



## Jefferson Middle School 2024/25

| <b>Jefferson Instructional Council</b><br><b>01/23 @ 7:00 AM in JMS Library</b>  |   |   |  |
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| <b>Norms:</b> <ol style="list-style-type: none"> <li>1. Assume positive intentions</li> <li>2. Take an inquiry stance</li> <li>3. Ground statements in evidence</li> <li>4. Stick to protocol</li> <li>5. Start and end on time</li> <li>6. Be here now</li> </ol>   | <b>Attendees:</b><br>Monica Vigil (Electives)<br>Margaret Silva (ELA)<br>Cat Maes (Math)<br>Greg Hyzy (Math)<br>Samantha Cordova (Science)<br>Deb Alberti (Social Studies)<br><br>Christine Ibarra (Head Spec Ed)<br><br><del>Ashley Griego (EA-Rep)</del><br><br><del>Meghan Armstrong (parent)</del><br>Casey Mason (parent)<br><del>Robert Munro (parent)</del><br>Tania Hopkins | Trini Gallegos (Principal)<br><del>Patricia Goke (Assistant Principal)</del><br><del>vacancy (Support Staff)</del><br><br><b>Optional:</b><br>Sheri Pennebaker (6th grade)<br><del>Ryan Dukart (7th grade)</del><br><del>Beth Jansen (8th grade)</del><br><br><del>Heather Reeves (Union)</del><br><br><b>Facilitator:</b><br>Mark Hedman (IC Chair)<br><b>Notetaker:</b><br>Jenny Ploss (Secretary)<br><b>Timekeeper:</b><br>Kate Siders (IC Vice-Chair) |  |
| Quorum requires the following attendees: 7 members, 4 teachers, 1 admin, and 1 parent  |   |   |  |
| Meeting Objective: Continuing department feedback. Discuss potential field trip.   |   |   |  |
| To prepare for this meeting, please: Read the minutes from the 12/5 and 12/19 IC meetings.   |   |   |  |
| <b>Consensus:</b><br>Consensus on 12/5 minutes<br>Consensus on 12/19 minutes<br>Consensus to postpone the following until next IC meeting: Feedback from departments on items for inclusion in next year's student agenda; Continue the discussion of the tardy policy for '25-'26; Continue the discussion of the '25-'26 Cellphone Policy<br>Consensus on 5/15 and 5/16 field trip for all 6th graders to Sandia Mountain Natural History Center |   |   |  |
| <b>Take Back to Departments:</b>   |   |   |  |
| Time:  | Minutes:  | Who:  | Content  |
| 7:00 - 7:02  | 2 min.  | <b>Hedman</b>   | <b>Read norms. Approve minutes from both the 12/5 and 12/19 meetings.</b><br>Consensus on 12/5 minutes<br>Consensus on 12/19 minutes |
| 7:02 - 7:05  | 3 min.  | <b>Gallegos</b>   | <b>Update on position vacancies</b>  |

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|             |        | <p>Gallegos:<br/> Counselor secretary: We've done some interviews. One took another position, and the other one didn't have enough experience. Another did not show for the interview. We have 3 candidates for the next round of interviews. We don't want to just stick anyone in there, and it's hard because the salary includes summer pay so that lowers each paycheck.</p> <p>LCE bilingual allocation: There is some transition at LCE, and there is an interim director, so I'm trying to find out who I ask about where to post this.</p> <p>Langston is still the long-term sub.</p> <p>Custodial: We still need this, but we know no one wants to take a short-term position.</p> <p>Cordova: The custodian in my room said he'd want to take it.</p> <p>Gallegos: I can talk to him about it. He and Sara and Laura are doing one hour per day outside and being compensated for it. He's been going and cleaning some of those extra areas and being compensated. I'm worried if he goes into the short-term position, he may not have a position here when that short-term position ends.</p> <p>Cordova: He said he has extra time, so talking to him in person may be best.</p> |
| 7:05 - 7:10 | 5 min. | <p><b>Feedback from departments on CSI funds for next school year</b></p> <p>Gallegos: I haven't been able to share the document yet with department chairs. It has a list of allowables and non-allowables for CSI funds. I'll share with department chairs today. Is there feedback yet from departments?</p> <p>Cordova: One of my constituents mentioned that they didn't feel the Dr. Hollie binder study was new or helpful, and suggested doing less of it, offering it to new teachers for classroom management. I agree with this after being in the cadre—I felt like it was helpful but it was a lot extra on my plate, and the number of strategies they want you to use in a session feels performative and disingenuous to how I'd naturally teach. It makes more sense to have a block of classes to do 8-9 strategies, but the fact that it doesn't change</p>   |

