

2026 NeMTSS Summit

DESTINATION... IMPACT!



Oct. 8-9

2026 NeMTSS Summit Breakout Session Summaries

All times listed are Central Daylight Time. Sessions will not be recorded for later viewing.

In an effort to save paper, hard copies of the summit schedule and session summaries will not be available at the event. You may print materials (as needed) in advance.

SESSION TYPES:



Hybrid



In-Person



Recommended for
Pre-Service Educators

THURSDAY, OCT. 8

10:15-11:15 a.m. | Breakout Session A



Gold 1

Learning Outside the Lines (Keynote Follow-up)

Jonathan Mooney, Author and Advocate

LEVEL: Beginner TOPICS: SEBL, Literacy, Layered Continuum of Support, Instruction

Concrete strategies for educators to support and empower students who learn differently.



Gold 7

Accessibility Belongs in Tier 1: Building MTSS Systems for Accessible Learning

Brian Wojcik, Education Program Supervisor, Assistive Technology Partnership, NDE; Dorann Avey, Digital Learning Director, NDE; Ben Lytle, Teacher of Students with Visual Impairments (TSVI), Lincoln Public Schools; and Abigail Mwanja, Deaf and Hard of Hearing Teacher, Lincoln Public Schools

LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Literacy, Building Systems, Layered Continuum of Supports

This session positions accessibility as Tier 1 MTSS infrastructure. Participants will connect IDEA accessible format requirements, ADA Title II digital accessibility expectations, and NCADEMI resources to practical district systems for procurement, curation, IEP documentation, and data collection. A district example will illustrate how data can improve timely access and implementation.



Silver 1

School Spotlight: Designing for Impact: A Master WIN Schedule Approach to MTSS & NebraskaREADS

Bennet Elementary School (OR-1)

LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Literacy, Building Systems, Data-Based Decision-Making, Layered Continuum of Supports, Communication & Collaboration

Bennet Elementary will share the development and implementation of a Master WIN (What I Need) Schedule designed to maximize staff resources while strengthening MTSS-aligned literacy outcomes for all K-5 students, including those receiving support through Individual Reading Improvement Plans (IRIPs) in accordance with the Nebraska Reads Act. This session highlights how a no-overlap building wide WIN structure created protected, targeted intervention time outside of core instruction, allowing teams to deliver timely, individualized support to all students without compromising Tier 1 learning. The Master WIN Schedule was co-designed by classroom teachers, special education staff, the reading interventionist and Title team, and the school psychologist, with oversight provided by the school principal. Through intentional scheduling and shared leadership, Bennet Elementary established separate 30-minute WIN blocks for reading and math, ensuring staffing was aligned to student needs at each grade level. Eliminating overlaps allowed the school to strategically deploy personnel, prioritize literacy interventions for students on IRIPs, and strengthen data-based decision-making across teams. Through our Master WIN model, grade-level teams, interventionists, special education, and administration collaborate to analyze data, flexibly group students, and deliver targeted instruction aligned to Nebraska State Education Standards. Participants will leave with actionable strategies for designing a master schedule that maximizes resources, supports IRIP implementation, and strengthens MTSS systems to produce measurable student outcomes.



Silver 2/3

History Matters!

Marissa Payzant, Assistant Administrator & Director of Content Area Standards, NDE; and Bre Wilton, Social Studies Education Specialist, NDE

LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Literacy, Layered Continuum of Supports

This session will introduce participants to the History Matters Review Tool, a resource that helps K-5 educators design learning experiences that build knowledge and support literacy across content areas.

 Silver 4	School Spotlight: The Engine Behind Impact: Aligning Adult Actions for Literacy Success Battle Creek Public Schools <i>LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Data-Based Decision-Making</i> What drives meaningful literacy outcomes within a strong NeMTSS framework? In Battle Creek Public Schools, the answer is clear: aligned adult actions are the engine that moves student success forward. Like a steady engine pulling a system uphill, the district has focused on clearly defined, evidence-based adult practices as the cause that produces improved student outcomes. Over the past five years, Battle Creek has strengthened its Continuous Improvement Process by tightly aligning the District Continuous Improvement Plan (CIP) and Targeted Improvement Plan (TIP). Their TIP has provided a narrowed, actionable focus on increasing active student engagement and Opportunities to Respond within Tier 1 Core instruction. This clarity has led to smoother system implementation and measurable gains in literacy achievement, including significant growth for students with disabilities. In this session, participants will examine how Battle Creek used data-based decision-making to monitor the impact of adult actions and will explore outcome data that affirms the effectiveness of their approach. The team will also share how feedback from a recent external visit is serving as a launch point for the next cycle of continuous improvement, ensuring the system continues to build momentum and refine practices. Participants will leave with practical insights for identifying and aligning high-leverage adult actions within their own MTSS systems to accelerate literacy outcomes for all learners.
 Silver 5	Prevent-Teach-Reinforce: An Individualized Behavior Intervention Process Rose Iovannone, Research Professor, Department of Child & Family Studies, University of South Florida <i>LEVEL: Intermediate TOPICS: SEBL, Data-Based Decision-Making</i> The multi-step PTR Model of FBA/BIP will be described. Participants will receive sample materials including a coaching manual and teacher-friendly tools. Video case examples will be shown to demonstrate teacher and student behavior change. Participants will discuss how adopting a PTR approach can enhance their Tier 3 practices.
 Silver 6	Engaging Families, Connecting Students: A Path to Reducing Chronic Absenteeism Brooke Kahl, NeMTSS State Co-Coordinator, NDE; and Scott Eckman, NeMTSS State Co-Coordinator and State Personnel Development Grant Coordinator, NDE <i>LEVEL: Beginner TOPICS: SEBL, Building Systems, Communication & Collaboration, Data-Based Decision-Making, Layered Continuum of Supports</i> Chronic absenteeism is a growing national concern, and missed instructional time can significantly impact successful transitions to postsecondary education, employment, and independent living. This session explores how a systemic, NeMTSS-aligned approach can strengthen identification, prevention, and intervention efforts related to chronic absence. Participants will analyze attendance data, examine the connections between absenteeism, Tier 1 core instruction, and engagement, and consider how meaningful family and community partnerships support consistent attendance and improved post-school outcomes for all students. 
 Silver 7	The Inclusive Practices Academy: Designing for Impact Allison Kelberlau, Assistant Director of Student Services, ESU 3; Jill Guenther, Regional Support Lead (R2), NeMTSS; Eileen Heller, Education Consultation for Professional Learning/OPS Board of Director Candidate, Nebraska Educational Technology Association; Emily Hughes, Professional Learning Development Consultant, ESU 3; Adrienne Kennedy, Secondary Transition Facilitator, ESU 3; Amber Scott, Integrated Support Specialist (R2), NeMTSS <i>LEVEL: Beginner TOPICS: Building Systems, Communication & Collaboration, Data-Based Decision-Making, Inclusive Practices</i> The session highlights the successful design and implementation of a professional learning series to support inclusive practices. Learn about strategies to adapt content to meet the varying readiness levels of districts and how an evaluation process is used to ensure continuous improvement and enhanced student impact. 

