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Wekopa Resort & Casino
10438 N. Fort McDowell Rd.
Fort McDowell, Arizona

SunClan CONSULTING, LLC
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February 18, 2027			
Time	**Item**	**Session**	**Presenter**
8:30 – 9:00 a.m.	Breakfast		
9:00 – 9:10 a.m.	Opening	Welcome/Introductions	Nadine Groenig
9:10 – 10:25 a.m.	Session 1	The Power of Us!	Jon Lansa
10:25 - 10:30 a.m.	Break		
10:30 - 11:45 a.m.	Session 2	When Technology Moves Faster than Learning	Tawnee Arrieta
11:45 a.m. - 12:15 p.m.	Lunch		
12:15 - 1:30 p.m.	Session 3	Federal Funding: What's it Good For?	Nadine Groenig
1:30 - 1:35 p.m.	Break		
1:35 - 2:50 p.m.	Session 4	Student Rights, AI Safety & Accountability	Tawnee Arrieta
2:50 - 3:05 p.m.	Break/Snacks		
3:05 - 4:20 p.m.	Session 5	PLC Playbook: Turning Teamwork into Results	Jon Lansa
4:20 - 4:30 p.m.	Closing	Wrap-up	Nadine Groenig
February 19, 2027			
Time	**Item**	**Session**	**Presenter**
8:30 - 9:00 a.m.	Breakfast		
9:00 - 9:10 a.m.	Opening	Welcome Back!	Nadine Groenig
9:10 - 10:25 a.m.	Session 1	Meaningful Parent-Teacher Conferences	Tawnee Arrieta
10:25 - 10:30 a.m.	Break		
10:30 - 11:45 a.m.	Session 2	Beyond Proficiency: The Blueprint for Every Student's Breakthrough - Part I	Tim McGowan
11:45 a.m. - 12:15 p.m.	Lunch		
12:15 - 1:30 p.m.	Session 3	Connecting to Indigenous Students	Nadine Groenig
1:30 - 1:35 p.m.	Break		
1:35 - 2:50 p.m.	Session 4	Beyond Proficiency: The Blueprint for Every Student's Breakthrough - Part II	Tim McGowan
2:50 - 3:00 p.m.	Closing	Summary	Nadine Groenig

Day 1
Session Descriptions
The Power of Us! – The strength of Native education begins with the reality that educating our children is a collective responsibility shared by schools, families, tribal communities, and the generations who came before us. Rooted in the values of community, kinship, cultural identity, and sovereignty, this session explores how we can work together to create stronger systems of learning for Native students. Participants will examine the power of school professional learning communities (PLC), teacher teams, parent-teacher partnerships, and family support networks in bringing people together around a common purpose. Through shared knowledge, respect for cultural perspectives, and meaningful collaboration, we can strengthen the connection between classrooms, homes, and communities while honoring the identity and potential of every Native child. When we bring our knowledge, voices, and strengths together, we do more than improve schools—we build a stronger future for our children, our communities, and the generations yet to come.
When Technology Moves Faster than Learning – Technology is evolving faster than ever, but meaningful learning takes time. In this session, we'll explore how the push to embrace new tools, especially AI, can sometimes overshadow the importance of critical thinking, problem-solving, and productive struggle. Together, we'll discuss how to make space for students to think independently, work through challenges, and develop deeper understanding in a world of instant answers.
Federal Funding: What's It Good For? – Federal education funding can be confusing. This session will cover what can be done with Johnson-O'Malley, Title VI, and Title I funds to support Indigenous students who are at-risk of failing academically, who want to know more about their culture and language, and other possible uses. You will also learn what not to do with federal funding. The desired results would be that district and school staff working together with Indian Education Committees and other parents will make the best use of funds as they are applied to identified needs.
Students Rights, AI Safety, and Accountability – As Artificial Intelligence (AI) I becomes more integrated into education, important questions arise about student rights, safety, and responsibility. In this session, we'll explore how to protect student privacy, voice, independence, and access to meaningful learning experiences while navigating the opportunities and challenges of AI. Together, we'll discuss issues such as bias, transparency, accountability, and responsible technology use, with a focus on ensuring students remain active thinkers, decision-makers, and owners of their learning.
PLC Playbook: Turning Teamwork into Results – Strong Professional Learning Communities are built on the belief that educating our Native children is a shared responsibility and that our collective efforts can create lasting results for students, families, and communities. We will discuss how Native educators can strengthen collaboration, honor community knowledge, and use shared responsibility to improve teaching and accelerate student learning. Participants will explore four essential PLC questions: Where are we going? Where are we now? How do we move learning forward? Who benefited and who did not benefit? Through a focus on equity, high expectations, collective efficacy, and intentional team practices, educators will learn to turn student evidence into meaningful instructional action while honoring the cultural identity, strengths, and potential of Native learners. Together, with family and community input, we can turn meeting together to making a difference together - turning our collective knowledge, commitment, and teamwork into results for our Native children and the generations who follow.

Day 2
Session Descriptions
Meaning Parent-Teacher Conference – Parent-teacher conferences should be more than a quick review of grades and academic performance. This session explores how to turn these conversations into meaningful opportunities for connection, collaboration, and student growth. We'll discuss ways to elevate student voice, celebrate progress, address challenges, and build stronger partnerships between families and educators so that everyone leaves with a clearer understanding of how to support student success.
Beyond Proficiency: The Blueprint for Every Student's Breakthrough - Parts I & II – When students feel safe, seen, and connected, they are more willing to take risks, engage deeply with content, and persist through challenges. The structures we put in place to support learning—clear expectations, meaningful tasks, and opportunities for collaboration—also foster belonging, trust, and connection. These elements are not separate priorities to balance; they are deeply intertwined. The same practices that elevate content proficiency also serve as protective factors, creating environments where students feel supported both academically and emotionally. Design for both. You'll get both.
Connecting to Indigenous Students – All students need to feel valued and heard, but there are some unique challenges that Native students have that others may not. In particular, Native students deal with the impact of historical trauma that has been handed down through the generations since the initial impact of European contact and colonialization. Many non-Native educators are unaware of this impact. Even Indigenous Americans may only know about their own tribe's struggles. Join us in looking at what Indigenous students need and have asked for from their educators in the context of historical trauma and everyday engagement.

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