

Meeting Date: May 19, 2026 2:00pm-4:00pm (Virtual-[Zoom Link](#))

Attendees: Jay, Shay, Heidi, Sarah, Jodi, Laurie, and Vilay

Practical Outcomes

- ❖ Engage in authentic, meaningful conversations to develop a shared understanding of roles, purpose, and function.
- ❖ Celebrate the collective impact of the Stewarding Body.
- ❖ Explore a new meeting structure and design for the 2026-27 school year.

Experiential Outcomes

- ❖ Create opportunities for sense-making before decision-making.
- ❖ Deepen meaning and understanding through transparency, shared learning, and reflection.
- ❖ Develop a sense of connection and shared accountability

Time	Activity	Discussion/Notes
2:00pm	Welcome, Connection, and Community Agreements	Check in question: During your time as a Steward, what has felt most meaningful and/or had a positive impact?
2:10pm	Large Group Share Out:	Reflection Rounds 1) What do you continue to be curious about? What discussion topics would you like to bring to the Stewarding Body? • curious and appreciative the non-linear aspect of this work. This work might lose some of its value if it looks simply at metrics if scaled up across the state. A linear approach towards impacting PGTs might take away from some of the ‘wandering’ that has led to rich and robust discussions. Clear that the three areas of focus are part of the PGTs—short term and long term goals. What is the impact focusing on DLI or Native Language will have on PGTs? Balancing the fastest route to having a direct impact on metrics with a long game approach. • agree that this will show up as students and family engage. Balancing staying the course with initiatives while also being adaptive to student needs. • Knowing where the national conversation is going around language, and thinking through language as a gateway to skill/content/anything, and how language has been put into a specialty side item, how do we recognize that every student is a language learner, that every teacher is a language teacher. How do we adapt and prioritize language learning? The feeling from the EL/DLI small group is that this is something exciting and worth exploring. Continue to be curious, how and

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		where does 509J and leadership see language headed? How can Stewards support the district's efforts to get there? How can we get there systematically so that language is not a barrier; all students receive high quality language instruction. The national dialogues doesn't necessarily represent what is happening in context but how can 509J capitalize on this movement? Practically speaking, the current initiatives that are being rolled out--on a walk through, how is language leveraged on that form? • Is 509J using the language testing section of MAPs? • 3rd-8th grades are currently using MAPs. Just ELA and math. Shifting to ELA as part of interim next year. Next yea will balance between MAPs and DIEBLs • Consider using the english language usage of MAP test. Consider something to add to help reach Sarah's point about everyone being a language learner. • What does this mean with downsizing in staffing? Is this sustainability? This is good work but will the district be able to keep up as staff reductions are made. How do we avoid the pitfalls of growing too fast too soon? There are a lot of things in place for Native Language and wanting the district to be able to weigh in on some of the native language conversations. There are improvements that aren't necessarily reflected in metrics but success is there and how do we continue to balance improvement efforts and celebrate wins that may necessarily be reflected in the data. • Curious about the accountability piece of the program--sustainabilty and funding. How do we create spaces to speak to the experiences that are happening in the buildings and classrooms and can speak to it. 2) How would you like to leverage your expertise? What is your role in deepening and strengthening the focus areas of MTSS, EL/DLI, and Native Language? • In order for Jodi to be able to speak on behalf of or share insight, it would be helpful to have a communication plan/reminder for district partners to include Jodi, reminder that she is a member of the Stewarding body.

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		- Sees the stewarding role as very dexterous that is not linear. Reflecting on Kevin's response that it can be both linear and progress monitor but can also move away from that and lean on relationships with partners to pursue other avenues. Who are the right people in the group? It would be helpful to have Billie on the ELD/DLI group to foster relationships and partnerships with those leaders. Going back to the idea of language and that it is part of tier 1 and systematic to 509J and Billie is a critical partner in ensuring that happens. - Community engagement, specifically native language, to ensure we are not leaving out any voices. Specifically hard because it is three different languages and 3 different groups/focuses from the community, but this will help solidify the message to tribal leadership that all three languages are honored equally. - Found myself taking a step back and taking a look at the broader perspective. Need to connect things without drowning—secondary is focused on AVID above the fold and elementary has robust PLCs and unit plan development. There needs to be a lot of internal conversations with district SST and building leaders. Sometimes slow down and no are difficult but it is intentional to avoid burnout. Everyone is a language teacher resonates and this needs to be a shared vision. How do we build a case and capacity and understanding of this? - Her role can be leveraged to avoid buzzword BINGO. Heidi can do a deep dive around PD funds and find alignment with intersections of district efforts with Intensive Program strategies. 3) What does the Steward and District partners partnership look like? What meeting structures and frequencies make sense? - How is communication happening across the district? How much or how little is the Intensive Program being included in that? How can the Intensive Program get more of a view of things happening directly in the building instead of existing in isolation?

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		Something I am reminded of, when reading Kevin's reflection, the work of family engagement is to encourage families to participate. Wrap Up Jay-more time and connection with Kevin. Heidi-appreciation and gratitude for the reconnection. Sarah-reminder that this work is slow but moving and trying to find the best leverage points.
3:40pm	Proposed Meeting Structure for 26-27	Alternating months: Stewards attending from 1-2pm Stewards join the district SST. Use one of the off months for just a Stewarding Body meeting.
3:55pm	Intentional Closing	Gratitude