

**From Blueprint  
to Success:**  
Practical  
Approaches to  
Implementation

# Multi- Tiered System of Supports - Integrated (MTSS-I)

## Virtual Learning Summit 3.0



**August  
13 & 14, 2025**



**8:30 AM -  
4:00 PM**



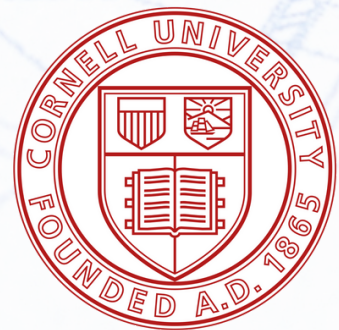
# PARTNERS



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



New York State Education Department  
Office of Special Education  
**Educational Partnership**



# THANK YOU!





# LET'S STAY CONNECTED



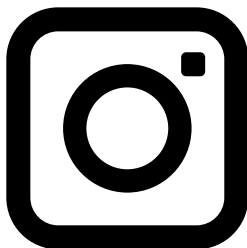
## LINKEDIN

NEW YORK STATE EDUCATION  
DEPARTMENT (NYSED)



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@NYSEDNEWS



## INSTAGRAM

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## OUR WEBSITE

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



#MTSSI

#BLUEPRINT2SUCCESS

# OUR MISSION



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



LEARN  
MORE HERE





# MEET OUR TEAM

## Director

- Stacy A.S. Williams, PhD, LP

## MTSS-I Coaches

- Daniel Carroll, MS, CAS
- Meredith Rivet, MS, CAS
- Renee Beaulieu, CAS
- Rodrigo Campos, PsyD, LP
- Steve Rappelyea, PsyD

## Principal Investigator

- Kevin Quinn, EdD, Associate Professor, University at Albany, State University of New York (SUNY)

## Project Manager

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

## Administrative Manager

- Andria Coyle, University at Albany, SUNY

## Graduate Assistants

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



# Schedule of Events Day 1: August 13

Time	Session 1	Session 2
8:30 – 8:45 AM	<p><b>Welcome Address</b></p> <p><b>Elisa Alvarez, MS, MEd, Associate Commissioner,</b>  <b>Office of Bilingual Education and World Languages, NYSED</b>  <b>Introduced by Stacy A. S. Williams, PhD, LP, NYSED MTSS-I Director</b></p>	
8:45 - 9:55 AM	<p><b>Keynote</b></p> <p><b><i>Creating Enabling Conditions for MTSS Implementation</i></b>  <b>Caryn Sabourin Ward, PhD, Co-Director,</b>  <b>National Technical Assistance Center, United States Department of Education</b></p> <p>Teaching and learning keep evolving and changing to meet the needs of new student generations. As our practice evolves, the systems and processes supporting them need to evolve and change as well. However, our systems often lag in change. How can we as leaders create the enabling conditions and systemic change needed to support our educators' evolving practice to obtain equitable outcomes for our students? We will strive to answer this question using implementation science and provide practical actions teams can apply to support MTSS implementation within their local context.</p>	
10:00 - 10:50 AM	<p><b>Content Session</b></p> <p><b><i>MTSS-I Sustainability Practices: Creating Systems that Endure</i></b>  <b>Rodrigo Campos, PsyD, LP, MTSS-I Coach</b></p> <p>Frequent changes in school or district leadership are a reality in education, but well-designed systems and structures can outlast these transitions. In this session, we will explore how to establish and sustain MTSS policies that remain effective despite leadership changes. Drawing on proven models from districts across the country, participants will learn best practices for building policies that are data-driven, community-focused, and resilient. Attendees will also gain practical tools and strategies to address common challenges, ensuring that their MTSS framework remains a cornerstone of evidence-based instruction and intervention, and continuity in their schools, regardless of leadership shifts. This session is designed for school leaders and district staff looking to create enduring, adaptable systems that support all students.</p>	<p><b>Content Session</b></p> <p><b><i>The District Leadership Team (DLT) - School Leadership Team (SLT) Cycle: Implementation Science as the Glue</i></b>  <b>Daniel Carroll, MS, CAS, MTSS-I Coach</b></p> <p>Teaming structures are among the primary, foundational features of the body of research known as implementation science, and NYSED's Pilot MTSS-I Framework centers the implementation of MTSS-I around two specific implementation teams: the DLT and the SLT. In this practical and engaging session, we will explore how implementation science's key features are baked into NYSED's Pilot MTSS-I Framework and its guidance for establishing effective DLTs and SLTs. Participants will learn how to effectively integrate the ongoing work of the DLTs and SLTs within a cyclical feedback loop that is fueled by iterative cycles of cohesive data.</p>
11:00 – 11:50 AM	<p><b>Practitioner Session</b></p> <p><b><i>District Highlight - Lackawanna City School District Data-Driven Solutions for Empowering MTSS-I Success</i></b>  <b>Facilitator: Renee Beaulieu, CAS, MTSS-I Coach</b>  <b>Panelists: Julie Andreozi, Amy Godzich, MEd, Ashli Krotz, MEd, Alina Taylor, MEd, Kelly Vicaretti, MEd</b></p> <p>Is implementing Tier 1 and managing classroom-level data challenging due to time constraints? Are you encountering barriers in developing Tier 2 supports and looking for practical strategies to overcome them? Join the dedicated teachers and counselor from Martin Road Elementary in the Lackawanna City School District as they share their journey of strengthening Tier 2 practices. Learn how they built a solid foundation using consistent Tier 1 general education classroom data to inform and support Tier 2 implementation.</p>	
12:00 - 12:30 PM	<p><b>LUNCH BREAK</b></p>	



