# **MLSS Implementation Driver Meeting – October 2, 2019**

# Session Recording Link: <https://connect.usu.edu/pgo5kzultdge/>

# General Information:

Session leads – Kenneth Stowe (NMPED), Dave Forbush (TAESE), Tyler Monson (TAESE)

Total participants – 34

9:00 – 17 participants

9:09 – 28

9:20 – 31

9:35 – 34

9:41 – 32

9:48 – 32

9:54 – 32

9:58 – 32

10:02 – 30

# Lobby Chat:

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David Forbush - TAESE: Welcome all...welcome Lyndsey!

Tyler Monson - TAESE: All Audio for this webinar will be transmitted through your computer or device speakers.

Tyler Monson - TAESE: Please make sure your speaker volume is turned up and not muted.

Tyler Monson - TAESE: Once your speakers are on and working you should be able to hear music playing.

Tyler Monson - TAESE: 5 minutes until the meeting

Tyler Monson - TAESE: 3 minutes until the meeting

Tyler Monson - TAESE: 1 minute until the meeting

David Forbush - TAESE: Thanks again to all still in the room. We will close the room in one more minute.

# Chat:

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Michelle Padilla 2: Michelle Padilla, Director of Curriculum and Instruction, Bernalillo Public Schools

Mayra Lucero: Mayra Lucero

Mayra Lucero: WME Assistant principal

Mayra Lucero: Ruidoso NM

Santa Rosa Consolidated Schools: SRCS Literacy Team - Super, Principals, SRCL and MLSS Coord

Mayra Lucero: Judy Atkins WME Counselor Ruidoso NM

Jena Arambula 2: Jena Arambula Principal Bloomfield School District

David Forbush - TAESE: During todays session, if you have questions, comments, reactions...feel free to engage in this chat box.

David Forbush - TAESE: If a pod is posted, please respond in the response pod. Ken will direct you all to pods when they arise.

Cleo Mow: Cleo Mow- Dossier Coordinator- REC9

David Forbush - TAESE: Welcome Cleo

David Forbush - TAESE: During todays session, if you have questions, comments, reactions...feel free to engage in this chat box.

Vicky: What does EBP stand for?

David Forbush - TAESE: Evidence-Based Practice

David Forbush - TAESE: Good question Vicky.

Jennifer Cole: Will we have access to the Powerpoint presentation one the webinar is over? Thank you

Tyler Monson - TAESE: PDF is in the lobby, which will be shown again after the meeting

Vicky: So layer 3 is not special ed?

Brenda Montoya: Is layer 3 part of the SAT process?

Vicky: Is special ed a layer 4?

Brenda Montoya: Are the forms referenced in the MLSS guide forms that should be used in the SAT process?

Sonia Lawson: Using the term strategy vs "intervention" has helped our staff rethink process

Kevin Summers: To help us cross-walk from RtI to MLSS, is it adequate to say that within each "tier", all three levels of support exist?

David Forbush - TAESE: Ken, you may want to go to the session evaulation

Kelly Cramer: Can I be added to that email list? I got my info from Ms. Trujillo from Taos HS. kcramer@questa.k12.nm.us

StephanieL@aslacademy.com: So, do you go throught the MLSS process and then move into the SAT process if further evaluation is needed?

StephanieL@aslacademy.com: Or do the two processess happen at the same time?

Brenda Montoya: So for clarification we do not need to use the form given to us in the manual we are able to create our own forms for SAT?

StephanieL@aslacademy.com: Thank you for the clarification.

Kevin Summers: To be clear and to reiterate, all three layers are not necessary in order to refer a student to SAT?

David Forbush - TAESE: Great start toward development of your MLSS Community of Practice. Thanks Ken and all participants too.

Gabe Baca: Thank you all for your participation.

Marie Gomez: Thank you

# Slide 1: Who is here? Name, Role, School, District.

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Marie Gomez: Marie Gomez, Ruidoso High School Literacy Coach

Shari John: Shari John - Principal at Ruidoso High School

Maria Hernandez: Maria Hernandez, Chaparral MS., Gadsden ISD

Sara Hunton: Portales Municipal School District SAT Coordinators

Brenda Montoya: Brenda Montoya, Counselor at Bernalillo Middle School

Vicky: Vicky Fuessel and Mandy Thrasher - Program Coordinators - REC5

Kevin Summers: Kevin Summers (Director of Pre K-12 Curriculum & Instruction); Emily Foose (Director of Special Services); Bloomfield Schools

Sara Hunton: Shareen King, Portales Asst. Principal

Amanda O'Doehrty: Amanda O'Doherty; Mentor Coordinator/Dossier Consultant; REC 9; Ruidoso

Kelly Cramer: Kelly Cramer , Questa High School, Student Success Advisor

Sara Hunton: Amanda Harris, Portales Asst. Principal

Sara Hunton: Shayne Lopez, Portales Asst. Principal

E.Padilla: Anton Chico Schools Principal /Santa Rosa Consolidated Schools: Erica Padilla

Sara Hunton: Rick Segovia, Portales Director of C&I and FP

Michelle Padilla 2: Michelle Padilla, Director of C & I, Bernalillo Public School

Santa Rosa Consolidated Schools: SRCS LIteracy Team- MMAdrid- Super, Principals, SRCL and MLSS Coord

Cheryl: Cheryl Coyle, Principal, Gadsden ISD

# Slide 7 - Pod 1 - What successes are you having in your MLSS implementation?

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StephanieL@aslacademy.com: We are at the beginning stages of understanding the model to move forward with implementation

Sara Hunton: The manual is user friendly and available.

Melissa Sandoval: Staff is excited about supporting students in a different way.