 Silver 8/9	School Spotlight: Route to Results: Partnering for Literacy-Driven MTSS Success ESU 10/Gothenburg Public Schools <i>LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Layered Continuum of Supports, Communication & Collaboration, Data-Based Decision-Making</i> Reaching “Destination Impact” requires more than strong systems—it demands intentional partnerships that turn MTSS structures into measurable literacy outcomes. This session showcases how a Regional Literacy Coach (RLC) and an elementary district partnered to move beyond implementation toward true impact, aligning their work to the Nebraska Literacy Plan Project and transforming systems into student-centered results. This session highlights three high-impact strategies that supported this transformation: (1) Fundamentals of Literacy Roadshow: Building shared understanding and collective efficacy around high-quality literacy instruction across the system; (2) Instructional Practice Guide (IPG) Walkthroughs: Strengthening Tier 1 instruction through calibrated observations, feedback, and alignment to instructional expectations; and (3) District Data Celebrations: Using data as a lever for improvement—fostering ownership, transparency, and recognition of growth at the classroom, building, and district levels. Participants will learn how this partnership supported key Nebraska Literacy Plan priorities—evidence-based literacy instruction, coherent systems, and data-informed decision-making—within an MTSS framework. Together, the district and RLC created a unified approach that connected professional learning, instructional practice, and classroom data to drive continuous improvement.
 Silver 10	SMART Break: A Tier 2 Support for Students Anne Keith, Elementary Special Education Coordinator, Millard Public Schools; and Susie Chadwick, School Psychologist, Millard Public Schools <i>LEVEL: Beginner TOPICS: SEBL, School Safety, Building Systems, Layered Continuum of Supports</i> An increasing number of students struggle with self-regulation, which significantly impacts their access to learning. SMART Breaks provide intentional opportunities for students to regulate their bodies and minds, increasing readiness to learn. Data demonstrates when students are taught self-regulation strategies, schools experience improvements in positive behavior, engagement, and instructional time.
 Silver 11	Inclusive Literacy: Bridging Core Curriculum for AAC and Alternate Assessment Kaitlin Procacina, Special Education Teacher, Lincoln Public Schools; Kyla Blum, Speech/Language Pathologist, Waverly Intermediate School; and Erika Last, Elementary School Teacher, Waverly Intermediate School <i>LEVEL: Beginner TOPICS: Literacy, Communication & Collaboration, Layered Continuum of Supports</i> This session demonstrates how to integrate AAC users and students who participate in alternate assessments into daily literacy instruction. Participants will learn evidence-based strategies for adapting core content, ensuring meaningful participation and literacy growth. Attendees will leave with practical tools to turn standardized curriculum into inclusive, high-impact outcomes for students with complex language needs. 
 Silver 12	The External Brain: Engineering Tier 1 for Maximum Impact Dani Niss, Special Education Coordinator, ESU 4 <i>LEVEL: Beginner TOPICS: SEBL, Layered Continuum of Supports</i> Unlock student potential by bridging the adolescent “biological gap.” This session transforms MTSS Tier 1 theory into practice, teaching you to architect an “External Brain.” Master high-leverage executive functioning scaffolds—Visual Landmarks and Help-Seeking Scripts—that reduce cognitive load, empower independence, and reclaim your instructional time for maximum impact. 



Gold 1

Don't Eat the Marshmallow (Keynote Follow-up)

Jonathan Mooney, Author and Advocate

LEVEL: Beginner **TOPICS:** SEBL, Literacy, Layered Continuum of Support, Instruction

Concrete strategies to support educators in developing non-cognitive skills like resilience, perseverance, hope, and growth mindset to empower students to thrive.



Gold 7

School Spotlight: From Data to Decisions: Igniting Impact Through MTSS

Boone Central Schools

LEVEL: Intermediate **TOPICS:** Infrastructure & Shared Leadership, SEBL, Literacy, Building Systems, Communication & Collaboration, Data-Based Decision-Making, Layered Continuum of Supports

What does it take to move an MTSS system from planning to liftoff, where data, collaboration, and instruction align to drive real outcomes? Boone Central's journey reflects how intentional structures aligned to the NeMTSS Essential Elements, including effective teaming, Data-Based Decision Making, and a Layered Continuum of Supports, can ignite a system to support both academic and SEBL success. Participants will explore Boone Central's six-week MTSS cycle, including leadership team meetings and grade-level "Tier Talks," where educators engage in structured, ongoing analysis of academic screening and progress monitoring as well as SEBL (CICO) data. Presenters will highlight how putting data in front of teachers, refining groupings, and adjusting interventions has helped their system gain traction and accelerate instructional responsiveness. This session emphasizes that reaching impact requires building, adjusting, and sustaining systems. Boone Central will share key shifts that moved their work from subjective to objective data, where conversations consistently lead to instructional and interventional change. Participants will leave with practical structures, templates, decision rules and ideas to strengthen their own MTSS implementation, particularly in establishing consistent data routines and collaborative problem-solving processes. Participants will be able to: (1) Understand their role in a collaborative team approach to support student success and improve outcomes; (2) Identify proactive and preventative strategies to address academic, and behavioral needs; (3) Analyze behavioral and academic data for intervention planning and decision making; (4) Utilize data to identify students in need of additional supports; (4) Develop a process for collecting and analyzing progress monitoring data for discussion and collaborative steps; and (5) Analyze progress monitoring data to evaluate the effectiveness of tier 2 and 3 interventions.