# Schedule of Events Day 1: August 13

Time	Session 1	Session 2
12:40 - 1:30 PM	<p><b>Keynote</b></p> <p><b><i>The Architecture of Coaching: Building Strong Foundations to Support Coaching</i></b>  <b>Sophia Farmer, MAT, Implementation Specialist, Response to Intervention (RTI) Center for Education Evaluation and Research</b></p> <p>You can be the architect of a robust coaching system that transforms the potential of coaching into practice. In this presentation, participants will learn how to build a system that empowers coaches to deliver consistent, impactful support to implement key initiatives. We'll explore essential tools and best practices to create consistency, success and foster continuous growth in your coaching system.</p>	
1:40 - 2:30 PM	<p><b>Content Session</b></p> <p><b><i>The Long View:</i></b>  <b><i>Case Studies and Positive Outcomes in Districts that have Embraced Family Engagement</i></b>  <b>Fiona Rattray, BA, PGCE, Family Engagement Coordinator, Starbridge</b>  <b>Kari Powers, MS, Family Engagement Specialist and Information Specialist, Starbridge</b></p> <p>This evidence-based session will consider tangible data collected from districts that have committed to engaging their families. Attendees will explore outcomes in a range of schools focused on increasing family engagement as a strategy to improve student success. The session will also include case studies so that attendees can engage in examining and identifying strategies or approaches that may work in differing scenarios.</p>	
2:40 - 3:30 PM	<p><b>Practitioner Session</b></p> <p><b><i>Lessons Learned from Initially Installing MTSS-I Systems</i></b>  <b>Facilitator: Steve Rappleyea, PsyD, MTSS-I Coach</b>  <b>Panelists: Kate Dorgan, MS, Jennifer Mahar, MEd, Keri Rosher, MEd, SBL, Christopher G. Wojeski, MEd (Educational Leadership), MEd (School Guidance Counseling), EdD</b></p> <p>Launching a MTSS-I is a complex but critical step toward improving outcomes for all students. In this session, school and district leaders will reflect on the realities of initial MTSS-I installation, sharing challenges faced, lessons learned, and strategies that helped build momentum from the ground up. Panelists will explore how they gained staff buy-in, balanced academic and behavioral supports, leveraged leadership and partnerships, and used early data to guide implementation. Participants will hear honest reflections about what they wish they had known at the start and what they would do differently if given the chance. This session offers valuable insights for educators at any stage of MTSS-I implementation who want to learn from those who have walked the path before.</p>	
3:30 - 4:00 PM	<p><b>Wrap Up &amp; Evaluation Day 1</b></p>	

# Schedule of Events Day 2: August 14

Time	Session 1	Session 2
8:30 – 8:45 AM	<p><b>Welcome Address</b>  <b>Anael Alston, EdD, Assistant Commissioner</b>  <b>Office of Access, Equity, and Community Engagement Services</b>  <b>Introduced by Stacy A. S. Williams, PhD, LP, NYSED MTSS-I Director</b></p>	
8:45 - 9:55 AM	<p><b>Keynote</b>  <b><i>Ensuring Access, Building Ownership for English as a New Language (ENL) Students with Diverse Needs in MTSS-I</i></b>  <b>Claudia Rinaldi, PhD, Chair of Undergraduate Education, Lasell University</b>            This session will address how MTSS can support Multilingual Learner (MLL) students across all tiers of instruction, screening and progress monitoring. This session will provide recommendations and practical application of collaboration structures, representation, and optimization of MLL supports across general and special education. Finally, we will provide guidance on the role of the student support process or pre-referral for MLLs.</p>	
10:00 - 10:50 AM	<p><b>Content Session</b>  <b><i>Bridging Data and Practice</i></b>  <b>Meredith Rivet, MS, CAS, MTSS-I Coach</b>            This professional development session empowers educators and leaders to leverage data to improve reading outcomes. Participants will explore strategies to interpret and utilize data at both the system and classroom levels to design targeted, effective reading instruction. The session covers key components such as analyzing assessment data, aligning instruction with student needs, monitoring progress, and fostering collaboration among teachers and administrators.</p>	<p><b>Content Session</b>  <b><i>Elevating Family Voices in MTSS: Strategies for Inclusion and Engagement</i></b>  <b>Julianne Toce, MS, Senior Manager for Training and Development, INCLUDEnyc</b>  <b>Michael Verini, MS, Family Engagement Training Specialist, INCLUDEnyc</b>            This interactive session focuses on elevating family voices within NYSED's MTSS-I Pilot Framework. Attendees will explore the integral role families play in enhancing positive outcomes for students, and learn practical strategies for effectively including families on implementation teams. Additionally, the session will cover innovative methods for engaging families and including their input when direct participation is not possible, ensuring that all voices are heard.</p>
11:00 – 11:50 AM	<p><b>Practitioner Session</b>  <b><i>District Highlight - West Islip Union Free School District</i></b>  <b><i>From Vision to Action: How West Islip is Driving MTSS</i></b>  <b>Facilitator: Rodrigo Campos, PsyD, LP, MTSS-I Coach</b>  <b>Panelists: Rhonda Pratt, Dana Musso, MSEd</b>            Discover how West Islip is using MTSS fidelity tools to strengthen schoolwide literacy instruction and interventions. This session highlights how the district is building a unified vision for literacy instruction and how one elementary school brings that vision to life through grade-level implementation plans, collaborative teams, and targeted Tier 1 practices to improve student outcomes.</p>	
12:00 - 12:30 PM	<p><b>LUNCH BREAK</b></p>	