Santa Rosa Consolidated Schools: Working closley with schools literacy partners and SRCL. making connections between the previous SAT process and the new MLSSand have begun staff trainings

Michelle Padilla 2: Bernalillo PS have begin to provide PD to Principals, Literacy Coaches and SAT Chairs.

Sara Hunton: Alignment to current understandings from previous RTI model.

Kevin Summers: We are having authentic conversations at all levels within our district, inclusive of several entities such as special services, operations & assessment, federal programs, instruction, and all building level administrators

# Slide 7 - Pod 2 - What challenges in your MLSS implementation?

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Kevin Summers: Largely, we are struggling with grasping the entire concept and how it differs from current systems and supports.

Sara Hunton: Making time to internalize the shifts.

Melissa Sandoval: We want to understand the model better and learn how to reallocate our resources to better support students.

Sara Hunton: Identifying the major shifts from the Tiers to Layers.

Santa Rosa Consolidated Schools: Overwhelming implementation processes, while we have some things in place we are reviewing to see what else is needed

Kelly Cramer: As a new employee to Questa, serving school counseling needs, and other new staff, we are definitely at the beginning stages and finding some unfinished business from last year. Trying to learn as much as possible

Michelle Padilla 2: Understanding the shifts from Tiers to Layers and providing PD to staff.

Brenda Montoya: Being new to the SAT process, I need to underst how MLSS impacts SAT and I need to learn the SAT process. Are the new forms completely replacing the existing SAT forms?

# Slide 7 - Pod 3 - What are you doing to navigate through or around your implementation challenges?

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Santa Rosa Consolidated Schools: Holding group meetings

Sara Hunton: Diving into the manual and meeting with other principals to identify how to meet studeent needs.

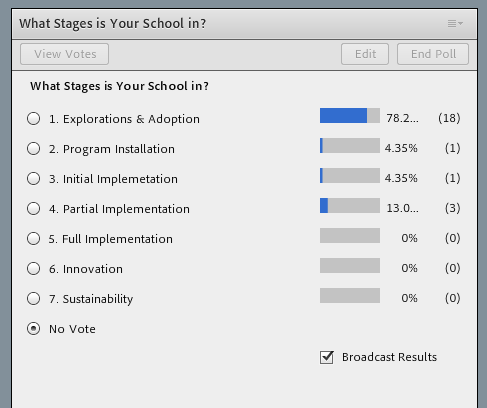
Melissa Sandoval: We are reaching out to colleagues across departments and throughout the state to learn how to address these challenges.

Sara Hunton: PD with staff about the new layers

Kevin Summers: Surveying processes at individual campuses and attempting to align existing systems

# Slide 17 - What Implementation Stage is your School in?

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# Slide 18 - Pod 1 - In what ways have you/staff used your MLSS implementation Manual?

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Sara Hunton: It has been printed and some buildings have shared the visual of the layers.

Michelle Padilla 2: SAT Training and at SRCL Conference with Principals and Literacy Coaches

Brenda Montoya: I have read the MLSS Supplemental Guide for SAT. Where can I find the manual?

Melissa Sandoval: Taos in beginning stages; we have printed and are currently reviewing manual.

Santa Rosa Consolidated Schools: We are using the manual to guide us in determining where we are at with layer one.

Maria Hernandez: Our district committee is using it as we explore how we will implement. Highlights in the similiarites and differences. Discussing the layers.

Cleo Mow: As mentors Amanda and I from R9 share it with new mentors and mentees

Sarah Bradley: We re beginning to look at the Manual to determine what we have in place already and what we need to add to our current practice.

Sara Hunton: Principals attended SRCL training and shared introductory information with thier buildings

Sonia Lawson: Comparison of practices to what has been in place

Jena Arambula 2: process in PLC

# Slide 18 - Pod 2 - What successes and challenges arose in your MLSS manual use?

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Michelle Padilla 2: There was alot of good conversation at SAT Training. Links to resources were shared with all SAT Chairs.

Jena Arambula 2: Conversations during PLC about students of concern. Beginning Level interventions and progress monitoring monthly.

Sara Hunton: The SAT Coordinators are meeting to discuss where we are in implementation and where to start.

Sonia Lawson: Need to update terminology in some areas. We are revising as we go and sometimes this is difficult when teams prefer to operate with black and white- we are in quite o bit of gray here

Maria Hernandez: Implementation at different levels, elementary vs. high school. Schedule differences.

Sarah Bradley: Looking at how our instructional cycle aligns with MLSS model

Santa Rosa Consolidated Schools: As we review we are finidng that we have some of the items already in place. We are working with our SAT Coordinator to ensure that the information is being shared at the building level. SRCL grant is connected and supports this process.

# Slide 40 - Pod 2- Recommended MLSS topics for next session?

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Sara Hunton: Discussion on ideas for Family Engagement and example forms filled out to review. Possible examples of strong AIP interventions at a varieyt of levels.

Sonia Lawson: Sharing artifacts may help

Kevin Summers: Where do we categorize our students who are currently in SAT or have an IEP?

Melissa Sandoval: How can we help all students access these layers of support when our pull out and push in services are currently full? And what would this look like in all levels K-12?

# Slide 40 - Pod 3 - Suggestions to further strengthen next session?

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Vicky: If we could be provided with the answers to the chat questions after the session, that would be helpful.

Michelle Padilla 2: An FAQ document based on the questions generated from todays session would be helpful

Sara Hunton: Time for a question and answer session. Or send a poll prior to the session to address questions that we have.

Melissa Sandoval: More examples of practical implementation of this model.

Sara Hunton: When will the next session be?

Kevin Summers: We feel as though we can't afford to wait until November. I think we need to be able to ask and receive answers to questions. i.e., we find it hard to create systems, forms, and processes without NMPED guidance and better clarity of the overarching concept.