

# Instructional Council Notes 4/6/20

## Google Meet 1PM

Next Staff Meeting Thursday 4/9 @ 10am

### Members Present

Mandy Allred  
Debbie Ariaz  
Sheila Barbour  
Joyce Comer  
Denise Dockendorff  
Suzanne Everett  
Frank Parra  
Anna Galfano  
Trini Gallegos  
Annie Gomez  
Brian Hendrix  
Christin Johnson  
Kimberly Mackey  
Glenn McNeely  
JD Enciso (parent)  
Jennifer Drexler (parent)  
Michelle Vela  
Eric Reardon  
Annie Gomez  
Jose Lopez  
Jessie Olson  
Vincent Montoya

### Site specific plan needed for our school. Four questions need answered. Needs submitted.

1. How will teachers and staff create and support connections for students?
  - a. It was discussed for Advocacy teachers to make contact with the parents.
  - b. Teachers need to communicate with students to let them know that they are being thought about and the school cares. The parents will need to be contacted so that they know their students are being contacted by the school.
  - c. Glen agrees that this would be a good place to call so that they will know the school cares.
  - d. First period was discussed, but Advocacy is more equitable. For SpEd the students will probably be getting double communication both from the Advocacy teacher and the case teacher.
  - e. When calling advocacy students, the purpose is to check in on them socially and emotionally. Let them know we care. Ask how they are doing, etc. Also, please check in on access issues. Do the students have the ability to log on?
  - f. The expectation is to contact the advocacy students about once per week starting on the 13<sup>th</sup> to check in. You can start with a phone call and then follow-up with e-mail. If e-mailing a student also cc the parents.

- g. Denise feels that not a lot of students will actually be called by Advocacy teachers and that there will be an undue burden on the SpEd teachers. She also feels that first period is more equitable.
  - h. Michelle is stressing that the Advocacy time is for a contact not for classwork. This is a time to check in on students who haven't been checked on.
  - i. The teachers will not just check in with Advocacy students but their regular class students as well.
  - j. One of the suggestions is to have EA's help make contact with families. This might help lighten the load on SpEd teachers.
  - k. There are questions regarding if there should be a series of bullet pointed items to be sent out for teachers to guide the conversations.
  - l. There are concerns with buy-in.
  - m. Perhaps after the original phone call you can make calls bi-weekly.  
Issues with privacy. You can use an app to make phone calls which won't show your number. Trini will look into the app. One app that could be used to protect your personal phone number is <https://www.burnerapp.com>
  - n. People can come into the building no more than twice a week for no more than two hours per time. Nobody can come in on Fridays. Just make sure to let Michelle and Trini know when you are wanting to come in. There shouldn't be more than 5 people in the building at any one time, but it should be fine as long as people are in their own rooms. Please don't touch too much when you come in the building because it hasn't been completely sanitized. The least amount of people in the building the better.
  - o. Vote on how we want to approach the communication piece.
    - i. 7 Yes for communication through Advocacy
    - ii. 2 No for communication through Advocacy
    - iii. 2/3 majority, so we will be moving forward with communicating through Advocacy
  - p. There will be discussions on how to make things more manageable for teachers who have lots of students to contact on a regular basis.
  - q. The Admin really doesn't want people to feel too overwhelmed. This is a time of forgiveness and time to focus on our resources.
2. How will teachers and staff provide resources to students for activities and skills?
- a. A tight from the district is to use Google Classroom. The goal is 30 minutes per class per day on average. (No more than 3 hours per week.). This is not expected to be face to face.
  - b. Do NOT use ZOOM. There have been too many concerns with this platform.
  - c. Office hours- You can be available to chat with students in a video/chat platform during that time. Example: Let families know what times you will be online looking at e-mails to make phone calls, do video chats, or answer e-mails. You should have this time consistent most days.
  - d. Students will work at their own pace on their classwork. So, project based learning is a good idea.
  - e. **New content questions**, can we still send out things that haven't been covered? Yes, as long as the things are really accessible. The things we are asking kids to do should be things they have on hand. They should not need to go buy things to complete the cool projects we would normally do at school. Can the teachers in Social Studies and Science provide new information through reading? Yes. It isn't that the content itself can't be

new, but the standards can't be new. We need to focus on the standards we've already taught, but we can read new information.

- f. Departments will get together to coordinate work so that it doesn't all fall on one person. Teams were wondering if teachers can do their own thing if they want to? Do the grade level teachers all need to do the exact same thing. It is not a requirement to all do the exact same things, but teacher do still have autonomy if they choose.
  - g. ELD and SpEd still need modifications and interventions.
3. How will teachers and staff provide feedback to students on skills?
    - a. Remember we aren't giving grades we are giving feedback.
    - b. The easiest way to give feedback is through Google classroom, flipgrid comments, e-mail, etc. Additionally, some programs build in feedback for example iReady.
    - c. Christin is working with the district to make AR accessible for our students. Christin is working to try to get AR accessible to all of our students. Sharon has also been working to get information together for AR. District administration needs to turn on the access which has not happened yet.
    - d. Glen is asking what the responsibility is when the students don't turn in their work. We just have to make every effort to give feedback to the students who aren't doing the work. We would need to contact the students who aren't doing anything to figure out why they aren't doing the work and provide interventions to them.
    - e. Once again, we are working on creating lessons that are engaging to students. We do know that students will be coming in less prepared than students from the year before. We just need to make sure the kids are still engaged in the idea of school. We will provide distance learning for them. Make sure to log that contact in Synergy.
  4. How will teachers and staff support the maintenance of prior learning and skills students have?
    - a. Teachers will provide review material. Lessons and learning opportunities will be provided to all students as they are able.
    - b. Vincent suggests creating self-check quizzes using Google Forms to help students get automatic feedback. This will be very quick and will have feedback. Students can also take the quiz multiple times.
  5. Remember that this time is not a whole lot of time. Our goal is using the "less is more" mentality to make sure that students and families don't feel overwhelmed. Only send out one thing at a time. Don't put up all of your curriculum at once. Let the kids guide you. Maybe putting out our work once a week.
  6. **Establish norms:**
    - a. The leadership team is planning to put out a FAQ's document. Christin has already begun working on that document via Google Docs.
    - b. This way everything is in one place. There will be a meeting once a week as a staff; we will meet 10 am on Wednesdays.
    - c. PLC's still need to meet at least once per week. PLC minutes will be kept and attendance data should still be recorded by the PLC leader. You can meet with different groups throughout the week as well.
  7. No word on mentorship. Student teachers and SETT teachers should be engaging in the work right now. Continue to check in with your first-year teachers.
  8. No word from the district at this point on Dossiers. The PED said they may have more information at the beginning of May.
  9. Food distribution has changed to M,W,F 10-1 for two days' worth of food.

10. Tech Survey- what is our school's data? Are we sending a survey specifically to JMMS? Do we want to look at that form or another time? Vincent made a survey for the school. We were thinking of changing the Google form so teachers can fill that out using the information received from the phone calls through Advocacy. What does our plan look like to help us distribute the Chromebooks. The district said that our school needs about 225 Chromebooks, but we aren't sure who needs them.
11. Michelle will be looking at a schedule for the classes.
12. Social Emotional Learning will be done through the Advocacy classes, but not on our first meeting. The counselors will be working on that with administration. This will focus on a Social Emotional standard. The goal is to focus on relationships. For example: students having some responsibility for their actions and how that can affect others.