# Schedule of Events Day 2: August 14

Time	Session 1	Session 2
12:40 - 1:30 PM	<p><b>Content Session</b>  <b><i>Implementing Tier 1 Behavioral Supports with Fidelity to Leverage Success for All Students</i></b>  <b>Shawna Belanger, PhD, Associate, Technical Assistance Partnership (TAP) for Behavior</b>  <b>Alyssa Rodriguez, MS, CAS, NCSP</b>  <b>Graduate Assistant, TAP for Behavior</b></p> <p><i>In this session, participants will learn how the empirically supported components of the NYSED's MTSS-I Pilot Framework, Tier 1 Behavioral Supports, form an equitable foundation that emphasizes structuring the educational environment to increase academic engagement while reducing the need for exclusionary discipline practices.</i></p>	
1:40 - 2:30 PM	<p><b>Content Session</b>  <b><i>Mastering Tier 1 Instruction:</i></b>  <b><i>The Art of Designing a Well-Crafted Lesson</i></b>  <b>Renee Beaulieu, CAS, MTSS-I Coach</b></p> <p>In this session, participants will explore the essential components of creating highly engaging lessons that not only captivate students' attention but also seamlessly integrate social emotional learning (SEL) and behavior expectations. Participants will learn how to embed SEL and behavior goals into each lesson through clear, actionable learning objectives. By the end of the session, participants will leave equipped with strategies to enhance student engagement, promote positive behaviors, and foster emotional development, all while delivering rigorous and meaningful instruction.</p>	
2:40 - 3:30 PM	<p><b>Practitioner Session</b>  <b><i>Practices to Support Sustainability</i></b>  <b>Facilitator: Steve Rappleyea, PsyD, MTSS-I Coach</b>  <b>Panelists: Stanley Ekiyor, EdD, BCBA, LBA, Ellen Gerace, LCSW, CAS, Nicolle Haynes, MS, MSL, MEd, Colleen Tyler, MS</b></p> <p>Sustaining a MTSS-I requires more than initial implementation. It demands long-term vision, strategic alignment, and a culture of continuous improvement. In this session, panelists will share concrete practices and lessons learned from building and maintaining sustainable MTSS-I frameworks in their schools. Topics will include strategies for maintaining staff engagement, leveraging data for decision-making, ensuring equity in interventions, and integrating SEL and mental health supports. Participants will hear real-world examples of how schools have successfully sustained academic and behavioral supports over time, and gain practical insights to overcome common challenges. Whether you're refining an existing system or looking to strengthen sustainability, this session offers actionable ideas to help keep MTSS-I efforts thriving.</p>	
3:30 - 4:00 PM	<p><b>Wrap Up &amp; Evaluation Day 2</b></p>	

# SESSIONS OFFERED

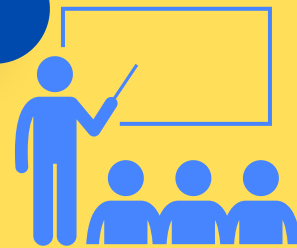


## Keynote Presentations

Invited content experts discuss their specific areas of expertise in relation to MTSS.

## Content Sessions

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



## Practitioner Sessions

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





# GET TO KNOW US!

## CONFERENCE TEAM AND PRESENTERS







**DR. STACY WILLIAMS**

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

**Stacy A.S. Williams, PhD, LP,** is the Director of NYSED's OSE MTSS-I Center at the University at Albany, and serves as an Adjunct Associate Professor and Director of Field Training in the School Psychology Program at Marist University. She is a Licensed Psychologist and Certified School Psychologist in New York State (NYS).

As a founding member of Creating Inclusive Communities (CIC) and the inaugural Director of the Marist College Diversity Leadership Institute (MCDLI), Dr. Williams has led efforts to provide diversity and equity training to faculty and staff, supporting inclusive practices both in the classroom and across the broader campus community.

Dr. Williams regularly delivers professional development on topics such as social justice, inclusive classroom practices, academic and behavioral interventions, data-based decision-making, and university/school partnerships. At the national level, she serves as an advisor to the Trainers of School Psychologists (TSP) and continues to mentor students and early-career faculty of color through the National Association of School Psychologists (NASP) mentoring program. At the state level, she mentors school psychology candidates and contributes to the development of professional content for the New York Association of School Psychologists (NYASP) annual conference.



**DR. KEVIN QUINN**

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

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





**TINA MINEHAN**

**Project Manager,  
Office of Special Education, NYSED**

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



**ELISA ALVAREZ**

**Associate Commissioner, Office of Bilingual Education and World Languages, NYSED**

**Elisa Alvarez, MS, MEd,** serves as the Associate Commissioner for the Office of Bilingual Education and World Languages. In this pivotal role, Ms. Alvarez adeptly guided schools through the challenging closures and reopening necessitated by the COVID-19 pandemic, ensuring that English Language Learners (ELLs) and all multilingual students continued to receive equitable access to high-quality instruction. Her achievements during this time included overseeing a remarkable 55% increase in the number of students receiving the NYS Seal of Biliteracy, spearheading the development of numerous resources to support the instruction and administration of ELL programs, and advocating for schools teaching Indigenous languages within NYS.

