

Meeting Date: February 17, 2026 2:00pm-4:00pm (Virtual-[Zoom Link](#))

Attendees: Jay, Heidi, Kevin, Sarah, Laurie, Jodi, Vilay, Shay and Cieri (notetaker)

Practical Outcomes

- ❖ Review action plans and share progress.
- ❖ Reflect, connect, and share insights and feedback while naming both bright spots and blind spots.
- ❖ Design an advisory group to inform and guide action plans.

Experiential Outcomes

- ❖ Create opportunities for sense-making before decision-making.
- ❖ Exercise creative courage to imagine new and design new approaches.
- ❖ Develop a sense of connection and shared accountability for

Time	Activity	Discussion/Notes
2:00p m	Welcome, Connection, and Community Agreements	Check In: In celebration of National Random Acts of Kindness Day, what is a random act of kindness you have experienced or performed?
2:10p m	Action Plans Update	Review the <u>recommendations</u> under MTSS, Dual Language, English Language Development, and Native Language Specialist. • Areas of need and question are just which of the MTSS components that were listed out here have been happening because a lot of the work that they are doing. • We had to walk through conversations with our association around that. We had to make sure that it's not evaluative in any nature. Admins are using this common walkthrough form and they're going in as groups into schools observing teachers and then the administrators. It's a learning experience for all of us. Our goal this year was to move the ball forward and see if it made sense for a consultant to come in. There has been some professional development gained along the way by people involved in that. Let's start building it and doing it and then see where a consultant may fit in down the road. • We're trying to do everything we can to make sure we have a system that catches students early, that data there to support them not falling back. • The MTSS documents and these are the standards for how we instruct pieces that Billy's put together are really impressive. • I think when we talked about the support in the district instructional coaches and the MTSS lead, that was so that it didn't feel like it fell on Billy. Where do we need to support? • I agree that the plan is really thorough and well thought out. When I met with Billy, she had really thought through so many different pieces.

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		The one thing that has come up, especially looking at the ELD and the dual language, is that we know that your district is really representative of multilingual learners. It would kind of incorporate pieces of the language domains and thinking through those four domains. • Going back to that on the data dashboard, Jay was there thinking about pausing that as well until there's something more that we wanted? • The goal is to continue to bring the right people together to improve that. I think it's the building which comes first. The resource has been allowing us to continue that Willamette dashboard that the district has in place? I think there is a capacity issue with small teams taking on only at a certain time. • The elementary principals meet once a month. Say and I sit in on those meetings. Billy facilitates them. The principals have been giving feedback, and they've been fine tuning and editing that walkthrough. • Continue to refine the walkthrough document but then also thinking about what's the next chunk of MTSS that feels doable. • I feel the work we've been doing has been ongoing already in this district, so this disappoints me. I don't think we're doing work in silos for this and I don't think it's been a secret what we're doing. This work is hard in dual language. Denise and Laura have been here a long time. This is not a new conversation. I don't think this is a stewarding body issue. I'm glad issues are coming up, I feel there's been stewing and then they should have put voice to them. Not through the stewarding body, but through the dual language program. They shouldn't be waiting for an outside person to come in and share their perspectives with that. It's valuable to help improve our dual language program so that they should be also having those conversations internally. • When you have a one sided conversation with an individual around what they think they need to do their job well. It doesn't mean the whole system perceives it the same way or that feedback isn't there. • It helps to add context around ELD. I had a conversation with Denise. It's very human when you have people, TOSA roles to say, hey, I have this, but when I go, I could tell people I'm going to listen. I think it was easier for Laura to give in classroom coaching when there were two teachers. Then it was not so hard when there were four teachers. • This is not the first time we're hearing frustration . It was different from how it was being developed. Not wanting to step on toes, who's doing what, not wanting to kind of teach dual language within that building system.