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|  |  |  | <p>based on the amount of time I have in class is not attainable.</p> <p>Gallegos: The feedback from others was to focus more on AVID, since we are an AVID school, rather than CLR. I agree that the number of strategies can be unrealistic.</p> <p>Alberti: Having been in the 90-day plan meeting, is CSI the kind of thing we can use for high-quality instructional materials, consistent with the 90-day plan?</p> <p>Gallegos: Yes, as long as it's something outside of the scope of what the district purchases.</p> <p>Alberti: For example, if Lexia fits in with Social Studies, could we purchase something that is more directly connected to Social Studies</p> <p>Silva: The district bought LEXia, but doesn't have the EL version for our ELD students. I was asked about Brain-Pop EL, a School-wide book study program (you get a set of novels and everyone reads the same book, perhaps in advisory, and gets the same questions which can be used for prizes, etc).</p> <p>Siders: I've heard it called "one-school-one-book".</p> <p>Cordova: Dr. Hollie was in response to the racism issues that were happening. The only thing we haven't done is the equity council. Could we look at that for CSI?</p> <p>Gallegos: We are doing PAC (Principal Advisory Committee), which is a good representation of students on that council, and there are a variety of students in the student council. We can look at that, or tying the equity piece into our PAC, so we aren't adding another group.</p> <p>Hopkins: PAC is a district initiative, right?</p> <p>Gallegos: It is the Principal Advisory Committee - some schools already had something set up but it's nice because it comes with specific questions to guide the discussion. It's been amazing this year. Students really care that this group has an impact and their information will actually be shared. I have more information to share about this in the future.</p> <p>Hyzy: Math would like to look into tutoring, and getting Scholastic Math for math classes and for tutoring if possible. I personally reached out to</p> |
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|             |        |               | <p>small group teachers, and Scholastic magazine has content-area, social-emotional learning and health content, which would work well for small-group teachers. It comes in a hard copy and digital copy. It has real-world applications. Tutoring is getting more streamlined with Ms. Bowman and myself, and we are getting parent responses from the Tuesday/Thursday group, showing family commitment. The math department also talked about bringing someone in for AVID Math, or sending teachers to an AVID Math training during the summer.</p> <p>Vigil: Electives were waiting for the list. They were not against Lexia ELD.</p> <p>Siders: On behalf of the 90-day plan group, it was discussed to offer tutoring for every subject area.</p> <p>Gallegos: It's high-intensive tutoring, not just coming to do homework. There may need to be a mini-training to train teachers on what it entails. The first group served needs to be Native Americans, as that is our designation for CSI. There are others who can go, per teacher approval, but it needs to start with Native Americans. We can't force them though. One suggestion was to have a meeting with NA families to discuss what this is for, which makes sense mostly at the beginning of the school year. I've reached out to families via email and most have been responsive that way. The NA list is up in the air, because when the CSI group came, they had different numbers than we have, and the different platforms (Synergy, i-Ready, Panorama) have widely varied numbers of identified NA students. I reached out to PED to get a list of students who they tagged as Native American. We aren't exactly sure who the students are for this designation. I'm waiting for that information.</p> <p>Siders: In the interest of time, can we skip to Ms. Pennebaker's field trip and Ms. Griego's question about ICE?<br/> Consensus to do so.</p> |
| 7:10 - 7:15 | 5 min. | <b>Hedman</b> | Feedback from departments on items for inclusion in next year's student agenda. (postponed)  |

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| 7:15 - 7:20 | 5 min.  | <b>Hedman</b>     | Continue the discussion of the tardy policy for '25-'26.<br>(postponed)   |
| 7:25 - 7:30 | 5 min.  | <b>Hedman</b>     | Continue the discussion of the '25-'26 Cellphone Policy<br>(postponed)  |
| 7:30 - 7:40 | 10 min. | <b>Pennebaker</b> | <p><b>Discussion of a whole grade field trip for 6th grade, split over two days.</b></p> <p>Pennebaker: May 15 and 16 for 6th graders. Ms Ploss did a lot with this. A lot of students have not been to the Sandia Crest Natural History Center in the East Mountains, which is part of the district-wide 5th grade field trips. We will need 1 staff member for every 25-30 students. We have a few questions we will work out in the 6th grade meetings, including how we will group students with specific teachers. Buses and assistance/guides on site for specific locations are provided, as well as support aligning our curriculum with their available resources. Lunch is not provided, so we will notify the cafeteria staff ahead of time. We will need chaperones as well, so will reach out to parents ahead of time. We will need teachers to take extra training for allergies and epi-pens, asthma. We can arrange who needs to take those depending on groupings with students.<br/>Consensus—approved.</p> <p>Cordova: Past experience—you might want to see if they want the full background check, which takes 2-3 full weeks and is more expensive, or if the “supervised” background check would work (if the chaperones are always in sight of a staff member).</p> <p>Siders: Is that something Katy helped with in the past?</p> <p>Gallegos: Yes, there are funds.</p> <p>Hyzy: Mock trials are Mon-Tues-Wed that week (May 12-14).</p> <p>Cordova: Will 6th grade also do the end of year celebration, or does this count instead of that?</p> <p>Pennebaker: This is an academic field trip, and that is more of a reward. All students should be able to attend this one, whereas the end of year celebration is only open to students who qualify based on behavior and grades.</p> |