With an impressive career spanning three decades in education, Ms. Alvarez has held several leadership positions, including serving as District 7 Community Superintendent and proudly serving as a Middle School Principal for a decade. Throughout her journey as both a teacher and administrator, Ms. Alvarez has amassed extensive experience working with English language learners and students with disabilities. Ms. Alvarez is currently pursuing her doctorate at Russell Sage College and holds a Master's in School Administration & Supervision from Touro College, a Master's in Special Education-Bilingual from Hunter College, and a bachelor's degree from Lehman College. Her dedication and commitment to enhancing the educational experience for diverse student populations exemplify her invaluable contributions to the field of education in NYS.





**DR. CARYN SABOURIN  
WARD**

**Co-Director,  
National Technical Assistance Center,  
United States Department of Education**

**Caryn Sabourin Ward, PhD**, is a scientist-practitioner with more than 15 years of leadership in implementation and scaling of evidence-based practices in K-12 education. Dr. Ward has expertise in the field of implementation science and successfully applied the practices and principles to K-12 education as well as other fields including early learning, child welfare, and public health. Much of Dr. Ward's work in recent years has been applied implementation practice and research to support the use and scaling of evidence to improve outcomes for students experiencing poverty, Black students, Latino/a students, English Learners, and Students with Disabilities. As Director for the National Implementation Research Network (NIRN), Dr. Ward served as the Principal Investigator for federally funded national technical assistance centers and mixed methods experimental implementation studies. For example, for the past eight years, Dr. Ward has directed the State Implementation & Scaling up of Evidence Based Practices national technical assistance center to provide capacity building services to state, regional and local education agencies. Currently, Dr. Ward is a director of the Implementation Science Research and Practice program at RTI, International. Dr. Ward's combined technical assistance and research skills and experience support effective use of research-based and practice-based evidence in diverse educational settings.





**SOPHIA FARMER**

**Implementation Specialist,  
RTI Center for Education Evaluation and  
Research**

**Sophia Farmer, MAT,** is an implementation specialist with RTI's Center for Education Evaluation and Research. With a career spanning 24 years in education, Ms. Farmer has held various roles, each adding depth and insight to her expertise. Beginning her journey as a special educator, Ms. Farmer's passion for creating inclusive and effective learning environments led her to diverse roles such as district-level behavior support coordinator, regional technical assistance provider, and co-founder and director of the MTSS Center in Virginia. These experiences not only honed her skills but also laid the groundwork for her ongoing impact on education. In her role as an accomplished implementation specialist, Ms. Farmer has made significant contributions to K-12 Education in the implementation and scaling of evidence-based practices. She has had the responsibility of leading the implementation of research findings by helping leaders and teams from state, regional and local departments of education use implementation science principles and practices. She has successfully guided them in using implementation science to develop systems capacity to ensure long-term positive outcomes for students.



**DR. ANAEL ALSTON**

**Assistant Commissioner,  
Office of Access, Equity, and Community  
Engagement, NYSED**

**Anael Alston, EdD**, “Dr. A” has been recognized at the state, and national levels for his ability to lead teams to increase capacity and raise student achievement in the field of education. He is currently the Assistant Commissioner for the Office of Access, Equity, and Community Engagement in NYSED. In this capacity, he informs educational policy across the state and administers nearly \$200 million dollars to help support students from Pre-K through graduate school. This includes oversight and management of the historic NYS My Brother's Keeper movement to improve outcomes for boys and young men of color created by President Obama. With a talented team, hundreds of thousands of young men of color are given opportunities, insights, strategies, and support to improve their school and life outcomes. The impact of NYS My Brother's Keeper caught the attention of The Obama Foundation where Dr. Alston was invited to present on the main stage at the Foundation's inaugural Democracy Forum in New York City (NYC). The presentation was well received and has presented for the last two years. Prior to that, he was the Superintendent of Schools for the Hamilton Central School District. As a superintendent, Dr. A distinguished himself as one of the few Superintendents across the nation to have a 100% graduation rate. Additionally, Dr. A is a former NYS Middle School Principal of the Year, where he led a once struggling school to win the prestigious National Association of Secondary School Principals Breakthrough School award. A former Golden Gloves champion, Dr. A continues to fight for the children and young adults across NYS, knowing that if someone did not fight for him, he would not be where he is today.



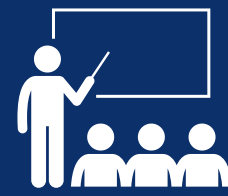


**DR. CLAUDIA RINALDI**

**Chair of Undergraduate Education,  
Lasell University**

**Claudia Rinaldi, PhD,** is Professor of Education and Chair of the Undergraduate Education program at Lasell University. Her areas of research are the implementation of the MTSS framework in urban settings with ELLs, teacher education in bilingual special education, and diversifying the teacher pipeline. Claudia has authored peer-reviewed publications including a book for educators called *Practical Ways to Engage All Struggling Readers* and a recent chapter titled *The Role of MTSS and the Special Education Referral Process for English Learners*. She leads a graduate certificate program in Teaching Bilingual Students with Disabilities and leads a college mentoring program called *Pathways to Teacher Diversity*. She has served on the board of the Council for Exceptional Children, as an advisor for the National Center for Learning Disabilities, a Thought Leader for the National Center of Systemic Improvement (NCST) and the National Center of Intensive Interventions (NCII), a technical reviewer for the National Center for Intensive Interventions, and the Integrated MTSS Fidelity Rubric grant. She has also been a contributor and expert to [Understood.org](https://www.understood.org).

