



Jefferson Middle School 2024/25

Jefferson Instructional Council Thursday 9/5/24 @ 7:00 - 7:45 in the Jefferson Library			
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: Monica Vigil (Electives) Margaret Silva (ELA) Cat Maes (Math) Gregy Hyzy (Math) Samantha Cordova (Science) Deb Alberti (Social Studies) Christine Ibarra (Head Spec Ed) Ashley Griego (EA Rep) Meghan Armstrong (parent) Casey Mason (parent) Robert Munro (parent) Tania Hopkins (parent)	Trini Gallegos (Principal) Patricia Goke (Assistant Principal) Vacancy (Support Staff) Sherie Pennebaker (6th grade) Ryan Dukart (7th grade) Beth Jansen (8th grade) Heather Reeves (Union) Facilitator: Mark Hedman (IC Chair) Notetaker: Kate Siders (Secretary - Vacancy) Timekeeper: Kate Siders (IC Vice-Chair)	
Quorum requires the following attendees: 7 members, 4 teachers, 1 admin, and 1 parent			
Meeting Objective: Clarify duty station situation, Lexia impact on SS, and continue feedback on Finals schedules.			
To prepare for this meeting, please: Read the minutes from the 8/22 IC meeting.			
Consensus: - Approve Minutes 8/22			
Take back to departments: - Finals Schedule (cont.) - Duty Stations (cont.)			
Time:	Mins:	Who:	Content
7:00	2 Minutes	Hedman	Approve minutes from the 8/22 meeting.
7:02	3 Minutes	Gallegos	Update on position vacancies. Head Teacher: Christine Ibarra, Welcome! 1:1 EA has been requested 1:1 EA vacancy - posted Custodian Vacancy (1 year leave) Super Science: Interview today

			Bilingual SS Vacancy - coordinating with LCE IC Secretary: Vacancy (Ploss is on the leader board for typing... just sayin'...)
7:05	10 minutes	Hopkins	<p>Discussion of Lexia and how it impacts delivery of Social Studies standards.</p> <p>Hopkins - Are students just getting 4 days of SS and one day of Lexia?</p> <p>Silva - As ELA department chair - Lexia is our literacy intervention program - designed to fill skill gaps and build vocab, grammar, and comprehension. As a literacy-based curriculum with literacy-based standards, it doesn't take away from their curriculum; it supports it.</p> <p>Hopkins - the one day they are doing Lexia they aren't doing SS standards.</p> <p>Silva - the literacy standards are part of their curriculum.</p> <p>Hopkins - could they be doing that through social studies content?</p> <p>Silva - they should be doing that all of the time. This is our research-based and district-approved intervention. The program is not just an intervention; it applies to all students. It also provides teachers with the data to know how to intervene and support students and how to push students forward. The data is helpful for differentiation for assigning reading to above-grade-level students and students who are struggling.</p> <p>Hopkins - per the negotiated agreement, they can't dictate what the social studies teachers use. I don't want my gifted students losing social studies instruction.</p> <p>Silva - The social studies curriculum is a recursive</p> <p>Riemen - As a social studies teacher, I do Lexia Power up once a week for 20 minutes as an independent study time. I'm happy to support.</p> <p>Hopkins - 20 minutes is different than a whole period.</p> <p>Alberti - The first few times we did the whole period. Going forward it won't take as much time.</p> <p>Riemen - Ms Lamberti (social studies) contacted a person from the district - That person was under the impression that all departments were supporting this.</p> <p>Hopkins - What about gifted students?</p> <p>M. Vigil - I used it with my small group ELA students because it is age-appropriate. They read <u>The Outsiders</u> (example), the graphics are less elementary. I've seen a lot of success with the program.</p> <p>Vigil: I would also encourage parents to have students work on it at home.</p>