Silver 1

School Spotlight: Bridging Minds: Harnessing Neurodiversity Within the MTSS Framework

Millard Public Schools

LEVEL: Beginner **TOPICS:** Layered Continuum of Supports, Communication & Collaboration

Every educator is experiencing an increase of our neurodiverse students and their complex needs. How do you build capacity within your sphere of influence? Our session will outline how to build knowledge and create a blueprint for individual, school, and district levels. We will provide a pathway to set achievable goals in order to build local capacity. Based on the principles of UDL (Universal Design for Learning), attendees to be given specific proactive tools and resources to tie to their current MTSS processes in order to collaborate across all educators. Whether you are an administrator working with a team at a building level or a general education teacher working in a classroom, or a special educator supporting individual students, this session will provide you with the next steps to successful interdisciplinary collaboration.



 Silver 2/3	From Workshop to Classroom: Strengthening Collective Efficacy Through Professional Learning Jennifer Lemke, Assistant Professor, Department of Teacher Education, University of Nebraska at Omaha; Kate Bean, Literacy Instructor, University of Nebraska at Omaha; and Cheryl Couch, Faculty Member, Department of Teacher Education, University of Nebraska at Omaha LEVEL: <i>Beginner</i> TOPICS: <i>Infrastructure & Shared Leadership, Literacy, Building Systems, Communication & Collaboration</i> How can professional learning strengthen collective efficacy, elevate teacher voice, and energize instruction? This session examines Nebraska’s Literacy Workshop model, highlighting simulations, peer learning, and immediate classroom application aligned with Tier 1 curricula. Participants apply Bandura’s efficacy framework to design impactful professional learning experiences that improve teaching and student outcomes.
 Silver 4	School Spotlight: Putting the Pieces Together With MTSS Perkins County Elementary School LEVEL: <i>Intermediate</i> TOPICS: <i>Infrastructure & Shared Leadership, Layered Continuum of Supports, Communication & Collaboration, Data-Based Decision-Making</i> Implementing MTSS is like solving a puzzle—each piece must align to create a cohesive system that supports all students. Over the past year, we intentionally refined our MTSS process to better address the academic, behavioral, and attendance needs of our building. By grounding every decision in data, we ensured that our supports were targeted, timely, and effective. We streamlined meeting structures to make the best use of staff time, incorporated shared data dashboards to promote transparency and consistency, and focused team conversations on clear, actionable next steps. This approach strengthened collaboration among staff and kept our work centered on measurable student outcomes. As a result, our MTSS system became more responsive, efficient, and aligned to student needs. In this session, we will share the key strategies and structures that helped us “put the pieces together” to improve our MTSS framework. Participants will (1) explain how to use data-driven decision-making within an MTSS framework to address diverse student needs; (2) identify strategies for streamlining meetings and using shared data tools to enhance collaboration and efficiency; and (3) apply practical, actionable steps to strengthen a responsive and student-centered MTSS process.
 Silver 5	Sneak Peek: Nebraska’s Dyslexia Implementation Guide: Technical Support for Assessment Specialists Theresa Nicholls, Founder, PartnerEd Solution LEVEL: <i>Intermediate</i> TOPICS: <i>Infrastructure & Shared Leadership, Layered Continuum of Supports, Communication & Collaboration, Data-Based Decision-Making</i> In this session, participants will receive a sneak peek into the Nebraska Department of Education’s (NDE’s) most recent guidance related to dyslexia and the role of the school psychologist. Scheduled for release in October 2026, Nebraska’s Dyslexia Implementation Guide provides technical assistance for assessment specialists, including school psychologists, on guidance related to the Nebraska Reading Improvement Act. The document is designed to clarify the role of assessment specialists in supporting students with the characteristics of dyslexia across tiers of instruction, eligibility decision-making, and intervention planning.
 Silver 6	The FBA/BIP Technical Adequacy Tool for Evaluation (TATE): Improving Practice Rose Iovannone, Research Professor, Department of Child & Family Studies, University of South Florida LEVEL: <i>Intermediate</i> TOPICS: <i>SEBL, Data-Based Decision-Making</i> This session introduces the TATE, a reliable and valid tool for assessing the quality of FBAs and BIPs. Participants will learn the components of the TATE, practice scoring a sample FBA/BIP, measure their inter-rater reliability, and identify steps for using the TATE in their settings to improve their district’s FBA/BIPs.