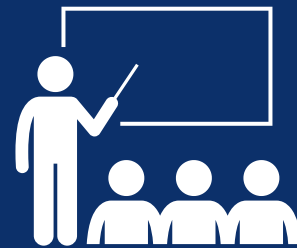




**DR. RODRIGO CAMPOS**

**MTSS-I Coach**

**Rodrigo Campos, PsyD, LP,** is a coach for the NYSED OSE MTSS-I Center. He is a NYS Licensed Psychologist and a NYS Certified School Psychologist. As a Coach he works with DLTs and Building Leadership Teams (BLTs) in Long Island and NYC where he provides systems level consultation and professional development. He is also an Adjunct Professor at New York University's (NYU) Department of Applied Psychology. Dr. Campos worked as a Behavior Specialist and School Psychologist in the NYC Public Schools for 15 years. He earned his master's and doctoral degrees from NYU. Dr. Campos has conducted research and published in the areas of parent and father involvement and was trained clinically at Bellevue, Lincoln, and Elmhurst Hospitals.

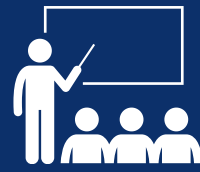


**DANIEL CARROLL**

**MTSS-I Coach**

**Daniel Carroll, MS, CAS,** is a coach for the NYSED OSE MTSS-I Center. He has worked in K-12 education for 20 years as a classroom teacher, principal, and district-level administrator, most recently serving as the Executive Director of Instruction and Achievement in the Fulton City School District prior to joining the MTSS-I team. Dan is recognized for his leadership of school improvement initiatives that center around evidence-based implementation of 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.





**RENEE BEAULIEU**

**MTSS-I Coach**

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

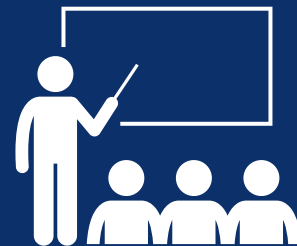




**DR. STEVE RAPPLEYEA**

**MTSS-I Coach**

**Steve Rappleyea, PsyD**, is a coach for the NYSED OSE MTSS-I Center. He is an education veteran with over 35 years in the field as a school psychologist, teacher, and school administrator. Dr. Rappleyea has worked with over three dozen school districts and has been in over 1,000 classrooms and 40 school districts. He is an MTSS evangelist, equity advocate, and learning engineer, believing that building and sustaining systems that support the highest quality instruction and intervention systems will improve conditions for all students.

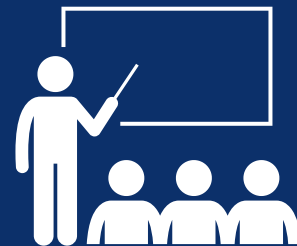


**MEREDITH RIVET**

**MTSS-I Coach**

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



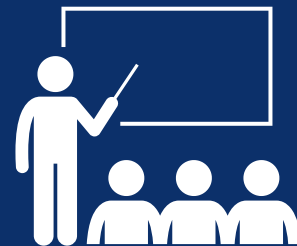


**FIONA RATTRAY**

**Family Engagement Coordinator,  
Starbridge**

**Fiona Rattray, BA, PGCE,** is a Parent Training & Information Center (PTIC) Specialist at Putnam Independent Living Services, a non-profit community-based cross-disability resource, advocacy, and training center dedicated to improving the quality of life for people with disabilities. She is also a Family Engagement Coordinator at Starbridge Inc, a non-profit organization with a vision of transforming communities to include everyone in leading a fulfilling life. Fiona's role as Family Engagement Coordinator includes working with the MTSS-I Center, focusing on building capacity for family facing professionals in educational organizations to integrate opportunities for family engagement using a multi-tiered system approach. Previously, Fiona has worked in both rural and inner-city schools as a middle and high school French, Business Studies and Special Education Teacher, a Learning Support Unit Teacher (with school refusers and students at risk of permanent exclusion), a Learning Support Mentor for disaffected students and a freelance evaluator, determining eligibility for special testing arrangements. She is the Special Education Chair for Taconic Regional Parent-Teacher Association (PTA) and a former Special Education PTA president. Fiona also serves on the Mid-Hudson Task Force and manages the Mid-Hudson Parent Support Coalition (a group of non-profit education advocates in the lower Hudson Valley). In her day to day work, Fiona is focused on increasing accessibility and developing inclusive practices to engage underserved populations and develop a more collegiate approach between districts and the families they serve.

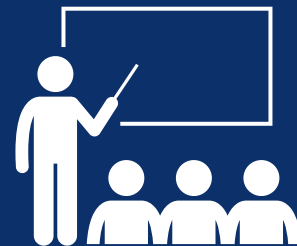




**Kari Powers**

**Family Engagement Specialist and  
Information Specialist, Starbridge**

**Kari Powers, MS**, began her career as an elementary teacher in both the private and public school sectors. She earned her BS in elementary education from Baldwin-Wallace University and MS in early childhood special education from the University of Toledo. A seasoned presenter, she spent over 15 years as a trainer for licensed child care providers throughout NYS. It was at that time she developed a strong interest in helping teachers build positive parent partnerships with the families they work with. She currently serves a dual role with Starbridge as a Family Engagement Specialist and Information Specialist. She also collaborates with her colleagues on various workshops including their highly regarded Family Empowerment Series and Creating a Life After High School program. On a personal level, she is a parent of a teenager with autism, and has a passion for advocacy for individuals with neurodivergence. Her extensive experience both as a seasoned educator and parent serve a unique role in promoting awareness and understanding of the challenges and opportunities for fostering family engagement within both the community and educational setting.