			<p>Silva: We just can't require it as homework, due to lack of internet connectivity.</p> <p>Cordova: I haven't seen the platform. Does it just meet them where they are at?</p> <p>(yes)</p> <p>Silva: My department asked if SS and ELA could coordinate what strand both departments are working on?</p> <p>Cordova: Per the negotiated agreement, we have professional discretion.</p> <p>Silva: That is not the case for interventions.</p> <p>Cordova: Nothing will work 100% of the time for 100% of the students.</p> <p>Silva: ELA went round and round with the district about this.</p> <p>M. Vigil: I want to add that it isn't just a computer program - the platform has suggestions for teachers to provide 1:1 instruction and clarification.</p> <p>Hopkins: I think it would be beneficial for parents to be informed.</p> <p>Armstrong: Increasing skills benefits the entire class in the long run.</p> <p>Hedman: Is there coordination about who is doing Lexia on what days so kids aren't getting it twice?</p> <p>Silva: Yes, at the grade levels.</p>
7:15	10 minutes	Hedman	<p>Continue discussion with departments regarding the class schedules for finals.</p> <p>Silva: ELA is split - half are flexible, half would like to keep the same schedule</p> <p>Alberti: We haven't met.</p> <p>Dukart: Why do we always have to cater to high school? We aren't a tiny high school. Our kids have different needs. The block schedule won't work for us - especially our 8th graders. I don't see how it's beneficial.</p> <p>Siders: Clarification - our IC is who made the request to look at a block schedule; The high schools didn't ask anything of us.</p> <p>Dukart: Right, I should have phrased that differently.</p> <p>Hedman: We will revisit in 2 weeks and make a decision.</p>
7:25	15 minutes	Hedman	<p>Discussion of duty stations.</p> <p>Riemen: I'm shocked that we have duty all day and throughout the school year. It hasn't been this way ever before. I looked at the clarification and the union newsletter. Email from Valerie House - the intention is to ensure student and staff safety (restating policy). I'd like to see a structure where we are not on duty every day throughout the year.</p>

		<p>Silva: The majority of my department is fine with it as it is. One suggestion is that the partner at the duty station could be eliminated. APS and the union have not been aligned in communication.</p> <p>Gallegos: Back to the original reason - supervision. 15 minutes is for the safety of the students. They could no longer fund the duty stations, so they put it in the contract. I foresaw this conversation happening. I understand the concerns, but it has always been for the safety of students.</p> <p>Siders: It is also a time to build community: talk to students, families, other staff members. Having partners allows us to shift to areas that need coverage. For example, there was an unhoused individual sleeping in the alley after school. I was able to shift to stand near him and Alberti was able to shift to cover my crosswalk. Without partners, there wouldn't have been anyone at the crosswalk. We have to consider that shenanigans are not happening because people are on duty. We have a large campus that requires a lot of supervision. We are on the corner of two busy streets, near the hospital, and near the university.</p> <p>Griego: I did the loop duty last year and started coming early just to manage cars and traffic.</p> <p>Reeves: We could talk in a staff meeting to address where movements can happen.</p> <p>Riemen: I would be happy to rotate and not have my station all year.</p> <p>Vigil: Maybe we should do Reeves idea and talk about it with staff.</p> <p>Gallegos: I don't want to keep coming back to this. I really don't want to use a staff meeting for the conversation.</p> <p>Goke: We did have a survey last year and that information was used to assign duty stations.</p> <p>Riemen: I don't think we all understood that it was all year, every day.</p> <p>Gallegos: What would the other 15 minutes look like?</p> <p>Riemen: Professional Obligations</p> <p>Gallegos: It was always for student safety.</p> <p>Hopkins: The Union said to reference what duty stations were utilized before Covid.</p> <p>Dukart: At what point are we allowed to let kids onto campus?</p> <p>Gallegos: 7:45</p> <p>Dukart: That should go out to the staff. I never know what to do when students are at the gate when I come in.</p>
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			<p>Armstrong: Could that information go first on the weekly announcement to parents?</p> <p>Siders: Just to be clear, Delay does have eyes on them by watching the cameras, he just doesn't let them in because there isn't staff available for supervision.</p> <p>Cordova: compromise high-stress jobs (rotating) and low-stress jobs (stable).</p>
7:40	5 minutes		<p>Next Steps:</p> <ul style="list-style-type: none"> ● Feedback from departments on the Finals bell schedule and come to consensus on the issue. ● Continue discussion on duty stations. ● Super Science community feedback.