



Multi-Tiered Systems of Support (MTSS) Standing Committee Meeting Notes
4- 5:30 p.m., January 21, 2026

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

Presenters: Mike Copland, deputy superintendent; Arionda Feeney, assistant superintendent; Jessica Wallace, teacher on special assignment

Agenda

- Welcome + Purpose
- SEL Hub Resources
- Universal Screeners
- Level Teams & Data Process
- Next Meeting & Closing

Welcome and Purpose

Ari welcomed the group and explained that the purpose of today's meeting was to revisit the concept of universal screeners, emphasizing both their purpose and their value as a tool. The group would also practice analyzing data and making decisions about Tier 1 instruction based on that data. Ari reminded everyone of the district's firm goals for the year, noting that for this committee, the primary focus is on *providing access to grade-level standards for all students through a strong MTSS framework*. Finally, she reviewed the MTSS Committee Charter and highlighted today's focus on determining how instructional strategies and interventions will be communicated and shared.

SEL Hub Resources

Ari explained that the focus of today's meeting was shaped by feedback from the last meeting held in December. The intention is for committee members to feel equipped to bring what they learn back to the teams they participate in within their school buildings. One major request from the previous meeting was to learn more about established elementary social-emotional learning (SEL) practices so that secondary staff can better advocate for their own SEL needs and engage in deeper conversations about a middle and secondary SEL framework, tools, and practices—not solely Positive Behavioral Interventions and Supports (PBIS). Ari then guided the committee through accessing elementary SEL resources on the Staff Hub and distributed a draft of the secondary SEL framework. Mixed groups of elementary and secondary members were formed to review the elementary SEL Hub resources together and discuss potential parallels that could support secondary implementation. Each group then shared feedback based on their discussions.

Universal Screeners

Additional feedback from the last committee meeting indicated that members want consistent teaming structures and universal screeners across all grade levels, as well as multiple

data-collection resources for staff. To support this, Jessica distributed an excerpt on universal screening from *Assessment Practices within a Multi-Tiered System of Support* to help refine the group's understanding. Jessica then reviewed additional feedback from the previous meeting, which included a desire for:

- Examples of how MTSS team structures function in schools and what they look like in practice.
- More systematic, school-wide teaming around behavior.
- Sample protocols that would help teams apply shared data beliefs and work efficiently.
- A more objective, consistent approach to analyzing data.

Level Teams & Data Process

To focus on the last request, 'a more objective, consistent approach to analyzing data,' Jessica asked groups to reorganize so that each included members from all school levels. Together, these mixed groups examined Tier 1 universal screening data. Elementary participants reviewed district DESSA data, middle school participants reviewed district attendance data, and high school participants reviewed district No Credit data. Each dataset included information disaggregated by grade level, race/ethnicity, poverty, and disability status. Jessica then guided the groups through a three-phase data-dialogue process. Phase 1 focuses on activating and engaging; Phase 2 on exploring and discovering; and Phase 3 on organizing and integrating. The committee discussed the first two phases in depth, and Jessica provided guiding questions for each:

Phase 1: Activate and Engage – Make predictions and surface assumptions

Key Questions:

- What do we predict the data will show? Why?
- What questions do we have?

Phase 2: Explore and Discover – Examine the data and describe it without bias

Key Questions:

- What points seem to “pop out”?
- What patterns, categories, or trends do we notice?
- What is surprising or unexpected?
- Are there other avenues we should explore?

Group members were then asked to reflect on the process and document strengths, needs, and possible next steps for their individual buildings.

Next Meeting & Closing

Jessica thanked the committee members for their work and asked them to schedule a time to share a recap with their building principal. She also encouraged them to reflect on how the data beliefs can support the work of their school teams.

Meeting adjourned at 5: 30 p.m.

Next meeting: 4-5:30 p.m., Wednesday, Feb. 25, Bellingham Public Schools District Office. (Room 102/103)