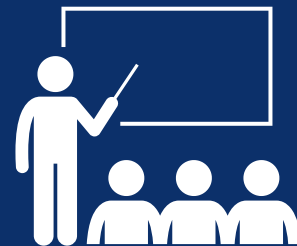


**JULIANNE TOCE**

**Director of Family Engagement & School Support, INCLUDEnyc**

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

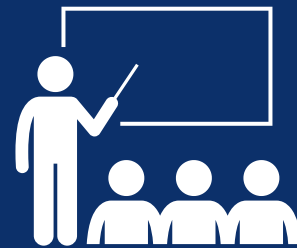




**MICHAEL VERINI**

**Family Engagement Training Specialist,  
INCLUDEnyc**

**Michael Verini, MS**, works as a Family Engagement Training Specialist at INCLUDEnyc, a non-profit organization that supports young people with disabilities, their families, and professionals who work with them to navigate disability systems. He possesses a strong knowledge base in best practices in child development and family studies through coursework at Cornell University and St. John's University. Prior to joining the team at INCLUDEnyc, Michael was employed by multiple public and private school systems in NYS as a school psychologist, leading staff and parent training, delivering evidence-based counseling services, conducting culturally informed assessments, and facilitating partnerships with local mental health organizations. Michael's passion for disability advocacy led him to INCLUDEnyc, where he cultivates support systems for families of children with disabilities as a Resource and Referral Specialist for Queens. This involves providing direct assistance to families, as well as facilitating workshops on topics of interest including special education mediation, specially designed instruction, and explicit vocabulary instruction for families. As part of his work with the MTSS-I project, Michael is responsible for documenting best practices in family engagement, along with facilitating professional development for educators.



**Dr. Shawna Belanger**

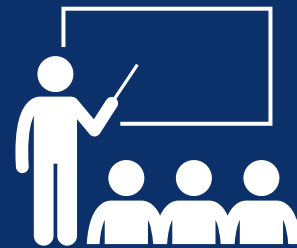
**Associate  
NYSED OSE TAP**

**Shawna L. Belanger, PhD**, is a NYS certified teacher in Special Education (Grades 1–12), Childhood Education (Grades 1–6), and English (Grades 7–12). She currently serves as an Associate with the NYSED OSE Educational Partnership, based at the University at Albany, SUNY. In this role, Dr. Belanger provides statewide training, technical assistance, and systems-level support focused on enhancing MTSS for behavior (PBIS) and improving outcomes for students with disabilities.

Before transitioning to systems-level work, Dr. Belanger spent several years teaching in a self-contained classroom for students with severe emotional and behavioral disorders, where she gained extensive experience supporting students with complex behavioral and academic needs.

Dr. Belanger holds a PhD in Educational Psychology and Methodology with a concentration in Special Education. Her research focuses on early identification, intervention, and improved outcomes for students with or at risk of emotional and behavioral disorders (EBD), as well as Tier 2 behavioral supports. Her dissertation applied advanced meta-analytic methods to examine the effectiveness of the First Step to Success intervention across academic and behavioral outcomes in young children.





**Alyssa Rodriguez**

**Graduate Assistant  
NYSED OSE TAP**

**Alyssa Rodriguez, MS, CAS, NCSP**, is a Graduate Assistant for the NYSED OSE TAP for Behavior and is a current doctoral student in the School Psychology program at the University at Albany, SUNY. Throughout her educational career, Alyssa has gained a wealth of school-based experience through various roles; such roles include addressing the behavioral needs of preschoolers with Autism Spectrum Disorder (ASD) at a partnership program, a peer coach for undergraduate students with ASD, and multiple field placements and internships in underserved communities. Her current research focuses on implementing functionally indicated choice-based antecedent interventions to increase academic engagement while simultaneously decreasing disruptive behavior. Further, Alyssa has taught Intro to Educational Psychology and supervised school psychology trainees at the University at Albany, SUNY. In her free time, Alyssa enjoys exploring the area with her husky and reading books to wind down.



**Julie Andreozzi**

**Martin Road Elementary School Principal,  
Lackawanna City School District**

**Julie Andreozzi** has been the principal of Martin Road Elementary for the past four years. She has worked hard to put systems and structures in place to support all students. Julie is proud of all of the work that the Lackawanna team has done to make MTSS-I part of the fabric of the school. Her team inspires her every day and is thrilled to continue this work with her team to help all children be successful.



**Amy Godzich**

**ENL Teacher,  
Lackawanna City School District**

**Amy Godzich, MEd**, has been an elementary educator for the past 17 years, spending the last 7 years as a 4th grade general education ENL teacher in the Lackawanna City School District. She has helped her district implement a Tier 1 PBIS system in grades two through five, and utilizes it in her classroom on a daily basis. Amy focuses on positive reinforcement through restorative practices while educating the students in her classroom.





**Ashli Krotz**

**Principal of Special Education,  
Lackawanna City School District**

**Ashli Krotz, MEd,** is the Principal of Special Education for the Lackawanna City School District. She has been a part of establishing Tier 1 and Tier 2 systems and procedures to address the behavioral needs of their students and building consistency between school buildings. Working collaboratively to establish a cohesive plan to support students on their educational journey and with their social emotional well-being is something that Ashli enjoys and is excited to continue.