 Silver 7	Life-Ready Literacy: Understanding Functional Math and Reading Literacy Michalla Schartz, Southeast Region Transition Facilitator, ESUs 4, 5, 6 and LPS <i>LEVEL: Intermediate TOPICS: Building Systems, Communication & Collaboration, Data-Based Decision-Making</i> Participants explore functional math and reading literacy essential for postsecondary success, employment, and independent living. The session highlights real-world skill demands, reveals gaps between instruction and adult expectations, and suggests practical strategies for teachers to embed life-ready literacy into secondary classrooms to strengthen student independence and post-school outcomes. 
 Silver 8/9	From Access to Impact: Using MTSS to Support Students With Complex and Significant Needs Brian Wojcik, Education Program Supervisor, Assistive Technology Partnership, NDE; Jen Quaranta, ASD Southeast Regional Coordinator, Nebraska Autism Spectrum Disorders Network; Heidi Farmer, Regional Support Lead (R1), NeMTSS; Jim Ageton, Autism State Lead, Office of Special Education Idea Part B Program Specialist; Jill Guenther, Regional Support Lead (R2), NeMTSS; and Mandy McClure, Regional Support Lead (R3), NeMTSS <i>LEVEL: Beginner TOPICS: Infrastructure & Shared Leadership, SEBL, Literacy, Data-Based Decision-Making, Layered Continuum of Supports</i> This session explores MTSS for students with significant and complex disabilities by connecting Tier 1 instruction to grade-level priorities, Nebraska Extended Indicators, UDL, assistive technology, accessible materials, and varied response options. Participants will examine Tier 2 barrier-reduction supports and Tier 3 individualized instruction for skill gaps, communication, self-regulation, and functional participation. 
 Silver 10	Process and Planning Space In alignment with the NeMTSS team's commitment to providing High-Quality Professional Development (HQPD), the summit includes a Process and Planning Space for educators. This dedicated space allows teams to gather, debrief and develop action steps based on shared learning from summit sessions. The room will be staffed by members of the Nebraska Department of Education Office of Special Education who can assist in action planning, especially in relation to a district's Continuous Improvement process and Targeted Improvement Plans.
 Silver 11	The Human Side of Literacy Change: An Implementation Science Guide for Teachers Terrie Noland, Educational Leadership Consultant <i>LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Literacy, Building Systems, Communication & Collaboration</i> Session description coming soon.
 Silver 12	From Data Overload to Instructional Impact Kelli Gibson, Teaching and Learning Coordinator, ESU 17; Caryn Zietlow, Regional Literacy Coach, ESU 2; Erin Trusty, TLT - Literacy Specialist, ESU 4; Kayla Perry, Professional Learning Literacy Specialist, ESU 9; Claudine Kennicutt, Regional Literacy Coach, ESU 10; Jayme Schroeder, Early Childhood Birth-3 Teacher and Planning, Region Team Chair, ESU 11; and Angie Dickey, Teaching and Learning Director/Reading Literacy Coach, ESU 15 <i>LEVEL: Intermediate TOPICS: Literacy, Building Systems, Data-Based Decision-Making</i> Analyzing and interpreting data should drive meaningful change through thoughtful reflection, collaboration, and discussion. This session examines what effective data analysis entails at the district, class, and student levels, and how it can inform stronger, more intentional instructional decisions.



Gold 1

School Spotlight: TBA

Madison Public Schools

LEVEL: TBA TOPICS: TBA

Session description coming soon.



Gold 7

School Spotlight: Compliance to Commitment: Aligning Technical Assistance to Drive System Change Mitchell Public Schools

LEVEL: Beginner TOPICS: Infrastructure & Shared Leadership, Building Systems, Data-Based Decision-Making

This School Spotlight highlights how Mitchell Public Schools and regional technical assistance (TA) partners—NeMTSS, ASD/Transition, Assistive Technology, and Educational Service Unit (ESU)—moved from fragmented, compliance-driven support to a coordinated, system-level approach that improved coherence and district ownership. Initially, the district experienced frustration, viewing support as something “done to them” and focusing narrowly on isolated compliance indicators. Through intentional alignment of TA partners, shared planning, and leveraging existing relationships, support shifted to a unified approach grounded in district needs. Presenters, including TA partners and the district’s Special Services Director, will share how collective identification of root challenges led to prioritized, aligned actions across professional learning, MTSS structures, co-teaching, and transition practices. The session will highlight how reducing duplication and focusing on a few high-impact strategies deepened implementation and shifted the district from passive participation to proactive problem-solving. Participants will (1) understand how aligned TA systems can reduce redundancy and increase impact; (2) identify strategies for coordinating roles and leveraging partner expertise; and (3) reflect on how to move districts from compliance to ownership of improvement efforts. This session will connect with Nebraska educators by offering a replicable approach to aligning supports across initiatives while maintaining a focus on student outcomes. Attendees will leave with practical considerations to strengthen collaboration, prioritize efforts, and build coherent systems that support sustained improvement.



Silver 1

School Spotlight: Preschool Navigation — Using Data to Drive Success on the MTSS Highway Sandy Creek Elementary

LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Communication & Collaboration, Data-Based Decision-Making

Start those engines and join a deep dive into how data can fuel preschool success within an MTSS framework. Discover how the Pyramid Model serves as a strong framework for promoting social-emotional and academic development in early childhood settings. Participants will learn how to use data from Benchmarks of Quality (BoQ) and Teaching Strategies GOLD (TS GOLD) to monitor implementation, inform instruction and guide program-level decision-making. Participants will observe a simulated collaborative team meeting that utilizes the NeMTSS problem-solving model—Identify, Analyze, Plan, Implement, and Reflect—to navigate real-world preschool data sets. Whether mapping out the journey or already cruising down the MTSS highway, this session will provide practical strategies to keep preschool programs on the path to success.



