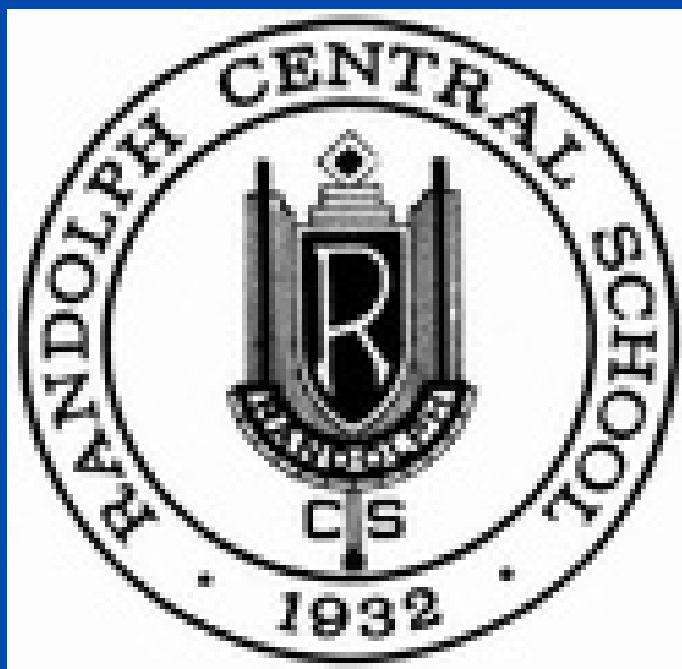


Meredith Rivet has worked in K-12 education for 23 years as a classroom teacher, reading academic intervention specialist, teacher leader, and administrator at both building and district levels. Meredith has worked in rural, suburban, and urban schools. She has dedicated her career to the evolution of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

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



PANEL DISCUSSION: EXEMPLAR DISTRICT



INITIATIVES INVENTORY: ALIGNMENT AND MANAGEMENT OF PROGRAMMING TO SUPPORT STUDENT GROWTH

**Focus: Systems Capacity
Presenter: Renee Beaulieu**

Have you struggled with managing all the initiatives within your district? In this session we will define what an initiative inventory is, and how to use it to build bridges between programs. Using this tool can assist in identifying duplicative initiatives and determine whether resources are being allocated equitably.



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



INTRODUCTION TO R-TFI 2.1: IMPLEMENTATION CONSIDERATIONS, AND AN “UNWAVERING” FOCUS ON STUDENT GROWTH IN ELEMENTARY SCHOOL AND BEYOND

Focus: Instruction & Intervention
Presenter: Daniel Carroll

Elementary schools that faithfully implement evidence-based instructional practices have the best chance of achieving the goal of successfully teaching all their students to read in the primary grades. But what about our students who leave elementary school with unresolved reading deficits? With its October 2022 release of the R-TFI 2.1, Michigan’s MTSS Technical Assistance Center (MiMTSS) provides an invaluable road map to schools with students in grades 4 and higher. Participants in this session will be introduced to this latest addition of the R-TFI through the lens of Implementation Science, with particular attention to the specific challenges of implementing tiered supports beyond the elementary years.

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



TRAUMA-INFORMED MTSS-I

Focus: Systems Capacity
Presenter: Kevin Quinn, PhD

In this session, Kevin will review the biological, cognitive, emotional and behavioral effects of trauma (including the COVID-19 pandemic) on child and youth development and the ways they in turn affect a student's academic and behavioral functioning in the classroom. He will also share a defensible theory of action that serves as a sound foundation for delivering trauma-sensitive support to all students. Finally, he will discuss practices educators may use to support students who are overwhelmed by the toxic stress response that they developed as a result of experiencing traumatic adverse childhood experiences.



DATA – WE HAVE IT... NOW WHAT?

Focus: Assessment and Decision-Making
Presenter: Meredith Rivet

Research supports the value of good data for moving school initiatives in support of our students. Join Meredith in this session to discuss the necessary data to move initiatives and best practices to collect, analyze, determine goals, and create action plans for success. She will provide participants with simple-to-use templates to take to your teams in order to be truly successful in data-driven practices.



PLANTING JOY: INTEGRATING SEL AND MH SUPPORTS INTO OUR TIERED SUPPORTS FRAMEWORK

Focus: Instruction & Intervention
Presenter: Steve Rappleyea, PsyD & Natasha J. Hogg

SEL? MH? PBIS? MTSS-I? How do all of these fit together in a unified and simple system supporting students? We will provide a clear framework for integrating social emotional learning and skills with mental health support systems within the MTSS-I framework.



Natasha J. Hogg, MS is a PsyD student and graduate assistant in the University at Albany, SUNY, school psychology program. Her passion for working with children began in childhood, and she has multiple experiences working with children in different capacities including abuse and trauma history, the foster care system, and special education. Following personal encounters with these topics, her research interests include depression and anxiety within minoritized populations. She has presented at both NYASP and NASP conferences. She plans to continue in the field of school psychology post-graduation by providing MH treatments to children in community settings.

