



Multi-Tiered Systems of Support (MTSS) Standing Committee

March 19, 2025

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

Time: 4- 5:30 p.m.

Presenters: Jessica Wallace and Andrea Quigley, teachers on special assignment.

Members present: Mike Copland, deputy superintendent; Jessica Wallace, teacher on special assignment; Analisa Ficklin, director of special education; Arionda Feeney, assistant superintendent; Rachel Frye, instructional coach at Carl Cozier and Lowell elementary schools; Jodi Haggen, special education teacher at Silver Beach elementary school; Alex Johnson, dean of students at Carl Cozier elementary school; Matt Neisinger, school nurse; Pam Pottle, principal at Northern Heights elementary school, Shala Poulsen, speech language pathologist at Wade King elementary school; Andrea Quigley, teacher on special assignment; Sam Slider, school psychologist at Kulshan middle school; Dana Smith, assistant director of communications; Dionte Thomas, campus monitor at Squalicum high school; Luke Hostetler, teacher at Sunnyside elementary school; Stephanie Korn, principal at Lowell elementary school and Jermy Louzao, assistant principal at Squalicum high school.

Welcome: Mike welcomed the group and reviewed the MTSS Standing Committee goals. Today's meeting focuses on use of collective expertise of the committee to develop a curated list of resources that demonstrate best practices.

Reviewed MTSS Committee Goals

- Establish a vision for how to implement a strong, evidence-based MTSS for all students in Bellingham Public Schools
- Use collective expertise of the committee to develop a curated list of resources that demonstrate best practices.
- Investigate, review, and recommend professional learning experiences that can be accessed by district employees in support of growing our work in inclusive instructional strategies.
- Focus on growing inclusive strategies and increasing the scope of inclusion over time, beginning with the early grades.

Outcomes

- Strengthen our data-driven teams in every building to have the tools and understanding to implement a strong, evidence-based MTSS framework.
- Develop a system-wide culture of using data to drive our equitable decision-making.
- Provide a solid foundation to service all our goals.

Agenda

- Review elements of healthy MTSS (attendance team model)
- Applying our understanding to a new problem of practice (PPOP): social emotional learning

February Meeting Review

February feedback one-word highlights: Thank you Cordata Team!

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|--------------|-------------------------|
| ▪ Systems | ▪ Love |
| ▪ Connection | ▪ Cross-collaboration |
| ▪ Belonging | ▪ Next actionable steps |
| ▪ Efficient | ▪ Inclusive |
| ▪ Leadership | ▪ Resource |
| ▪ Teams | ▪ Progress |
| ▪ Attentive | ▪ Inspired |

Review elements of healthy MTSS (attendance team model)

Jessica asked members when thinking of a healthy MTSS framework, on a sticky note write:

- I have a strong understanding of ____.
- I am still working on what a healthy MTSS system is ____.

Since we last met...

1. Presented attendance tiered resources to elementary and middle school administrators.
2. Building asked-for informal meetings to help next steps with attendance teams.
 - Efficiently gather data from Homeroom
 - Use attendance tiered resources
3. Implemented feedback and created a DRAFT MTSS Resource on the Staff Hub (not live yet)

Jessica asked members to review and provide feedback on the draft MTSS Hub Resource.

Go to OneNote and click on MTSS HUB resource.

Note feedback on:

- Does it match the tiered resource list?
- Focus on how and when to support.

Review each tier and note:

- What do you like?
- What do you wonder?

Applying our understanding to a new PPOP – social emotional learning

Make sure data drives the decisions.

Beginning with the Plan. What question are we attempting to answer? How can we improve social emotional learning and increase belonging and inclusion across our system by applying an MTSS framework? What data do we have to support this claim/question? DESSA, TSG, anecdotal data about implantation of Caring School Community, referrals to mental health and intervention specialists and request for paraeducators to support.

Andrea reviewed the team's social emotional learning tasks.

First:

1. Provide suggested revision on hard copy of draft SEL tiered support resource.
2. Provide general feedback in the OneNote.

Second: Groups engaged in one or more choice tasks

1. Data based decision making. Using the data resource from December, identify what assessment practices we have in place for SEL and what we need. Resources include universal screening, diagnostic, fidelity, and progress monitoring.
2. Team driven shared leadership. Discuss and take notes for each question. What teams discuss SEL in your building? What protocols are used? How will the tiered resource support document help teams? How can our team driven shared leadership support the implementation?

March Task

Enjoy your time off and see you in April!

Next meeting: 4-5:30 p.m., April 19, 2025, Bellingham Public Schools District Office