 Silver 2/3	Play to Practice: Using the Preschool Instructional Practice Guide to Strengthen Early Literacy Carol Burk, Kelly Jones and Emly Daberkow, Early Childhood Education Specialists, NDE; and Kristine Ray, Preschool 619 Coordinator, Office of Special Education, NDE <i>LEVEL: Beginner TOPICS: Literacy, Data-Based Decision-Making, Layered Continuum of Supports</i> With blocks, books, dress-up clothes and dolls, a prekindergarten classroom looks much different than other elementary classrooms. These differences in materials and the way teachers use these materials throughout the day are a crucial component to high quality preschool instruction. This session will introduce the Preschool Instructional Practice Guide (PKIPG). The guide is intended to support instructional leaders when providing content-specific feedback that supports strong outcomes for children and their literacy development. This tool not only meets CLSD grant requirements, it also connects seamlessly with the program and child assessments used in Nebraska’s PreK classrooms.
 Silver 4	School Spotlight: Say Goodbye to SAT Meetings and HELLO to Solid Tier 1 and Tier 2/3 Teams! Tekamah-Herman Elementary School <i>LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Communication & Collaboration, Data-Based Decision-Making, Layered Continuum of Supports</i> Later SAT meetings! Hello Tier 2/3 Team decision-making! In three years, Tekamah-Herman Elementary has transitioned from traditional SAT meetings to an MTSS structure to problem-solve for students, including referral to formal evaluation for special education services. How did we do it? (1) Put a Tier 1 Team together with a focus on PBIS principles and schoolwide practices; (2) Tier 1 schoolwide reinforcement system; (3) Schoolwide teaching and re-teaching of expectations; (4) Implemented CICO managed through Tier 2/3 Team; (5) Met regularly with both teams INSIDE the contract time for teachers; (6) Included special educators, Title teachers, and related service providers on the Tier 2/3 team; (7) Leadership buy-in and attendance on both teams; (8) SHARED leadership; (9) Putting all of the pieces together – academic, behavioral, and social/emotional problem-solving in one place; and (10) Data collection and meeting notes in one system accessible to all (Educlimber). Our team wants to help you build this system in your building! Our presentation will include 15 minutes of background information about how we lead these teams in our building, but we really want to answer your questions and have a collaborative conversation. We will share stories, resources, and most importantly, our process for how we got to this point with our systems. Objectives: Provide real examples of how to build MTSS teams for Tier 1 and Tier 2/3, and give participants the vision of how this can look in their schools. Outcomes: Be inspired by a team that demonstrates shared leadership and be able to ask them questions for how this can happen in their building or district, and learn the specific tools and strategies our team uses to problem solve specific students and building wide.
 Silver 5	Leading With Impact: Understanding Rule 11 and Strengthening Early Childhood Programming Holli Lovegrove, Student Services Supervisor, ESU 6 <i>LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Communication & Collaboration, Data-Based Decision-Making</i> This session will provide an overview of Rule 11 requirements, equipping leaders with the knowledge to support compliance and high-quality early learning experiences. Participants will explore strategies to elevate leadership in early childhood, fostering collaboration and innovation within their districts. Connections will be drawn between early childhood education, NeMTSS, and continuous improvement efforts, highlighting how intentional leadership in early childhood strengthens student outcomes. Join us to gain insights, practical strategies, and a renewed vision for leading early childhood programs.
 Silver 6	Decoding the Brain: How Executive Function Unlocks Literacy Kahsi Velasquez, Skills Academy Coordinator, Grand Island Public Schools; Jaynie Hawkins, Psychologist, Grand Island Public Schools; and Sarah Dramse, Positive Supports Coach, Grand Island Public Schools <i>LEVEL: Beginner TOPICS: SEBL</i> This session explores executive functioning and its impact on students with ADHD and autism. Participants will learn to identify EF-related barriers and implement practical, classroom-ready strategies to support task initiation, regulation, and engagement, strengthening student success through a skill-based, trauma-informed approach aligned with MTSS and inclusive practices. 



Silver 7

Beyond Buy-In: Leading the Human Side of Literacy Change Through Implementation Science

Terrie Noland, Educational Leadership Consultant

LEVEL: TBD **TOPICS:** Infrastructure & Shared Leadership, Literacy, Building Systems, Communication & Collaboration

Session description coming soon.



Silver 8/9

Restorative Practices Within MTSS: Supporting Attendance and Engagement

Jill Guenther, Regional Support Lead (R2), NeMTSS; Amber Scott, Integrated Support Specialist (R2), NeMTSS; Emily Hughes, Professional Learning Development Consultant, ESU 3

LEVEL: Beginner **TOPICS:** SEBL, Data-Based Decision-Making, Layered Continuum of Supports

Strong relationships and belonging are essential to improving student outcomes. This session explores how Foundational Restorative Practices align within an MTSS framework to strengthen school culture, increase student connection, and support attendance. Participants will be introduced to the theories and practices and review the impact data from Nebraska schools.



Silver 10

Process and Planning Space

In alignment with the NeMTSS team's commitment to providing High-Quality Professional Development (HQPD), the summit includes a Process and Planning Space for educators. This dedicated space allows teams to gather, debrief and develop action steps based on shared learning from summit sessions. The room will be staffed by members of the Nebraska Department of Education Office of Special Education who can assist in action planning, especially in relation to a district's Continuous Improvement process and Targeted Improvement Plans.



Silver 11

When Behavior IS the Literacy Problem: Looking Beyond Defiance to Skill Deficits

Carrie Fairbairn, Sallye Lee and Kristen McKearney, Certified Classroom Teachers, ESU 3 Alternative Program

LEVEL: Beginner **TOPICS:** SEBL, Literacy, Layered Continuum of Supports, Data-Based Decision-Making

What if your "defiant" student just... can't read the assignment? This session connects literacy and behavior in MTSS, showing how avoidance, disruption, and shutdown often signal skill gaps. Walk away with practical strategies to reduce behaviors by increasing access—and maybe solve a few mysteries in your classroom.



Silver 12

School-Based Projects Developed and Implemented by WORDS Project Literacy Leaders

Kylee Rhamy, Project Manager, WORDS Project; Sara Wing, Project Director, WORDS Project; Colby Yearous, First Grade Teacher, Wauneta Palisade; Jessica Moore, Early Childhood Education Supervisor, ESU 9; Lori Kneorzer, Title 1/HAL/FPS Sponsor, Elwood Public Schools; JoAnn Neel, Kindergarten Teacher, Southwest Public Schools; and Sammy Meeks, Kindergarten Teacher, Hay Springs Public Schools

LEVEL: Beginner **TOPICS:** Infrastructure & Shared Leadership, Literacy, Communication & Collaboration, Data-Based Decision-Making

Literacy Leaders from WORDS Project schools will share results of their reading improvement projects, which included paraprofessional training, data-team development, and implementing reading interventions. Participants will learn how teachers developed project ideas for their specific school contexts, selected measurable outcomes, gained buy-in, and evaluated the impacts of their projects.

3:00-4:00 p.m. | Podcast Panel

Ballroom

The Good Life EDU Podcast Presents: What All Educators Can Do for Literacy

LEVEL: Intermediate **TOPICS:** Infrastructure & Shared Leadership, Literacy, Communication & Collaboration, Data-Based Decision-Making

Join in a live recording of The Good Life EDU Podcast with Andrew Easton as he meets with literacy leaders at the state, ESU and district level to discuss literacy in Nebraska. As a member of the podcast audience, you'll learn about what is happening throughout Nebraska, how it affects your school and district, and more about Materials Matter for All while connecting with fellow audience and panel members.



4:00-5:30 p.m. | Networking

Pre-Function Area

Connect with NeMTSS team members and find out more about their roles throughout the state. Network with colleagues in similar roles from different ESUs and districts, or meet up with your team after breakouts conclude. Appetizers and a cash bar will be available from 4-5:30 p.m. (Separate registration required.)



