



Multi-Tiered Systems of Support (MTSS) Standing Committee
April 16, 2025

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

Time: 4- 5:30 p.m.

Presenters: Mike Copland, deputy superintendent; 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; Alex Johnson, dean of students at Carl Cozier elementary school; Matt Neisinger, school nurse; Pam Pottle, principal at Northern Heights 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 Sunnyland elementary school; Stephanie Korn, principal at Lowell elementary school; Jermy Louzao, assistant principal at Squalicum high school; Craig Baldwin, principal at Cordata elementary school; Nicole Cook, assistant principal at Wade King elementary school; Rebecca Sauter, student support team lead; Bethany Barrett, assistant principal at Options high school; Debora Haney; director of early childhood and family engagement and Jeremy Louzao, assistant principal at Squalicum high school.

MTSS committee, please review your PPOP in OneNote as you come in.

Welcome: Mike welcomed the group, reviewed the MTSS Standing Committee goals and meeting agenda.

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

- March Meeting Recap
- Shared Learning and Review
- Bellingham High School Highlight – 9th Grade Success Team
- Work Time to Build Consensus
- Sneak Peek
- April Task and Reflect

March Meeting Recap

Feedback strengths shared: Committee feels confident with understanding framework and evidence-based practices.

Feedback needs shared: Teaming across our buildings and district to help implement practices.

- Organize the resources by level
- Universal screeners for all levels
- Laura Burke videos
- Need professional development around restorative practices
- Calm corners in elementary and regulation rooms in secondary

Shared Learning and Review

To team around data, committee members paired with a partner, walked around the room, and read and discussed the artifacts written on the four whiteboards.

Bellingham High School Highlight – 9th Grade Success Team

Molly Hayes presented. The 9th grade success team is tracking the progress of 9th graders in high school by specifically looking at attendance and/or if student is failing a first semester class, discipline, and other factors. She shared:

1. Structure: who is on the team, how often it meets, areas of focus
2. Data: what are the data sources being accessed or used in the work?
3. Outcomes: what is happening for kids based on what are you doing?

Team leaders include the principal and additional staff members. They have meetings every two weeks, after school for one hour and lunch meetings when available.

Some support initiatives include:

- All 9th graders take AVID, which teaches strategies to be successful students and provides a place to work on homework.
- Lunch with LINK leaders once a week to support students in completing assignments.
- After school study center for testing or to complete assignments.
- If a student does not pass first semester, then they can earn a pass (P) grademark during the second semester with improvements during second semester.
- SmartPass restrictions track when students are out of the classroom and are limited per day;

Molly shared a variety of data sources the team uses, including data sources from Skyward, special education accommodations, and knowledge of each student as an individual. chers and others and collaborate.

The Bellingham High School support team's planned next steps include: encouraging more teacher collaboration, lunch time support and tutoring, using tardy data, meeting with parents, maximizing use of AVID, and continuing to dig into data as a team.

Work Time to Build Consensus

Jessica asked committee members to turn and talk to each table to discuss Molly's presentation in relation to the MTSS framework.

Andrea asked committee members to take 25 minutes to work on today's task of aligning our pedagogical beliefs around data, with the end goal of building consensus around equitable decision making for all students.

1. Brainstorm with your table best practices around data that is equitable for all students. Think about artifacts, current teamwork, previous learning, etc.
2. Using your brainstorm, write down 3-5 belief statements around data.
 - We believe...
 - We believe...
 - We believe...

April Task

Committee members meet with other teams. In the next month as you sit in these meetings, informally observe and take note on how data becomes part of the conversation. We will share at the May meeting.

The facilitators requested feedback on sticky notes:

1. Note something to 'glow' about.
2. Note something to 'grow'.

Next meeting: 4-5:30 p.m., May 21, 2025, Bellingham Public Schools District Office