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|                    |               |                      | <p>Hyzy: If it's 6th grade staff, are we using 6th grade advisory teachers, and do we have plans for behavior and IEP needs for students?</p> <p>Pennebaker: Good point, we need to consider this in our grouping/planning and staff supervision plan.</p> <p>Gallegos: We can ask one of the EAs to go as well.</p>  |
| <p>7:40 - 7:45</p> | <p>5 min.</p> | <p><b>Hedman</b></p> | <p><b>Pressing Issue:</b></p> <p>Griego: How will Jefferson address the new agency situations?</p> <p>Gallegos: Yesterday, during the Principal meeting we were notified of the procedural directives (which are very clear). What the directive says is that anyone who comes on campus must be accompanied by Mr. Delay or an admin. If anyone comes on campus, we have to call APS police. They cannot ask for any information or talk to any student. We already have a parent who wasn't sure they wanted to send their student to school because another friend at another school had a possible issue with this already.</p> <p>Make sure your doors are closed and locked (for safety reasons). I have shared this in multiple emails. I get the temperature issues. However, the other day, the gate by the bus loop didn't shut all the way. A random parent walked in off Lomas with a student and came into the 300 hallway and came inside and tried registering the student. It was very bizarre, and he didn't have documentation, so we could not register his students. It is important to make sure the gates click shut so that they are secured. The Alice Gates by the dirt lot and the one by the track are not closing all the way, so make sure you pull all gates/doors closed behind you.</p> <p>Alberti: The front gate (buzzer) was not closing either.</p> <p>Gallegos: There is a work order in for that one.</p> <p>Regarding keeping classroom doors closed: there are some times when students are looking in to ask their friends to come out and meet them as they pass in the hallways, so closing doors would help with this as well. Any agencies, even CYFD or APD, have to be accompanied by one of us (admin). I will send something home to families,</p> |

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|  |  |  | <p>and I'll send procedural directive links to staff as well.</p> <p>Cordova: Is this a 3-button press on our badge if we see any official on campus?</p> <p>Gallegos: Yes, this is the call for help, which is 3-buttons. The 10-button press is only for an active shooter or a weapon on campus.</p> <p>Griego: Reach out to your union reps (Heather Reeves and Amanda Burgione), because the union will back us up if we keep doors closed and protect the students.</p> <p>Hopkins: The union is creating signage to let parents know their rights. They were just holding off to know what exactly was happening.</p> <p>Griego: Yes. You also need to make sure you let any officer know verbally that you will not talk to them, reserving the right to remain silent, and that you are going to call a lawyer. I'll talk to Ms. Reeves, but reach out to the union to make sure you know that they will back you. Make sure you read the directive, and make sure your doors are closed and locked to help students feel more safe and be more protected. I will go close doors if I need to to make sure those doors stay locked (the ones leading into the 6th grade hallway). When I ask about the doors not closing, there is always an excuse, so we will need to make sure they are closed and latched.</p> <p>Pennebaker: We still need a way to check to make sure who's on the other side of our classroom doors for those of us without windows on our doors.</p> <p>Gallegos: FERPA prohibits anyone from sharing information about students with agencies without a court order.</p> <p>Cordova: I have a group that comes in occasionally with my son, and they've been wanting to come more this week, and I'm pretty sure they want safe spaces. If you get phone calls from parents that are worried, my room is open for A lunch. They feel safe here, and I want to make sure they keep feeling safe here.</p> <p>Gallegos: They just need a pass.</p> |
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|  |  | <p>Cordova: I think it's important to not identify students by status or using other keywords/buzzwords.</p> <p>Griego: Our IC notes are public as well, so we need to be careful about the words we are using here.</p> <p>Hedman: Because of time constraints, I think we should hold off on the rest of the agenda until the next meeting.</p> <p>Hyzy: Can we check in on this topic again at the next meeting?</p> <p>Hedman: Yes.</p> <p>Griego: Remind the people around you to keep their doors closed and locked.</p> <p>Gallegos: I'll send a reminder about doors again.</p> <p>Silva: Department Heads—part of the 90-day plan was to get AVID materials for departments. I have a CD with all the strategies, so let departments know that they can download these onto their computers.</p> <p>Siders: Per the 90-day plan, we would like to put Can-do descriptors in all classrooms and get training from LCE. We also want to spread EL support for all students.</p> <p>Hyzy: I was wondering about AVID resources for the classrooms.</p> <p>Silva: We have some.</p> <p>Gallegos: There are 5 teachers going this summer to the AVID summer institute. I also have some resources for AVID for the classrooms.</p> |
|  |  | <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Check-in on student safety</li> <li>- Feedback from departments on items for inclusion in next year's student agenda;</li> <li>- Continue the discussion of the tardy policy for '25-'26;</li> <li>- Continue the discussion of the '25-'26 Cellphone Policy</li> </ul>   |