**Alina Taylor**

**ENL Teacher,  
Lackawanna City School District**

**Alina Taylor, MEd,** has been an elementary ENL teacher in the Lackawanna City School District for 13 years. Her role has been to support to English learners with Tier 1 curriculum in their classrooms, and provide small group instruction to address gaps in literacy acquisition. Alina has also assisted in facilitating the BLT in the design and implementation of PBIS for all students.



**Kelly Vicaretti**

**School Counselor,  
Lackawanna City School District**

**Kelly Vicaretti, MEd** is a school counselor who has been employed in the Lackawanna City School District for the past five years. Her role is to help support students on a school wide level. She also provides support for grades two through five for Tier 1 service implementation and provides crisis support when needed. Kelly is also responsible for providing small group and individual counseling sessions as well as behavioral intervention support to students at the Tier 2 and Tier 3 level.

**Dana Musso**

**Director of Foundational Literacy,  
Reading, and MTSS  
West Islip Union Free School District**



**Dana Musso, MEd**, has dedicated over 20 years to education, specializing in literacy, instructional best practices, and curriculum development. For the past 13 years, Dana has served in leadership roles focused on designing and implementing effective educational programs.

Currently, she is the Director of Foundational Literacy K-5, Reading K-8, and MTSS K-12 for the West Islip School District. Her work is driven by a commitment to empowering students and supporting educators in creating impactful learning experiences. Dana holds advanced degrees in literacy and district leadership, focusing on developing systems and practices that foster equitable and meaningful opportunities for all students to grow and succeed.





**Rhonda Pratt**

**Principal**

**Paul J. Bellew Elementary School  
West Islip Union Free School District**

**Rhonda Pratt** began her career in the North Syracuse Central School District where she taught 5<sup>th</sup> grade and then assumed the role of a reading specialist. During summers in Central NY, Rhonda was Principal of the regional summer school program for Oswego County Boards of Cooperative Educational Services (BOCES). After moving to Long Island in 2004, she worked as an adjunct faculty member supervising student teachers for Long Island University. In 2007, Rhonda was appointed Elementary Principal at Bayview Elementary School in West Islip. The focus of her leadership has centered on maximizing student learning for all students. She currently serves as the Principal of Paul J. Bellew Elementary School in West Islip where she has been instrumental in improving student achievement balanced with emphasis on character education and fostering a true school community atmosphere. In 2024, Paul J. Bellew developed a school-wide PBIS (SWPBIS) intervention which has resulted in a school-wide emphasis on Cooperation, Respect, Empathy, and Wise (the "Bellew CREW") choices. Rhonda's involvement in the district's curriculum council and literacy initiatives has resulted in teachers creating data driven grade level literacy goals for their students. Rhonda Pratt is a mother of three and she enjoys traveling, skiing, and spending time with her family and her cat Muffin.



**Kate Dorgan**

**Director of Teacher and Staff  
Development  
Averill Park Central School District**

**Kate Dorgan, MS**, currently serves as the Director of Teacher & Student Supports for the Averill Park Central School District, where she provides leadership in key areas including professional development, teacher evaluation, and intervention services. With more than 12 years of experience as an administrator, Kate brings a depth of knowledge grounded in her background as both a mathematics and special education teacher.

Her dual expertise in instructional practice and student support systems allows her to lead with both strategic vision and practical insight. Kate plays a central role in guiding the district's implementation of MTSS, ensuring that all students have access to equitable, data-driven interventions and high-quality instruction.

Kate is known for her collaborative leadership style, her commitment to continuous improvement, and her ability to build strong, supportive partnerships among staff, students, and families. She is a passionate advocate for public education and a trusted voice in the work of systems-level school improvement.





**Keri Rosher**

**Principal  
West Sand Lake Elementary School  
Averill Park Central School District**

**Keri Rosher, MEd, SBL**, is the Principal of West Sand Lake Elementary School in Averill Park, NY. With over 20 years of experience in education, she is known for her leadership in literacy development, SEL, and fostering strong school-community partnerships. For the past three years, Keri has been part of the NYS and University at Albany MTSS-I Pilot for the NYSED's OSE State Personnel Development Grant, leading West Sand Lake's team in the successful implementation of a SWPBIS system and tiered interventions to support all learners.

Prior to her current role, she served as Assistant Principal at Castleton Elementary and held a variety of leadership and teaching positions throughout the Capital Region. Keri is a collaborative leader who values building strong relationships with students, staff, and families. She is passionate about cultivating a positive, inclusive, and student-centered school community where every child feels safe, supported, and inspired to learn.



**Dr. Christopher G. Wojeski**

**Assistant Superintendent of Schools  
Gloversville Enlarged School District**

**Christopher Wojeski, MEd (Educational Leadership), MEd (School Guidance Counseling), EdD**, is the Assistant Superintendent for the Gloversville Enlarged School District, bringing over two decades of experience in education and leadership. His career began as a school counselor, a role he held for three years before advancing into administration. He then served five years as an assistant principal and nine years as a principal, where he was known for cultivating strong school communities and driving student-focused change. For the past five years, Chris has served as Assistant Superintendent, leading district-wide efforts in academic improvement, student services, compliance, and instructional systems. He is a champion of MTSS, equity-driven leadership, and data-informed decision-making. Known for his collaborative approach, Chris continues to inspire staff and support student success at every level.

**Jennifer Mahar**

**Director of Special Programs,  
Olean City School District**

**Jennifer Mahar, MEd**, is the Director of Special Programs for the Olean City School District. A former pre-k and Even Start teacher, she has been a project coordinator with various grant programs over the years and is currently responsible for the district's state and federal grant programs, student support services, and school improvement efforts.

