

Instructional Council Minutes
11/29 (Wednesday), 2023, 8:05-8:50

Norms:

1. Assume positive intentions
2. Take an inquiry stance
3. Ground statements in evidence
4. Stick to protocol
5. Start and end on time
6. Be here now

Attendees:

- Aaron Jawson (Electives) Trini Gallegos (Principal)
- Margaret Silva (ELA) Patricia Goke (Assistant Principal)
- Cat Maes (Math) Zachary Craig (Counseling)
- ~~Samantha Cordova~~ (Science) Suzy Dunnum Shelli Williams (6th grade)
- ~~Lee Ramirez~~ (7th grade) Suzy Dunnum (8th grade)
- Deb Alberti (Social Studies)
- Clover George (Head Spec Ed) Sherie Pennebaker (Union Co-rep)
Clover George (Union Co-Rep)
- Ashley Griego (EA Rep) **Facilitator:**
Mark Hedman (IC Chair)
- James Laws (parent) **Notetaker:**
Suzy Dunnum (Secretary)
- Fred Rivera (parent) **Timekeeper:**
Kate Siders (IC Vice-Chair)
- Robert Munro (parent)

MEETING OBJECTIVE:

1. Continue sharing department Plus/Delta from Departments
2. Continue Jet Card Discussion

TO PREPARE FOR THIS MEETING, PLEASE:

- Read through this agenda
- Come ready and prepared to discuss and share ideas

Decisions Made:

Minutes approved

Take Back to Constituents:

- Discuss the need for bringing intervention classes back, especially to 6th grade
- Any additional Master Schedule input

TIME	MINUTES	ACTIVITY
8:05 - 8:10	5 Minutes	Approve minutes from 11/15 IC meeting. Minutes approved
8:10 - 8:15	5 Minutes	Updates on position vacancies.

		<ul style="list-style-type: none"> ● Gallegos - The Honors Algebra position has been filled & an email will be sent to families today. She starts in January because she didn't want to leave her students. The Art/Drama position is posted & interviews are starting today. EA positions are still open. ● Munro - what is a one-on-one EA? ● Gallegos - sometimes a one-on-one is put into a student's IEP if they have special needs that need to be met. We receive an allocation for each one & have 2 students who meet those requirements right now. ● Jawson - an example might be a VI student, someone who has difficulty walking, etc. ● Munro -with an IEP & with it legally binding for it to get done, are there other alternatives? ● George - we reallocate an EA that was assigned to a classroom. Those classrooms are without the additional support during that time. ● Munro - you have to legally post that position? ● George - Yes ● Jawson - EA's don't get the pay they deserve so there aren't a lot of people interested. The union has worked to have additional stuff added but it doesn't appear to be enough.
8:15 - 8:20	5 Minutes	<p>Review Norms</p> <ol style="list-style-type: none"> 1. Assume positive intentions 2. Take an inquiry stance 3. Ground statements in evidence 4. Stick to protocol 5. Start and end on time 6. Be here now <ul style="list-style-type: none"> ● Hedman - we wanted to focus on starting and ending on time. We know sometimes we have to start late because we are waiting to meet quorum, but duty stations start at 8:50 & we lose members to that. If any discussion has to be cut off, it will be placed at the top of the agenda for the next meeting. ● Siders - we can always call an emergency meeting if we feel it's needed. ● Hedman - perhaps we can revisit the time of meetings this spring if we feel a change is needed (morning vs afternoon)

