IRON HORSE MIDDLE SCHOOL
12601 Alcosta Blvd. San Ramon, CA 94583 (925) 790-2500

Marissa Norris, Principal
Mona Keeler, Assistant Principal
Kate Bryzek, Assistant Principal

Veena Virdee, Office Manager
Katie Harp, Counselor
Jenny Bassett, Counselor
Soraya Cortes, Counselor

"Never Underestimate the Power of a Jaguar"

IRON HORSE SCHOOL SITE COUNCIL MINUTES

Date & Time: Wednesday, October 21, 2026 @ 8:00am
Location of Meeting: Library or Virtual link

In attendance: Michelle Hamon, Veena Virdee, Denise Tully, Prashant Chandrasekhar, Adam Crawford, Phyllis Davis, Jacqueline Ford, Marissa Norris, Patti Pfann, Zach Vu, Gabby Paolino, Zaina Khan, Scarlet De Alba
Agenda: Presentation Slides

1. **Review/Approve September Minutes**
    - Tully made a motion, Virdee second…passed
2. **Comments/Questions from the Public/DiscussionReview**
    - Adam Crawford asked about roof repairs over the summer for the two story building (also asked about the MPR)
        i. All HVAC and roof repairs have been completed
            1. MPR did not need repairs and was not part of the bid
3. **ByLaws- proposed changes to ARTICLE II - MEMBERSHIP Section A: Composition: 3 teachers/ 2 other personnel**
    - Pfann made a motion to change bylaws, Virdee seconded…motion passed
4. **Budget Update**
    - 10 day revise, district took $5,000
    - Ms. Norris wants $$ taken out of conferences and extra pay
        i. currently taken out of office assistant and campus supervisor
5. **Name/Elect Officers**
    - Zach Vu - chair
    - Gabby Paulino - co chair

- Scarlet De Alba - treasurer
- Zaina Khan - Secretary

6. **Campus Safety**
    - **How do we keep our campus safe?**
        i. Campus supervisor
        ii. The rest of the safety is on the staff members (all staff)
            1. Everyone working together (watching, supervising, communicating)
                a. Chandrasekhar - "Does the reduction of funding impact this?"
                    i. Norris, "No, we will shift the money between conferences and extra pay"
            2. Last 10 minutes of lunch, 500 kids in the quad talking, pushing, etc. occur
                a. Finished their food, now how can they keep busy?
                b. We are waiting for the district to come put the new ping pong tables together
            3. School assemblies to reiterate expectations
                a. New problem: instead of kids trying to get help, they are chanting/video taping, etc.
                b. Will an assembly correct this?
                    i. How else could we combat this?

7. **SPSA Goals/ CA Dashboard Data/ Empathy Interview**
    - Reviewed last year's goals (made at the end of the school year)
    - Dashboard has been updated for last year's scores
    - Next meeting we will drill down to specifics to see if there was progress in the areas we set our goals for
    - Quarterly review will occur this school year for the three goals
    - Chronic Absenteeism & suspensions (these subgroups):
        i. socioeconomically disadvantaged
        ii. students with disabilities
        iii. all students
        iv. english learners

v. hispanic
vi. two or more races
1. Why are kids getting suspended?
a. What change on campus caused this? (what is the problem of practice?
b. **Ms. Norris** is wondering how to change all of this so people don't just look for punishment
i. **De Alba** suggested to pull kids individually when there is a classroom disruption to make up the work
c. Suspension keeps students out of the classroom which will negatively impact the students in multiple ways
i. Need to instead put things in place to help students change behavior (rehabilitation, not just punishment)
d. **Pfann:** if one student is misbehaving, they are impacting the entire class - this is a tough balance
i. Why is the child disruptive (since we are looking for behavior change)?
ii. Every kid is motivated differently
1. When a punishment will not change the student, what will?
2. What do we need to change so this is not the case?
○ Can we improve chronic absenteeism by reducing the suspensions?
i. **Pfann** wonders how this is happening since the reasons for suspensions are difficult to approve
1. wellness space
2. culture in classroom
ii. **Chandrasekhar** spoke out regarding this -
a. "this is not systemic, this is individual"
i. Because the problems don't seem to be systemic, just individual - only do surveying with the students and teachers involved

ii. **Norris** operates with restorative practices to get students more vested in the community
iii. We want all kids to feel welcome instead of "othered"

iii. How can we take the temperature of the campus/students/teachers to find ways to improve this?
iv. Are we making students feel "othered" instead of included
    1. Some empathy interviews with parents have already been completed by Ms. Norris (Google surveys)
    2. **Paulino** - for interviews…ask the students which teacher they feel comfortable with and have that staff member conduct the interview
    3. If interviewing staff members, can teachers complete it individually (anonymous survey) - looking for a temperature of the school climate
        a. Survey given out to teachers who have suspended students
        b. Send the survey to all of the suspended student's teachers
        c. There should be a paper trail
v. **Ford** proposal to change the perspective and conversation, (this is a classical issue in schools) - getting disrupter out of the classroom to stop the disruption
    1. Then we need to teach kindness/fairness in the classroom
        a. Kindness education school-wide
            i. focus on classroom disruption
                1. Ask the student why they are disruptive
                2. What does that student need to become a kind contributor to the class instead of taking away instruction for the rest of the class?
                3. Peer pressure to get students to be kind

4. Have the student fill out the survey at this point
5. This is individual, but IHMS population is likely the type of student body to work with the student in a kind way

vi. **Pfann** - how many of these kids are repeat offenders (start with the statistics to see who we need to target)
1. Where is it happening? - classroom, quad
   a. Also, which classes and what is the structure of the class at that time
2. When is it happening? - time of day

8. Student Update

- Fall dance is this Friday
- All week we have spirit days
- Jag Bucks - people are taking them from each other - if kids exceed the amount they are supposed to have, we won't sell them
  i. Can they write their name on their Jag Buck when they are given out in class?
     1. Before you put this away, write your name
     2. Number the Jag Bucks so there won't be sequential Jag Bucks
  ii. RRW next week
  iii. Selling the pink bracelets we
- Gold Pumpkins - for Little Heroes Foundation to raise awareness for childhood cancer/research - the company will donate $1.00
  i. Make posters to announce
  ii. Rep the information in classes
  iii. Maybe move next week's

9. Next meeting Agenda Items

- **Chandrasekhar: Heavy backpacks - what can be done?**
  i. Pine Valley has block scheduling which reduces the need to carry so much each day
  ii. Can we move to digital only?

iii. could the devices be back in the classroom?

iv. **Ford** - doesn't like the heavy bags either

- **Chandrasekhar: Sports teams at the other districts**
  i. SRVUSD doesn't have any of these (schools don't play each other)
  ii. Costs became a problem
  iii. Schools on different bell schedules
  iv. This was done away with about 10 years ago
    1. Busing and other transportation has reduced this
- **Doesn't need to be on the agenda next month**

2026-27 Meetings
(at Iron Horse Middle School Library or virtually @ 8:00am)

- September 16th
- October 21st
- November 18th
- January 27th
- February 24th
- April 14th