Time	Activity	Discussion/Notes
		Reflect and Debrief ● Bright spots ○ Once Denise gets these go aheads from leadership, she's going to be able to take it and move pretty quickly. ○ Denise and Laura are going to go to a training in Beaverton this next week for dual language. There will be some classroom leaders that are going as well. ○ Laura is in each of the dual language schools once a week. ○ The coaching hasn't been with the teachers so much, just yet. It's been at a bigger school wide sort of thinking through this level. ● Laura in her role as director of dual language is doing that. We have classroom teachers asking their principals supporting their request for help in the classroom. ● Can we get something in writing for a steward and then something to add to the document just so that we have sort of tracking of what funds are exactly for how long and the use for it. ● Blind spots ● Considerations and connections to other bodies of work ○ We're trying to think about what's happening right now and what's getting in the way. A lot of these goals we've set hadn't really started. ○ I want to align things that are in our recommendations so that it's not feeling laborious when it doesn't have to be. ○ recognizing that the language acquisition across the district is really important, especially when we look at the on-track for ELP scores. ○ Denise identified three things that are very similar to what were identified in the spring. ■ One is a PD plan that ensures that everybody gets access to language acquisition and academic language development. Something is making it harder for Billy to stand up in the leadership in Title I and also harder for Denise to say, Okay, I got the okay so now im moving on to the next step. She's doing this soup and scallop where she's getting teachers in when they're doing that once a month where they get to elect their PD time. ■ The third part is just the collaboration of this alignment would be district-wide. Once these pieces start rolling

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		out, it will be a nice touchpoint for Denise to work with the teacher to talk about. ● What would be helpful for Jay to tune in to? ○ Some of you have reached out as stewards to me before this meeting and this has been very helpful. Don't wait for a meeting like this. ● Reflect, clarify, and how can Stewards help? ○ Find some kind of coaching position. Bring it back to the stewarding body. Proposal or kind of run through consensus asynchronously. Then try to access the funds immediately. <u>MTSS</u> <u>Native Language</u> - We did our survey with the language teachers, and got some PD set up with them that has been started through Melinda and IT. The tool was really valuable feedback for all of us. We did reach out to the language program. We were able to do some recruiting for our Grow Your Own Program. We had quite a few people interested. Melinda has been supporting them in her role as the language teachers to help them kind of get through all the kinds of paper processes. It's been a game changer in my opinion. I did voice my concern to Val and Danny at the culture program and Jay about having a non-native in that role. The culture and language program will decide who that's going to be. Melinda has been working pretty diligently with Danny and the teaching staff to create that rubric for the seal of biliteracy. It's been rough with Danny because the language program has also been doing a lot more that isn't within the scope of what this work is. The community is asking for classes for our long house or our church for songs. The language program has really been trying to fill those gaps. We have been having conversations- Getting some language into our memorandum with the tribe as well. Kevin did have a request for the group - But since that time, our calendars are filled up at that time. Melinda reached out to Kevin letting him know there are existing dates for PD and language already set up. ● What do you think of one of our original investments was to have a native language support specialist. We developed a job description draft. Do you feel that's a position that we should go forward and hire? ● It was kind of centered around the same thing that the funding is an issue. So, they would probably need to have our funding. <u>English Language Development and Dual Language</u>

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3:00p m		Screen Break
3:05p m	<u>Advisory Body Design</u>	Objective: Design a group of interest holders to convene to help guide and inform your action plans. - Do we have the green light from ODE that if each of three teams wanted to create their own smaller advisory body, is that really what we're doing? - By statute, we're required to have a secondary body that we call the advisory body. And for the first year, we've been using 509J's equity committee. We've met with them a couple of times. We're constantly grappling with what does the secondary advisory body that would guide the work, inform the work, what does that look like? Draft a list of potential members and share with Shay and Vilay by March 5th. - I like the idea of reflecting on who else or how might we want to revise the advisory group to better reflect on how. I think it would be helpful to hear from the native language teachers and to hear from students on their experiences or what their thoughts on what they think would be helpful. How much extra work are we asking of the native language teachers? - I think the native language program should probably have an advisory just because the people who are impacted, and we don't want to seem like we're trying to do something without community involvement. It's already happening. I'd like Jay's feedback if there was one or the other he thought might be more useful for the native language program. - I think they both would be great in that program, but I know Kristen Saldana's an ELD teacher. So, if the ELD dual language got around to deciding to choose a secondary level ELD teacher, Kristen Saldana is probably the one I would recommend. - I'm happy to be in a conversation with the group on this, the ELD dual language group.
3:55p m	Closing	Next Meeting March 17th 2:00pm-4:00pm Stewarding Body (Virtual)