8:20 - 8:35	15 Minutes	<p>Continuing department feedback about Master Schedule. Science, Special Ed and then additional feedback from departments that have already shared out.</p> <p>Science (Dunnum):</p> <ul style="list-style-type: none"> ● Plus - variety of electives, diversity of advisories has been good (getting to know more students), class sizes are smaller, schedule is similar to last year's=consistency ● Delta - the schedule is "locked" so it's difficult to move students around, Gi ELA classes don't line up for seminar, ● Other - regular ed teachers are attending more IEPs this year - are electives part of the reason? Kids were placed in the wrong classes at the start of the year, and there was a huge amount of shuffling to fix this. Some students are still not placed correctly. <p>Special Ed (George):</p> <ul style="list-style-type: none"> ● Big Issues - the singletons are hard to navigate around; the preps for teachers don't line up with the electives (for example - beginning music classes might not be available)-this means that options for CC students are very limited; scheduling meetings (IEPs, METs, etc) are difficult because preps are not spread out throughout the day (right now, 7th period is difficult to get coverage); too many classes are offered on the wheel so it's dysregulating for kids who need a consistent routine, right now an EA follows the student for 2 weeks until they get acclimated; PE used to be taught by 2 teachers, would like to see PE back in 6th grade & taught all day. ● Gallegos - we haven't had 2 teachers teach 6th grade in the past but it was set up for 1 semester. ● Pennebaker - 6th graders come from where they had recess & now they might not have any kind of physical activity ● Gallegos - So we are all on the same page, next year, we are going back to PE being required for a semester in 6th & 7th grade ● George - two more items - regarding classes that count for service minutes (written into IEP) - if there is a semester option, it should back up to another semester SPED class or be offered year-long; one thing that comes up more often is that cc kids can't access all of the electives this year due to the schedule. ● Craig - I've seen 6th graders take PE the entire year at other schools. Have we done that here? ● Gallegos - no
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		<p>take Math & Reading strat classes at the same time, can parents opt out, how do students exit? Last year, Boyce taught a Math intervention class for 8th graders to close the gap in math before 9th grade. It was a small class & students didn't want to be there. Putting it in the schedule & having it function are two different things.</p> <ul style="list-style-type: none"> ● Craig - there are a lot of models we can look into. I've seen it work successfully ● Alberti - sometimes you can run into the class not being rigorous enough in a reg ELA class. 20 students could have reading levels spanning K-10th grade & it's difficult to meet everyone's needs. The strat classes helped so much. We saw students improve, eventually not needing it again. ● Gallegos - this decision needs to be made ASAP because the master schedule starts to be developed in January. ● Maes - maybe have intervention classes at the 6th grade level? Although, if I teach a strat class it will make my other classes larger. ● Gallegos - we need to stay within the negotiated agreement, making sure we do not exceed the pupil-teacher-ratio. ● Siders - Maybe we could have two Math & two Reading strat classes so we don't have more singletons. ● Maes - can we look at other teachers (not just math teachers) who are qualified to teach math who could teach a strat class for one period of the day? ● Silva - or, teachers who would be passionate about an intervention class? ● Munro - my son is doing well with course work & is frustrated with the pace of his classes sometimes. On the flipside I know another student who is struggling & would benefit from a strategy class. ● Laws - how do you identify 6th graders (needing support)? Look at reports? ● Gallegos - we do look at their scores ● Siders - counselors also visit feeder schools ● Craig - at registration we talk to kids, talk to families, most families are grateful for the opportunity for additional support but some don't sign on. ● Jawson - could the wheel be removed & have the classes offered for semester classes? ● Siders - is having a wheel a requirement with the district? ● Gallegos - yes. It's mandated that 6th grade is more exploratory. This also supports the career pathway. ● George - we do need to offer more inclusion classes
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8:35 - 8:45	10 Minutes	<p>Continue discussion about effectively using the Jet Card, integrating it with the Agenda and further design input.</p> <ul style="list-style-type: none"> ● Hedman - any further input or should we punt this to the next meeting. ● Williams - many teachers are not participating in signing the good jet cards, or checking for signatures & giving raffle tickets. Perhaps there wasn't enough communication? ● Hedman - PTO has provided a good stack of prizes for us so we have resources for the raffle tickets. We need to be intentional with how we roll it out. We've discussed having a Jet behavior that teachers are looking for during the week. Making it a regular part of our structure will help participation. ● Gallegos - putting announcements into Advisory reminding teachers, especially on Advisory days would be a good reminder
8:45 - 8:50	5 Minutes	<p><u>Next Steps:</u></p> <ul style="list-style-type: none"> ● Continue the conversation about strat classes ● Review jet card - continued ● Continued discussion of the master schedule ● Staff update ● Munro: Parentvue gradebook - there seems to be a disconnect between what parents & teachers see