FRIDAY, OCT. 9

10:00-11:00 a.m. | Breakout Session D



Gold 1

We're All in This Together – Family Presentation (Keynote Follow-up) **The Hartranfts**

LEVEL: *Beginner* **TOPICS:** *Communication & Collaboration, Layered Continuum of Supports*

This presentation offers a powerful and personal look at one family's journey with autism, shared through multiple perspectives. When Ben was diagnosed with autism at age two, his parents began a path marked by challenges, unexpected joys, and deep growth. Ben's mom Sandy and brother Dan will explore the family dynamics shaped by autism including the often-unspoken experiences of siblings, and the resilience, growth, and love that hold families together. Attendees will gain meaningful insights, emotional connection, and practical tools to support individuals and families navigating autism.



Gold 7

School Spotlight: Launching NeMTSS: Lessons From Yutan Elementary's Journey **Yutan Elementary School**

LEVEL: *Intermediate* **TOPICS:** *Infrastructure & Shared Leadership, Communication & Collaboration, Data-Based Decision-Making*

Yutan Elementary engaged in a structured, collaborative process to launch and strengthen their NeMTSS implementation, using the NeMTSS Self-Assessment as the foundation for reflection and planning. Through intentional, team-based dialogue, staff analyzed current practices and built a shared understanding of strengths and areas for growth. Following completion of the self-assessment, the team conducted a root cause analysis to identify priority needs and align their efforts for maximum impact. The primary aim of this presentation is to highlight a practical, replicable approach to beginning or refining MTSS implementation. Objectives include: (1) sharing how the team used the self-assessment as a guide to conversations, (2) illustrating the role of root cause analysis in identifying high-leverage focus areas, and (3) sharing examples of targeted, actionable steps that support continuous improvement. Participants will leave with a clearer understanding of how to facilitate collaborative self-assessment processes, prioritize next steps, and develop action plans that are both strategic and sustainable. They will gain tools and insights that can be adapted to their own district or school context. This presentation is designed to connect with Nebraska educators by aligning directly with the NeMTSS framework and sharing real-world experiences from a Nebraska school. Attendees will have opportunities to reflect on their own systems, make connections to their current work, and identify practical strategies to support MTSS implementation across diverse educational settings.



Silver 1

School Spotlight: Designing a Schedule That Works: MTSS, Data, and Community Voice in Action **Gordon-Rushville Middle School**

LEVEL: *Beginner* **TOPICS:** *Infrastructure & Shared Leadership, Communication & Collaboration, Data-Based Decision-Making, Layered Continuum of Supports*

Over the past two years, our school has been researching a solution to two problems. Currently, we pull out students from electives and core classes for intervention and enrichment (HAL Programming). Secondly, we have an optional flex period at the end of the day that has not been effective. Over the course of the past few years, we have gathered insights from other districts, NDE, and done research to find a more effective way to use our time in the school day. We then engaged our community, students, and staff in the research and solutions to drive a better schedule that meets the needs of our students. This presentation will discuss that process, our reasons behind decisions we made, and how we listened to data to drive change within our building.

 Silver 2/3	From Data Collection to Intervention: MTSS Dashboards That Actually Help Teams Act Shannon Conant, Instructional Coach, Conestoga Jr–Sr High School; and Lisa Bergmeyer, Curriculum Director, Conestoga Jr–Sr High School <i>LEVEL: Beginner TOPICS: Building Systems</i> This session demonstrates how Conestoga Public Schools built an MTSS dashboard in Looker Studio that turns everyday student data into clear, actionable insights. Participants will learn how to organize key indicators, visualize student risk, and create simple dashboards that help teams identify needs faster and support more effective MTSS decision making.
 Silver 4	School Spotlight: Get Comfortable Being Uncomfortable: Our Secondary MTSS Journey Falls City Public Schools <i>LEVEL: Beginner TOPICS: Infrastructure & Shared Leadership</i> Over the past two years, Falls City Public Schools has intentionally built the infrastructure necessary to implement meaningful Tier 2 interventions at the secondary level. Our “School Spotlight” presentation will highlight how we restructured our school day to embed systematic intervention time within the master schedule, moving from isolated supports to a cohesive MTSS framework. Through data gathering and honest reflection, we identified that while Tier 1 instruction and Tier 3 supports were present in our secondary buildings, Tier 2 systems lacked clarity and consistency. This realization led to critical conversations about ownership, scheduling, staffing, and progress monitoring. The receipt of the Comprehensive Literacy State Development (CLSD) grant provided momentum, allowing us to focus deeply on literacy within our MTSS framework. In partnership with District Management Group (DMG), we piloted a progress monitoring system with our ELA staff, utilizing the NWEA MAP Growth Screener to identify students scoring at or below the 40th percentile and to monitor growth over time. This work required establishing shared leadership structures, clarifying roles, and strengthening our data cycles. Our presentation will emphasize one of the Essential Elements of MTSS: Infrastructure and Shared Leadership. We will share practical strategies for building adult buy-in, aligning schedules to student need, and using data to drive decision-making at the secondary level. Attendees will leave with actionable steps, implementation tools, and an honest update from our first months of rollout. This will include both “glows” and “grows.” Most importantly, we aim to inspire leaders to embrace the difficult conversations necessary to move systems forward and become comfortable being uncomfortable in pursuit of improved outcomes for students.
 Silver 5	Grounded to Lead: Building the Foundation for Instructional Leadership Ryan Ricenbaw, Director of Statewide Teacher and Principal Support, NDE; and Jeff Gilbertson, School Leadership Specialist, NDE <i>LEVEL: Beginner TOPICS: Infrastructure & Shared Leadership, Building Systems, Communication & Collaboration, Data-Based Decision-Making, Layered Continuum of Supports</i> This session challenges educators to examine the gap between how they define instructional leadership and how it actually shows up in daily practice. Participants will explore a clear framework connecting leader clarity to teacher clarity, collective efficacy, and student outcomes — and leave with one concrete next step they can act on immediately.
 Silver 6	Teachers and Parents as Partners: A Collaborative Approach to Tier 2/3 Intervention Amanda Witte, Research Associate Professor, Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska–Lincoln; and Jeremy Weber, MTSS Coordinator, Bellevue Public Schools <i>LEVEL: Beginner TOPICS: Infrastructure & Shared Leadership, SEBL, Building Systems, Communication & Collaboration, Data-Based Decision-Making, Layered Continuum of Supports</i> Teachers and Parents as Partners (TAPP) is efficacious in schools at improving student outcomes and positive parent-teacher relationships. This presentation will describe one Nebraska district’s adoption of TAPP into their elementary MTSS. Specifically, we will detail the TAPP facilitator training and coaching process, student identification procedures, implementation fidelity, and outcomes.

