



Multi-Tiered Systems of Support (MTSS) Standing Committee

November 20, 2024

Location: District Office for Bellingham Public Schools, 1985 Barkley Blvd.

Time: 4- 5:30 p.m.

Presenters: Arionda Feeney, assistant superintendent; Mike Copland, deputy superintendent; Jessica Wallace, teacher on special assignment; and Analisa Ficklin, director of special education.

Members present: Arionda Feeney, assistant superintendent; Mike Copland, deputy superintendent; Jessica Wallace, teacher on special assignment; Andrea Quigley, teacher on special assignment; Analisa Ficklin, director of special education; Pam Pottle, principal at Northern Heights elementary school; Doug Ray, school support team; Stephanie Korn, principal at Lowell elementary school; Rachel Frye, instructional coach at Carl Cozier and Lowell elementary schools; Alex Johnson, dean of students at Carl Cozier elementary school; Kacey Emerson, teacher at Roosevelt elementary school; Lara Stark, teacher at Parkview and Lowell elementary schools; Sarah Zeller, teacher at Whatcom middle school; Luke Hostetler, teacher at Sunnyland elementary school; Matt Neisinger, school nurse; Brooke Wertz, teacher at Bellingham Family Partnership Program; Donte Thomas, campus monitor at Squalicum high school; Anna Burns, teacher at Shuksan middle school; Molly Hayes, teacher at Bellingham high school; Rebecca Sauter, school support team lead; Craig Baldwin, principal at Cordata elementary school; Yana Mansfield, instructional coach and teacher on special assignment; Jennifer Newbauer, counselor at Kulshan middle school; Shala Poulsen, speech language pathologist at Wade King elementary school; Sam Slider, school psychologist at Kulshan middle school; Alexa Tucker, teacher at Shuksan middle school; Clare Martin, teacher at Birchwood elementary school; Lisa Regier, school psychologist at Birchwood elementary school; Kaylee Nelson, teacher at Geneva elementary school; Heidi Johnson, speech language pathologist; Nicole Cook, assistant principal at Wade King elementary school; Stacia Reid, school psychologist at Alderwood and Sunnyland elementary schools; Jeremy Louzao, assistant principal at Squalicum high school; and Anna Harrison, counselor at Birchwood elementary school.

Welcome: Ari welcomed the group and thanked everyone for being here. Ari introduced presenters Mike Copland, Jessica Wallace and Analisa Ficklin. What is the purpose of this committee?

Agenda

- Welcome
- Framing this Work
- Activator
- Healthy MTSS System and Structure
- MTSS Committee Teams - BPS MTSS in Action
- Plan-Do-Study-Act
- Closing and Resources

Framing this Work

Mike introduced himself and welcomed the group.

Looking back, up until last year, there was an Inclusionary Practices Committee and Student Conduct Committee. How do we support tier and beyond and have these two groups parcel? What do we mean when we say inclusion? Inclusion means that students experience meaningful participation in all educational settings, both academically and socially. Inclusion practices include exemplary and instructional strategies, co-teaching, class profile and review. Student Conduct focused on regulation strategies phase II and brain-based regulation. These groups developed a two-year flow chart at each level. Looking forward, the MTSS committee is connecting these practices to the MTSS framework.

Bellingham Public Schools recognizes the importance of effective instruction in an inclusive environment. The goal of the Multi-Tiered Systems of Support (MTSS) Standing Committee is to serve as an evidence-based organizational approach for our district and schools, as we strive to create equitable, consistent, and flexible systems. This committee will use data to recommend the next steps for system-wide approaches to great teaching with strong support. The MTSS Standing Committee will encapsulate the work previously done by the Joint Committee on Student Conduct and the Inclusionary Instructional Strategies Committee, both of which will sunset with the start of this new standing committee. The committee will be the liaison and representative for their school and leadership team. Moving forward, the committee will complete tasks and build the bridge between schools and the committee.

Activator

Jessica led the activator. Members asked to walk around the room, read the activator on the six whiteboards, sketch, or write your answer and introduce yourself to the people around you.

Activators

1. An example of tiered instruction
2. An example of how we partner with families around student progress
3. An example of data and how it is used
4. MTSS is...
5. An example of teaming
6. An example of collaboration around student needs

MTSS committee will connect these specific 2024-25 district firm goals

1. Knowledge
 - Making connections between academic and social/emotional learning
2. Skills and practice
 - Providing access to grade level content for all students
3. Implementation
 - Teaching district adopted Tier-1 curriculum
4. Feedback
 - Using data to measure student growth over time

Healthy MTSS System and Structure

Analisa presented how the MTSS framework addresses all student needs across all areas (academic, social, emotional, and behavioral). She stated this committee has this background knowledge and as a team, can determine how they can help fit it all together.

What does a healthy MTSS look like? Starting with the five components of the OSPI model: Team-Driven Shared Leadership; Data-Based Decision Making; Family, Student, Community Engagement; Continuum of Support and Evidence-Based Practices. The goal for continuum of supports is to provide 100% access to Tier 1 instruction for all students; layered with progress monitoring to determine the need for Tier 2 evidence-based interventions and extensions and then with progress monitoring determine the need for additional intervention of Tier 3 evidence-based individualized interventions with the Tier 1 and Tier 2 level of supports. Family engagement is at all levels of support.

For MTSS structures to work we need to coordinate support, have collaborative teaming and look at grade level data and/or student data at building and district level as a collaborative team while continuing to refine tier interventions.

MTSS Committee Teams - BPS MTSS in Action

Jessica presented a BPS MTSS in action scenario for groups to discuss at their table. After reading the scenario, find and discuss evidence and next steps of a healthy MTSS System. What is working and not working?

Plan-Do-Study-Act

The Plan-Do-Study-Act is the BPS model for implementation of MTSS Cycle of Inquiry. It is important to get to know who students are not only through quantitative measures but also observation.

Plan

- Identify the problem or possibility of practice (PPOP)
- Write a claim with evidence (data) to support PPOP
- Develop an Action Plan

Do

- Implement the Action Plan
- Ensure fidelity of implementation
- Collect data
- Progress monitor

Study

- Analyze data
- Review implementation
- Determine effectiveness

Act

- Make a decision based on data
 - o Adopt
 - o Adapt
 - o Abandon

At tables, an example was given and then discussed the steps needed to determine the first step of the MTSS Cycle of Inquiry.

- Start with a plan by identifying the problem or possibility of practice (PPOP)
- Write a claim with evidence (data) to support PPOP
- Action plan to use for the rest of the cycle of inquiry
- Develop an action plan

Key questions when determining a plan on MTSS Cycle of Inquiry

- What question are we attempting to answer?
- What data do we have to support this claim/question?
- What data will help us monitor the plan?
- Who is in charge of data collection?
- What data would determine success or adjustment?
- What is the longevity of the plan?

Closing and Resources

The task between now and the next meeting on December 18, connect with your building team/principal to identify an existing or next problem or possibility of practice. What is the claim or question that you want to answer? What could data collection look like to support this claim? Upload your idea and/or information in the form of a question, couple of sentences or narrative into OneNote and be ready to share with your table group at the next meeting.

Presenters requested feedback prior to the end of the meeting. Notecards provided.

1. What one thing resonated with you from today's meeting?
2. Wonder or hope for upcoming meetings?

MTSS committee resources and notes available in the 2024-25 MTSS Standing Committee OneNote.

Next meeting: December 18, 2024, 4-5:30 p.m., Bellingham Public Schools District Office