She is dedicated to the implementation of programs and services that extend beyond traditional school programs, providing students with access to academic support, enrichment activities, and essential resources.







**Dr. Stanley Ekiyor**

**MTSS Coach,  
Rochester City School District**

**Stanley Ekiyor, EdD, BCBA, LBA**, is a visionary and results-driven educational leader with over a decade of experience championing equity, inclusion, and academic excellence. As a current MTSS Coach for Rochester City School District, he spearheads district-wide initiatives that strengthen special education, behavioral support, and inclusive instructional practices to better serve all students, especially those with disabilities and complex behavioral needs.

Dr. Ekiyor holds a Doctorate in Executive Leadership from St. John Fisher University and is a Board-Certified Behavior Analyst and Licensed Behavior Analyst. His leadership is grounded in a data-informed, student-centered philosophy that consistently drives measurable improvements in learning outcomes and systems change.



**Ellen Gerace**

**Director of Pupil Personnel Services,  
Peekskill City School District**

**Ellen Gerace, LCSW, CAS**, has served as the Director of Special Services for the Peekskill City School District since 2016. She brings over 20 years of experience working in schools throughout Putnam and Northern Westchester, with a steadfast commitment to inclusive education and student well-being.

Ms. Gerace earned her Master's in Social Work through the Advanced Standing Program at City University of New York (CUNY) Hunter College and holds a Certificate of Advanced Study in Educational Leadership from SUNY New Paltz. She is a NYS Licensed Clinical Social Worker and holds NYS certifications in both School District Leadership and School Social Work.

In addition to her district leadership, Ms. Gerace is actively engaged in numerous professional and regional initiatives. She is a member of the New York Council of Administrators of Special Education (NYCASE), the National Association of Social Workers (NASW), the Putnam Northern Westchester BOCES Regional Crisis Team, and the Westchester County Department of Community Mental Health's Coordinated Children's Services Initiative (CCSI). She also serves as a board member for the City of Peekskill Youth Bureau and remains deeply involved in community partnerships.

Prior to her work in public education, Ms. Gerace held a range of impactful roles, including therapist, substance abuse counselor, policy analyst, community organizer, and clinical director. Her professional background includes work with Student Assistance Services, Putnam Family and Community Services, Stony Lodge Adolescent Psychiatric Hospital, and the Center for Urban Community Services, where she supported youth across 18 Manhattan-based sites.

Ms. Gerace's broad clinical expertise, leadership experience, and unwavering commitment to students make her a powerful advocate for equitable, student-centered systems of support.



A circular portrait of Nicolle Haynes, a Black woman with curly hair, wearing a dark jacket and a dark scarf, smiling. The portrait is set against a background of a brick building.

**Nicolle Haynes**

**Executive Director, Department of MTSS:  
Equity Driven Learning and Support,  
Rochester City School District**

**Nicolle L. Haynes, MS, MSL, MEd**, serves in the Rochester City School District as the Executive Director of the Department of MTSS: Equity-driven Learning and Supports. This Department provides coaching for schools; building high quality MTSS to help their students thrive. She has over 30 years of experience as an educator.

She served as a founding Principal and Director of School Culture and Climate in the Syracuse City School District. Ms. Haynes provided guidance and support to leaders in building processes and procedures to develop vibrant and supportive school cultures. In addition, review of the discipline data in the Director position led to her collaboratively designing a K-8 alternative/progressive learning environment and becoming founding Principal.

Ms. Haynes earned a bachelor's degree in applied mathematics and a master's degree in secondary mathematics education from the University of Rochester, a master's degree in strategic leadership from Roberts Wesleyan College, a master's degree in educational administration from St. John Fisher College, and she completed her studies toward a doctorate degree (ABD, May 2026) in educational leadership from Manhattanville College. Ms. Haynes is the proud parent of three Rochester City School District School of the Arts graduates.



**Colleen Tyler**

**MTSS Coach,  
Rochester City School District**

With over 25 years of dedicated service in the Rochester City School District, **Colleen Tyler, MS**, has built a career centered around student success and educational equity. She began as an elementary classroom teacher, creating nurturing and engaging learning environments that laid the foundation for a lifelong commitment to supporting students at every level.

Over the years, she has served in multiple roles, including intervention teacher and expanded learning coordinator, helping students make meaningful progress toward grade-level standards and enriching their educational experiences beyond the traditional classroom.

Currently, she serves as a MTSS coach, collaborating with school teams to develop effective systems that address the academic, behavioral, and social-emotional needs of all students. In this role, she also creates district-wide guidance and works closely with various departments to ensure aligned, data-driven, and student-centered practices across schools.

Her educational background includes a Bachelor of Science in Elementary Education, a Master of Science in Literacy, both from SUNY Geneseo and an Advanced Certificate in Educational Leadership from SUNY Brockport.

Throughout her career, a consistent theme has been collaboration, innovation, and a deep commitment to equity in education.





# Thank you!

**Cornell University  
Web Design &  
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Michelle Elizabeth Kaye  
Michelle S. Alvord

**NYSED Program  
Development & Support  
Services (PDSS) Material  
Review Team**

Tina Minehan  
Meghan Wright  
Anne Spaulding  
Nicole Helwig  
Tara Canniff  
Rachel Mardon  
Amber Foster

**VLS 3.0  
Conference  
Committee**

Stacy Williams, PhD, LP  
Natasha J. Hogg, MS, CAS  
Rachel Doody, MS

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possible with your  
expertise, hard work  
and support!**



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