 Silver 7	The Power of the Poster: Small Moves, Big Impact for Behavior and Literacy Scott Eckman, NeMTSS State Co-Coordinator and State Personnel Development Grant Coordinator, NDE; and Heather Robbins, NeMTSS System Consultant, NDE <i>LEVEL: Beginner TOPICS: SEBL, Literacy, School Safety, Building Systems, Layered Continuum of Supports</i> This session explores the power of classroom values and their impact on student behavior and academic success. Learn practical strategies such as pre-corrections and specific feedback that are only effective once values have been established. Participants will also explore strategies for assessing and increasing the power of our classroom values. 
 Silver 8/9	From Understanding to Implementation: Tiered Supports for Dyslexia and Dysgraphia Pam Bazis, Assistant Professor, Department of Special Education and Communication Disorders, University of Nebraska–Lincoln; and Amanda Kern, Associate Professor, Special Education and Communication Disorders, University of Nebraska at Omaha <i>LEVEL: Beginner TOPICS: Literacy, Data-Based Decision-Making, Layered Continuum of Supports, Dyslexia</i> This session equips educators with practical Tier 1 and Tier 2 instructional strategies for supporting students with dyslexia and dysgraphia. Participants will learn to apply evidence-based structured literacy practices, use screening and progress-monitoring data to guide instruction, and implement classroom-ready supports for reading and writing difficulties aligned with NeMTSS. 
 Silver 10	Process and Planning Space In alignment with the NeMTSS team’s commitment to providing High-Quality Professional Development (HQPD), the summit includes a Process and Planning Space for educators. This dedicated space allows teams to gather, debrief and develop action steps based on shared learning from summit sessions. The room will be staffed by members of the Nebraska Department of Education Office of Special Education who can assist in action planning, especially in relation to a district’s Continuous Improvement process and Targeted Improvement Plans.
 Silver 11	From Systems to Success: MTSS That Moves Literacy Forward Abby Burke, Carrie Sublette and Dawn Spurck, Reading Teacher Coach Specialists, WORDS Project, Nebraska Center for Research on Children, Youth, Families and Schools <i>LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Literacy, Building Systems, Data-Based Decision-Making, Layered Continuum of Supports</i> Elementary school leaders will explore four system-level actions to strengthen literacy outcomes and lead as intentional literacy leaders. Participants reflect on current systems, align tiered supports, and strengthen data teams. Through guided planning, they develop a focused, actionable plan to improve instruction and enhance literacy systems that support success for every reader.
 Silver 12	Access Isn’t a Tier: Communication Drives MTSS at Every Level Michael Brummer, Statewide Education, Youth & Family Liaison, Nebraska Commission for the Deaf and Hard of Hearing <i>LEVEL: Beginner TOPICS: Communication & Collaboration, Layered Continuum of Supports</i> This session equips educators to strengthen Tier 1 literacy instruction by embedding communication access into MTSS. Participants learn to identify access barriers, align supports with core instruction, and improve data-based decisions to increase equitable outcomes and maximize impact for all learners. 



Gold 1

From Barriers to Breakthroughs: UDL-Inspired Leadership for Secondary MTSS

Brooke Kahl, NeMTSS State Co-Coordinator, NDE; Jill Guenther, Regional Support Lead (R2), NeMTSS; and Amber Scott, Integrated Support Specialist (R2), NeMTSS

LEVEL: Intermediate **TOPICS:** Infrastructure & Shared Leadership, Building Systems, Communication & Collaboration, Data-Based Decision-Making, Layered Continuum of Supports

Struggling with staff buy-in, rigid master schedules, or collaborative structures at the secondary level? This session reframes those barriers as leadership design challenges, and participants will leave with UDL-inspired approaches that can help administrators embrace flexibility to support MTSS at the secondary level. We will identify ways to enhance school culture, foster growth mindsets, and drive sustainable improvements.



Gold 7

School Spotlight: DC West Inclusive Special Education: Improving Student Achievement Through the Inclusive Practices Academy

DC West Community Schools

LEVEL: Beginner **TOPICS:** Communication & Collaboration, Layered Continuum of Supports

How does a district move beyond “attending a training” to fundamentally changing the instructional landscape? This session explores the professional learning journey of DC West Community Schools and their participation in ESU 3’s Inclusive Practices Academy (IPA). Members of our team will detail how the IPA empowered teachers to move beyond compliance—using IEPs as active instructional tools, strengthening co-teaching partnerships, and universally designing learning environments (UDL) for all learners. We will share our experiences as participants in the IPA, how we utilized what we learned to transform our classroom into an inclusive space designed to meet the needs of all learners, and how we routinely use co-teaching and universal design for learning principles to support students. Most importantly, we will present the evidence of our success. Our data indicate that students with disabilities in these trained inclusive settings demonstrated higher growth than their general education peers. Furthermore, the results show that all students—whether in general or special education—achieved greater growth with trained co-teaching pairs than in traditional settings. Participants will leave with a clear understanding of the steps, challenges, and successes involved in translating IPA learning into evidence-based practices that lift outcomes for every learner.



Silver 1

Impact Begins with Predictability, Belonging, and Engagement

Heather Robbins, NeMTSS System Consultant, NDE; and Scott Eckman, NeMTSS State Co-Coordinator and State Personnel Development Grant Coordinator, NDE

LEVEL: Beginner **TOPICS:** SEBL, Literacy

Participants explore how strong Tier 1 classroom systems drive literacy outcomes. The session highlights predictable routines, relationship-centered environments, and active engagement to increase instructional time, academic responding, and psychological safety. Attendees gain practical strategies, reflection tools, and implementation ideas to strengthen classroom conditions and improve literacy access for all learners.



