

MnMTSS Leadership Committee
Date: 10/29/2025

Committee Members: Michaella Steinfeldt, Kiersten Porter, Brooke Kammerer, Joshua Carlson, Meghan Booth, Anna Aarre, Drew Althoff, Mariah White, Sherry Lohmeyer, Henry Schantzen

On Consult: Angela Kaul and Shelly Merchlewitz

Bluffview Vision

Empowered learners unfolding their full potential as whole and unique persons.

Bluffview Mission

Bluffview Montessori cultivates curious, independent learners and fosters respect while promoting community engagement for academic, civic, and personal fulfillment.

MnMTSS Leadership Goals from MnMTSS State Framework

- Supports a whole child approach that is healing-centered, assets-based, honors multiple identities, and focuses on agency and sense of belonging
- Oversees the effective implementation of a Bluffview MnMTSS continuous improvement model

ATTENDING: Kayla, Kiersten, Meghan, Drew, Sherry, Shelly, Brooke, Angela, Josh, Anna

NOT IN ATTENDANCE: Mariah, Henry

Topic	Responsible	Notes	Minutes from meeting
Opening Round	MnMTSS Team		Shared in circle to connect
How are you showing up today? Would you rather have more time or more money?			
September Follow-up	Sherry	Corrected Child Find Checklists: Child Find Checklists	Up to date
Meeting Norms	Sherry	Rules to Consider for Productive Meetings	How we approach tough situations and how we respond to them. Tension of voices not feeling heard, and frustration of things not being dealt with (in timely manner). Plans for what to do when disregulated in a meeting. Do certain things need to be scheduled to be discussed in smaller groups, to help avoid unneeding audience, not feel defensive? But also value to bringing to bigger group, helps validate. But need to be able to table it.

			Importance for answering the topic the group is on first. Set up time to discuss other things coming up? Maybe an open forum/parking lot at end. "I hear this is really important for you, we have to table it for now." and then let voices be heard at end, keeping on topic during. Important that in the additional/separate meetings that all impacted voices are represented and there. Customize something like this for meetings? In group conversation: How do we want to show up for each other? How do we want others to show up for us? Shared thoughts about having/adjusting norms. Overall talked of open-ended norms that each committee makes, helps with ownership and flexibility. May or may not help with tensions, but worth a shot. Speak your truth. Assume positive intent. Accept nonclosure.
Committee Reports	MnMTSS Leadership	Share updates or questions from your committee meetings.	Family: - Getting events lined up for families, on hold until grant money comes in. Don't want to put half effort into it. Hopefully January Data: - Looked at FB aReading and aMath - it's easier to view on FB than Educlimber right now (set up process) - Found drastic drop between K and 1st for early reading. Likely due to different subtests. (from 91% to 27% proficiency for the same students from the end of spring to start of fall) - 5th grade dropped down in reading and jumped back up in 6th. (4th is consolidation of content, and the 5th is a batch of new content - it's how the standards are written; evens will typically be repeating/consolidating) - 7th and 8th grade doing really well in both math and reading - Potential of 1st graders doing aReading/aMath in spring, to get ready for next year

			- Current 5th grade dropped in start of year from past years - Plan to look at IXL and Saebers next month - Idea: share how in FB can look at one grade over past years Behavior: - Year 1 virtue texts discussed, should be done by next month - Erdkinder using poems/folkstories/etc - Child find, have a representative for gen ed teachers in the monthly meetings - Formal interventions (with tracked data) added to child find application, so both formal and informal interventions can be explained - Nicole and Drew to have quick 5 min talk with teachers after meeting to identify the target needs (to prioritize the needs) - Discussed child find turnaround, moving with a little more fluidity - SEL checklist, the questions may need to be realigned to the levels. Some questions worded oddly (omit or reframe them) - Community based restorative practices: idea is coming along, going to reach out to levels to get ideas. How do we put this all into place so it becomes real. Mentorship based program? Using volunteers (vetted)? Spaces to use (kitchen, library, art room) - would put more pressure on those new staff members, but beneficial areas to work in. Would have to vary for each grade. - New staff: who is helping the new specialists learn classroom management strategies? Too much for it to be the classroom teacher, but someone needs to. - When specialists are struggling, who should they call for support? And how can we help set them up for success and teach them those skills? Academic: - Conversation around health. Nick needs specific guidance on
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			integrating. Health week once a quarter? In PE? Needs help problem solving that, Nick needs to know what he's planning for. When/where is he going to teach it? (questions before even what he's teaching) - 6th grade standards are different realm than 4th and 5th - so may have to find a different time. Or do 6th graders hold on those standards and just hit them in ErdKinder - Curriculum we could find and vet? Maybe not, as health standards aren't approved yet. They should be approved this spring. - Reviewed FB, Dyslexia screening...a lot of questions around interventions. Kids rotating in and out (how to address). What's the exit criteria? What's adequate progress to move through the tiers? (even just for tier 3). Currently use FB, but it doesn't provide the right/enough info. - Questions about who's responsible for notifying people for support (interventionist vs teacher). Mariah working on a general form. Who/when in tier 2 do we need to notify? Progress reporting to parents - at tier 2 is this expected, or just for tier 3? - Can we refer to dyslexia screening even if above 40th percentile (two students in mind). Need to build a process for how that happens. - Need to build a framework for CH around tier 3 academic interventions. Because CH teachers giving tier 2 support may not work (especially with limited time), and when tier 2 doesn't work, students need different curriculum for tier 3 support (teachers don't have time to learn and teach this in their nonexistent prep).