



Multi-Tiered Systems of Support (MTSS) Standing Committee
May 21, 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, Early Childhood and Family Engagement; Jeremy Louzao, assistant principal at Squalicum high school;

Welcome: Mike welcomed the group and introduced the Roosevelt elementary team Kacey Emerson, Tina Allsop, Aaron Darragh and April O'Halloran, 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

- Update and Progress
- Roosevelt Highlight
- Data Belief Journey and Discussion
- Reflection

Jessica shared some updates.

- The attendance tiered resources are now live on the staff hub.
- From the feedback the elementary and secondary SEL tiered resources were developed.

Roosevelt Elementary School Highlight

Roosevelt team Kacey Emerson, Tina Allsop, Aaron Darragh and April O'Halloran presented: what do students and adults need?

They reviewed what was missing, how they accessed data, and whether data was accurate in order to strengthen a system-wide culture of data that drives decision making for equitable outcomes.

Roosevelt's story:

- They practiced co-designing tier 1 collective agreements.
- IB feedback guided them this year and led them to focus on assessments.
- District MTSS focus: They wanted a stronger foundation around data and assessment. Tier 1 is the key and best way to involve all adults in the process and the development of an agreement.

Roosevelt looked at approaches and collective beliefs around assessment. How does a classroom change when the kids are involved? They used readings from the book Inquiry Mindset Elementary by Trevor MacKenzie. Roosevelt received an OSSl grant to focus on this assessment work and implement it in classrooms.

After the Roosevelt team read Inquiry Mindset Elementary, they asked themselves, "what are our beliefs?" They settled on the following beliefs:

1. Sharing learning goals and co-designing success criteria with students.
2. Teaching into self-assessment and reflection skills.
3. Providing regular, timely and purposeful feedback that empowers students to progress and demonstrate deep understanding.
4. Process over production.

Roosevelt goals next year are to start the year with shared beliefs, co-designed collective practices and learning how to collect street data. They created reflective questions to review with each staff member. Staff members will work with one of their students and learn all about them as humans and as learners. Then three times a year they will conduct a class review and see their growth. This is street level data. They plan to collectively use the street data and SGCs.

Data Belief Journey and Discussion

Jessica stated as we look back to committee goals, note we all represent the system.

Last April, we brainstormed data beliefs, and we took these data beliefs to the department of teaching and learning team. Data guides evidence-based decision-making which leads to purposeful growth.

The feedback was to create 3-4 concise belief statements that can be used across our shared team

driven leadership to support data-based decision making.

1. We center students, families, and culture.
2. We collaborate to collect data and analyze with curiosity.
3. We use multiple, triangulated data sources to make informed decisions.
4. We value shared responsibility and actionable dialogue.

Jessica asked everyone to turn and talk at their table about what resonates and questions you have for the Roosevelt team?

Share out:

- We are ready to reengage with all data and look at the whole child.
- We are all learning together.
- Being vulnerable is valuable.

Andrea asked committee members to reflect on how the belief statements can enhance team activities, and to determine what additional learning is needed.

Mike thanked the committee members for coming. He invited them to return next year to continue the work. He thanked them for their productive progress, commitment, and energy.

In OneNote there is a link to a short MTSS committee feedback and to please answer the question, "What do you see as the next steps?"

Next meeting: to be scheduled, fall 2025.