

Instructional Council Agenda
2/7 (Wednesday), 2024, 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) ~~Vacancy (Support Staff)~~
 - Samantha Cordova (Science) Shelli Williams (6th grade)
 - Deb Alberti (Social Studies) Lee Ramirez (7th grade)
 - ~~Clover George (Head Spec Ed)~~ Suzy Dunnum (8th grade)
 - ~~Ashley Griego (EA Rep)~~ Sherie Pennebaker (Union Co-rep)
 - James Laws (parent) Clover George (Union Co-Rep)
 - Fred Rivera (parent)
 - Robert Munro (parent)
- Facilitator:**
Mark Hedman (IC Chair)
- Notetaker:**
~~Suzy Dunnum (Secretary)~~
- Timekeeper:**
Kate Siders (IC Vice-Chair)

MEETING OBJECTIVE:

1. Discuss stacked classrooms, differentiation and parent information.
2. Receive and discuss feedback from grades and departments regarding usage of behavior points for the 24-25 SY.
3. Edit student handbook for inclusion in agenda.
4. Review JetCard use and layout.

TO PREPARE FOR THIS MEETING, PLEASE:

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

Decisions Made:

- Minutes approved
- Assembly with DOJ will be requested for April

Take Back to Constituents:

- Math & Special Ed will share feedback about behavior points.
- Continued discussion on behavior points and Jet Card
- Discuss archiving of IC decisions beyond current academic year.
- Continued discussion on SEM & stacked classes

TIME	MINUTES	ACTIVITY
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8:05 - 8:10	5 Minutes	<p>Hedman- Approve minutes from 1/24 IC meeting. Minutes approved</p>
8:10 - 8:12	2 Minutes	<p>Gallegos- Updates on position vacancies.</p> <ul style="list-style-type: none"> ● Gallegos - No update on the counseling position - there has been an applicant, but counseling services goes through the applicants and notifies the school on who can be interviewed ● Laws - if you request someone, can they assign that person somewhere else based on need? ● Gallegos - no ● Gallegos - SG ELA/ELD - requested someone - working on license with PED and TESOL - just waiting on the formality of approval from APS - current principal can still hold her until the end of the grading period ● 1:1 EA Vacancy - no updates
8:12 - 8:15	3 Minutes	<p>Gallegos - Assembly Request</p> <ul style="list-style-type: none"> ● Gallegos - Slota has been working with the Department Of Justice for a few months on coming out for an assembly. They are able to do a Cyber Security assembly in March/April. We need to send them a few proposed dates. ● Jawson - April already has interruptions for testing, so if we do it in April, it leaves March uninterrupted ● Silva - whole school? Grade levels? ● Gallegos - will need to ask - right now, they are just asking for dates - I can ask - I'll send them a few dates in April - does that work? ● Yes <p>Assembly with DOJ will be requested for April</p>
8:15 - 8:20	5 Minutes	<p>Cordova -</p> <ul style="list-style-type: none"> ● Stacked Classrooms ● Differentiated Instruction ● Parent Information <p>2/6 IC Meeting - Stacked Classes</p> <p>Cordova- stacked classrooms are based on the Schoolwide Enrichment Model (SEM). We need to discuss JMS demographics. We have a skewed population in that we have more males than females (slide 1). APS SEM model was given to departments last spring. Is this still the model APS wants us to run? (Gallegos - yes) It encourages advanced opportunities, it is run through math and ELA, based on interest, learning styles, and preferred models. This falls under the diversity council. We need to identify the talent pool for next year. We need to do this to widen the net for our gifted program. Recently APS lowered</p>

the threshold to get into the gifted program. Parents, teachers, and the council need to be included in this process. It is very important for teachers and parents to understand what these classes are and if their students are put into this type of classroom. The reason we are targeting these students is to extend their learning, but if we don't implement this correctly we don't create a safe classroom environment because they don't feel they belong in that type of environment. On paper this looks very nice because it broadens inclusion and diversity but if it is not differentiated for the child it is not healthy for that child.

- Pennebaker- When I went through the gifted training it was all about diversity. In my classroom it is all about diversity and differentiation for all students to be successful.
- Laws- Gifted is still based on the kid. As far as I know if you feel your student needs more support you can have a meeting and add modifications. Does this change that?
- Cordova- This model is based on interest and test scores. I don't understand how we currently select these students.
- Laws- The teacher should have the right to drop a student from the class if a child is disruptive or disrespectful to the learning process. If that is not available it can be disruptive to the program as a whole.
- Cordova- From APS's standpoint, it is about getting students to show growth.
- Gallegos- All the teachers teaching these classes were aware of what they were teaching but with the vacancies and new teachers we need to look at training for the teachers. We also need to work on identifying students to be in these classes purposefully.
- Pennebaker- How will this affect the gifted classes since these kids have an IEP? I hope there are people who have taught at all levels writing this up at the district level.
- Munro - are these classes taught by gifted teachers?
- Yes
- Munro - re the registration card, all it lists are the iReady scores and a signature, so it sounds like this conversation about stacked classes is preliminary because you don't even know what will be offered
- Gallegos - correct, I don't have the budget yet
- Munro - so you're gathering info on student interest
- Silva - we have acc science and acc math - do we have acc ELA?
- Gallegos - no, all three gifted are stacked
- Cordova - the class just says acc on the schedule for the student even though they are in a stacked class

