

Meeting Date: April 15, 2025

Attendees: Jodi, Sarah, Laura, Laurie, Kevin, Shay, Vilay, Kevin G., Jay, Melinda, Heidi, and Billie

Practical Outcomes

- ❖ Reflect and share key takeaways from the day's site visit.
- ❖ Review and refine an implementation plan for 509J.
- ❖ Develop a shared understanding of meeting objectives and meeting rhythms for the remainder of the school year.

Experiential Outcomes

- ❖ Engage authentically by leaning into our hopes and curiosities without fear of judgment.
- ❖ Create opportunities for sense-making before action planning.

Time	Activity	Objective/Purpose	Facilitator/Presenter	Facilitation Notes
4:00pm	Welcome, connection	Relationships...	Vilay	With a partner, please share <u>one</u> thing that you saw on your site visit today that gave you <i>hope</i> or brought you <i>joy</i> ?
4:10pm	Site Visit Debrief	Information ... Reflecting	Vilay	
4:30pm	Implementation Planning	Learning Planning	Shay	<p>Review SST feedback from March meeting</p> <p>Review 509J Implementation Planning Guide, NIRN Implementation Stages Planning Tool and Hexagon Tool</p> <p>Reflect and Share:</p> <ul style="list-style-type: none">• Where do you see value in these documents?• What is missing?• Suggestions for improvement? <p>Groups: Heidi, Kevin G., and Jodi Melinda, Kevin A., and Laurie Billie, Sarah, Jay, and Laura</p> <p>Feedback: Value:</p> <ul style="list-style-type: none">• Good to have a process and help keep track.• Appreciate how one of the tools gives advice on what to do next if you get stuck.

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				<ul style="list-style-type: none"> • Amount of tools and structure there is value in that. • Appreciate the tool, sometimes I jump straight to action planning and think communication and coordination happens but may not necessarily happen with fidelity. • Helpful for incremental action planning to help with buy in. <p>Missing:</p> <ul style="list-style-type: none"> • Risk in the over development of a process that it crushes the intention. It is okay to hold this tension. • Hoping that the aim is the ultimate step to backwards step from there. • When writing the SMART goal, knowing that it is being progress monitored, having concrete outcomes and milestones to help the group determine that it is on track. Being intentional with marking for progress. • Community Input and engagement needs to happen first and foremost for the Native Language. • Where does community and family engagement work into all of these steps? Need to be more explicit about this in all aims. <p>Suggestions:</p> <ul style="list-style-type: none"> • How is 'strategy' defined? Step 2, example is great. Is the example one strategy or 5? • Would like to have an annotated example of what the tools would look like when used. • Might be overwhelming when working with community groups/non educators. • Important that the NLL small work

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				<p>group present as supporters coming alongside Culture and Heritage. Continue to initiate communication and conversations with the tribe. Regular, ongoing communication. Having clarity around roles, vision, checking in, dual accountability.</p> <ul style="list-style-type: none"> • Should the SEL curriculum join with MTSS? • Should instructional coaches, counselors, and the mental health specialist join together as a group? • Hope that this allows us to focus on delivering higher levels of instruction. Feeling cautious when groups are combined that accountability is passed along to another group versus small groups really tackling higher levels of instruction. <p>Next Steps Communication Quarterbacks MTSS: Kevin G Instructional Coaches: Bilie SEL: Vilay NLL: Laurie ELD: Sarah R</p>