 Silver 2/3	School Spotlight: Secondary Navigation — Igniting Secondary MTSS Implementation Fueled by Data Sandy Creek High School <i>LEVEL: Beginner TOPICS: Infrastructure & Shared Leadership, Communication & Collaboration, Data-Based Decision-Making, Layered Continuum of Supports</i> Start those engines and join the Secondary MTSS journey! Take away practical tips, tricks and lessons learned during our 6-12 MTSS implementation to help your team ignite or elevate your MTSS impact. Participants will walk away with concrete examples of how to organize and use data to monitor implementation and guide system-level decision-making to support student achievement and well-being. Data examples will include MTSS Self-Assessment, behavior and communication, attendance, grades, and a social emotional screener.
 Silver 4	School Spotlight: The Milford Public School MTSS Implementation Story...So Far Milford Public Schools <i>LEVEL: Intermediate TOPICS: Infrastructure & Shared Leadership, Communication & Collaboration, Layered Continuum of Supports, Data-Based Decision-Making</i> Milford Public Schools has been on the MTSS journey for several years. In this presentation, we will share the history of the process at MPS, and the developments of the last few years. Unique aspects of our work so far include: (1) Working to get more consistent with practices, procedures, and routines around literacy instruction; (2) Implementation of a flexible master schedule with built in times for WIN at all grade levels, K-6; (3) Implementation of targeted reading intervention with JHHS students; (4) Monthly data meetings for grade-level teams (K-6), including interventionists and special education teachers; (5) Participation in the Nebraska WORDS Project, providing coaching (4X a year) and professional development (4X a year); (6) MTSS work and systems are directly embedded in our Strategic Plan and School Improvement Process; (7) Leveraging the expertise of special education teachers to the benefit of Tier 1 practices; and (8) A commitment to having our literacy experts (classroom teachers) in front of small groups of students with literacy needs. There have been some stumbling blocks along the way, such as alignment with where we are in the MTSS process with what is being offered by the Nebraska WORDS Project, and some growing pains, as we work to include all students in our data conversations and decision-making at monthly data meetings. We'll also talk about our next steps in the implementation of MTSS at MPS.
 Silver 5	Heading in the Right Direction: Aligning Reading and Learning Science Stephanie Lundgren, Teaching and Learning Specialist, ESU 8; and Erin Trusty, TLT - Literacy Specialist, ESU 4 <i>LEVEL: Beginner TOPICS: Literacy, Instruction</i> Participants explore how aligning the Science of Reading and the Science of Learning strengthens Tier 1 instruction within a NeMTSS framework. They gain practical strategies—explicit instruction, retrieval practice, and cognitive load management—to improve literacy outcomes, enhance core instruction, and reduce reliance on Tier 2 and Tier 3 interventions. 
 Silver 6	Bringing Clarity to Complexity: MTSS Tiers of Support for English Language Learners Dawn Ferreyra, Professional Learning Consultant, ESU 3; and Mark Brady, Administration, ESU 7 <i>LEVEL: Beginner TOPICS: Infrastructure & Shared Leadership, Building Systems, Communication & Collaboration, Data-Based Decision-Making, Layered Continuum of Supports</i> Empower your teachers as Nebraska's multilingual population grows! Discover how to identify precise support levels, transition students confidently, and address intensive needs. You'll gain high-impact tools to strengthen your district's MTSS systems. Join us to transform your approach and ensure every multilingual learner reaches their full potential. 



Silver 7

Vibe Check: Ensuring Our Tier 2 “Data-Based Decisions” Are Based on Data

Sara Kupzyk, Associate Professor, Department of Psychology, University of Nebraska at Omaha

LEVEL: Intermediate **TOPICS:** SEBL, Building Systems, Data-Based Decision-Making, Layered Continuum of Supports

This session will outline key strategies for setting up small group instruction for success. Attendees will learn about best practices for grouping, how to use data to meet student needs, strategies to increase student engagement, and methods for progress monitoring outcomes. Examples from schools will be provided throughout.



Silver 8/9

Identifying Students With Dyslexia (and Dysgraphia): Data-Based Decision-Making Within MTSS

Pam Bazis, Assistant Professor, Department of Special Education and Communication Disorders, University of Nebraska–Lincoln

LEVEL: Intermediate **TOPICS:** Literacy, Data-Based Decision-Making, Assessment

This interactive session engages educators and school psychologists in applying research-based approaches to identify dyslexia and dysgraphia using multiple data sources. Participants analyze student profiles, examine assessment pitfalls, and recognize meaningful patterns in reading and writing to support accurate, instructionally relevant identification decisions.



Silver 10

Process and Planning Space

In alignment with the NeMTSS team’s commitment to providing High-Quality Professional Development (HQPD), the summit includes a Process and Planning Space for educators. This dedicated space allows teams to gather, debrief and develop action steps based on shared learning from summit sessions. The room will be staffed by members of the Nebraska Department of Education Office of Special Education who can assist in action planning, especially in relation to a district’s Continuous Improvement process and Targeted Improvement Plans.



Silver 11

From PD to Practice: Coaching That Drives Research-Based Literacy Instruction

Abby Burke, Amanda Clouse and Jaydn Ehresman, Reading Teacher Coach Specialists, WORDS Project, Nebraska Center for Research on Children, Youth, Families and Schools

LEVEL: Advanced **TOPICS:** Literacy, Communication & Collaboration

Literacy coaches examine how to connect professional learning to classroom practice through coaching. Participants explore strategies for reinforcing research-based literacy practices, using student data to guide instruction, and facilitating focused coaching conversations. The session supports reflection on coaching systems and development of plans to strengthen teacher implementation and improve literacy outcomes.



Silver 12

Strong Enough to be Flexible: Building Your Systems With Adaptability

Andrew Morton, Director of Student Services, Mount Vernon R-V School District

LEVEL: Intermediate **TOPICS:** Infrastructure & Shared Leadership, SEBL, Building Systems, Data-Based Decision-Making, Layered Continuum of Supports

This presentation emphasizes the balance between strength in self-control and adaptability in practice. Attendees will experience new ways to influence staff through common language and self-reflection. Values learned in our time together will enable leaders to empower staff to try a new way, while focusing on what they can control.