		<ul style="list-style-type: none"> ● Gallegos - right, because you can not assign a gifted code to a student who is not in the gifted classroom ● Cordova - we have to make sure that parents know because parents can advocate for their students to be in there ● Laws - I think it's important for the student to want to be there because parents can want students to be there, but if the student doesn't, it won't work ● Munro - is it that there weren't enough students to have gifted science? ● Pennebaker - there is a misconception about the numbers. Not having gifted science is a district decision ● Gallegos - if a gifted teacher teaches the science class it can count for gifted minutes ● Pennebaker - if they are working on goals, even an elective can count toward minutes ● Jawson - I wonder if an introductory letter and syllabus is necessary but almost too late and could create requests for schedule changes. Maybe a notice in May? We started the year with vacancies in both positions which contributed to the confusion. If letters had gone out in May it might have helped. ● Gallegos - The diversity council hasn't been built. I sent the request for ISD and the diversity council will come from that. I've only had 1 person show interest. I need more. There is a binder study that goes along with it - also observations. I need to put that group together now so the work can begin. There is not a guarantee that Tanya Campos will have money next year. It shouldn't feel like "another thing." It should feel like a deeper study of what you are already doing. ● Jawson - could we use the Jefferson website directory to indicate who teaches a stacked classroom? ● Gallegos - Yes ● Laws - is the website up to date? ● Gallegos - yes, Mr Vigil is working on it <p>Action Item: cont. talking about stacked classes</p>
8:20 - 8:30	10 Minutes	<p>Hedman- Feedback from departments and grade levels regarding using Behavior Points as a behavior management system for the 24-25 school year. Further discussion on their implementation as needed.</p> <ul style="list-style-type: none"> ● Silva - ELA wants hard copy, behavior points are confusing and we want to reserve it for tier 2 interventions, some liked classroom agreements, whatever we use needs clear training,

		<p>accountability, and systems - consequences need to happen immediately - at this age students don't make the connection between a behavior and consequence that happens later, suggestion: go back to putting agendas on the desk in all classes all days so we don't call students out</p> <ul style="list-style-type: none"> ● Laws - how does this address kids losing agendas? ● Silva - kids did not use to lose them at this rate because they were used more consistently ● Gallegos - was there a discussion about classroom management? ● Silva - no, the department just wants it done consistently, we have a lack of communication between teachers which impacts supporting the whole child. We want accountability. ● Gallegos - it has to be used by everyone ● Alberti - Siders explained the behavior points, explained that the points can be edited. Collectively - the current system is not working. SS Consensus - we back the behavior points (kids can't lose it). We still wonder what to do with students who we do not teach. What system are we going to have for students that we do not teach? ● Jawson - everyone is on board for hard copy positive and negative in the agenda. If we have to do behavior points for tier 2 then it speeds up the behavior process - tracking behavior points wouldn't be "one more thing" because we are already using it for tier 2 - if we use the same thing we will have more data that we need for BIPs. Not everyone is going to use any system that we have. ● Cordova - science: 2 in favor of Behavior points and having the Jet Card have positives and negatives; 3 are not in favor of it being mandatory. It's all about consistency - any system we have, should align to the training that we have had - anyone who misuses one system will misuse another - the same teachers that write a lot of referrals will do the same in a different system, we can force people but if we make it easy and clear then we will increase the people who are participate
8:30 - 8:40	5 Minutes	Hedman- Continue discussion about effectively using the Jet Card,

		<p>integrating it with the Agenda and further design input. (Integrating above discussions.)</p> <p>Ms. Williams via written feedback - 6th grade level meeting was split but the majority preferred the Jet card in the Agenda like last year, but with more training for all and consistency throughout the staff.</p>
8:40 - 8:45	10 Minutes	<p>Gallegos- Discuss edits to be made to the student handbook before including it in next year's agenda.</p>
8:45 - 8:50	5 Minutes	<p>Next Steps:</p> <ul style="list-style-type: none"> ● Math & Special Ed will share feedback about behavior points. ● Continued discussion on behavior points and Jet Card ● Discuss archiving of IC decisions beyond current academic year. ● Continued discussion on SEM