

Manzano High School Instructional Council Meeting Notes

Time & Date: August 11, 2:45-4:00 pm

Location: Telecommute Conference

IC Interim Chair: Derek Villaneuva

IC Chair & Facilitator: TBD

Total Attendees at today's meeting: 28

Today's Guest Attendees: Jessica Dinsmore, Kathy Casey, Shauna Hoswer, Angelica Griego, Rustin Steen, Robert Chancy, Amy Furst

MHS IC Representatives:

<i>Social Studies - Derek Villanueva</i>	<i>Math - Anthony Strickland, Dan Hall</i>	<i>Admin - Rachel Vigil, SanJuan Mendoza, Jason Sanchez, Arvis Vonner,</i>
<i>ELA - Teddi Toniolli</i>	<i>*AVID - Teresa Hargis</i>	<i>Counselor - Jamie Anderson & Christine Loidolt</i>
<i>*CTE - Heather Gillespie</i>	<i>Science: Laura Llanes, Brigette Black</i>	<i>ATF - Kelly Dutro</i>
<i>Fine Arts - Daniel Cummings</i>	<i>Health/IMPAC -</i>	<i>Student -</i>
<i>SpEd - Megan Painter, Allison Stepp</i>	<i>PE/Athletics - Dolores Gurule De Duran, Phil Martinez</i>	<i>Parent -</i>
<i>SpEd - Harvey Carrearthers, Joy, Chip Haney</i>	<i>MCL - Ariane Leclerc, Caroline Keller</i>	<i>Activities - Jessica Carr</i>
<i>90-Day Committee-</i>	<i>ROTC - Tim Kerze</i>	<i>TLF Rep - Wynnell Lebsack, Robanne Harrison, Denise Duran</i>

Meeting: 2:45-

I. Google Classroom as main platform

A. Dutro - The question is: Do we want to decide as an IC to adopt google classroom as a school -wide learning management system (LMS) or do we want teachers to choose their own learning management system based on their own personal preferences? There are two sides - one is autonomy and one is the need for students to have stability with what we are using

1. Vigil - district has said we are a google district - in an effort to not overwhelm families with various platforms, the district has advised us to stick to Google Classroom and Google Meet when we are meeting with families and kids virtually. No Zoom.
 - a) Dutro - we talked about this last semester and are revisiting the topic
 - b) Kerze - agrees with district for the ease of this circumstance
 - c) Villanueva - Fine Arts is using a district-approved classroom
 - d) Cummings - No we are using google classroom but also using Smart Music that can be put into GC
 - e) **IC Consensus = Google Classroom utilized for MHS main platform**

II. Attendance

A. What constitutes contact?

1. Villanueva- Mendoza gave us a presentation on the district policy and now we have to review it, and the responses from the breakout groups
 - a) District policy gives a general definition of what contact is - and compared with what staff responded with - are there any changes we need to make to better serve our needs at Manzano?

- b) Dutro- Some groups wanted to mandate that two of the meets are synchronous each week - how do we feel about that as a requirement
- c) Leclerc- MCL all agreed on the 2 synchronous contacts
- d) Cummings - the 2 synchronous meets are there in the schedule
- e) Hargis - We need to hold these students accountable. Have some type of form for making up the class today.
- f) Mendoza- attendance document “participate in remote learning opportunities is inequitable” - the document outlines how unequal synchronous meetings might be for students and we have to be cognizant of this
- g) Dutro - One response said - if a student misses a meeting, since they are recorded, they could fill out a google form and watch the meeting - “What was the topic? What did you learn? What questions do you have?”
- h) Gillespie - is making up work a contact though? Is there a way to have a makeup session?
- i) Dutro - District says contact can include accessing content, handing in assignments, etc. Student letting us know that they are alive and that they are involved in the contact in some way
- j) Hall - Math says the same deal - watch video of lesson and then do a follow-up or come to office hours and talk about what they got from the video. Just for proof that they are engaged in the material
- k) Kerze - As long as students are doing what’s needed to do for each teacher, that’s a contact. If you have a student who is habitually missing, and is making things up, at what point do we draw the line and tell the kids to actually show up and do the lessons when they are supposed to
- l) Mendoza - we still have to give students the time to make-up work, a certain amount of time after they are absent.
- m) Kerze - anticipating students to manipulate the system and avoid meetings and just do make up work on their own
- n) Mendoza - if they aren’t showing up after a few weeks, they are reported to Child Services because they aren’t ‘attending’ class for contacts
- o) Llanes- Shouldn't there be some communication in advance that students won't be in class? Because what distinguishes students missing class because they don't want to show up and because they have a legitimate reason?
- p) Toniolli - what are excused virtual absences vs unexcused virtual absences?
- q) Mendoza - all absences are counted the same (suspension, doctors appt, monarch absence, etc)
- r) Dutro - what is our goal with attendance? As educators why are we requiring attendance? Because that attendance is directly linked to student success academically. If they aren’t present for a synchronous meeting, but make it up, that counts as being present in the virtual environment.
 - (1) Howser says (in chat) Present must mean with Video on
 - (2) Vigil- important to remember and realize that we have systems in place, but that is for the traditional environment. It isn’t going to translate well. Flexibility is key. We will have students who want to take shortcuts and might not engage at all - what are we going to do with those students when that is happening? We will have to communicate with parents, and we need a plan for if they are not. We will have to change our processes a bit.
 - (3) Dutro - some kind of requirement for that contact, that they have to do something with the material - it raises the bar for them. They are going to have to put more effort into that mental presence because they can’t just be on video physically present
- s) Villanueva -Who decides this?
- t) Mendoza - would like teachers to contact parents. Attendance done by noon on Mondays and we will run reports and start making contacts after reviewing reports
 - (a) Vigil - what have we decided as a staff, what is a contact?
 - (b) Cummings - we have to be Flexible with this as well. They have 2 synchronous contacts, and 2 asynchronous assignments, and then some contact. This works for fine arts, but a whole school wide policy is hard.

- (c) Vigil - we do need consistency schoolwide. As an IC we have to determine what we feel is a contact, and what is going to give students credit for coming to class. And there is always flexibility on the other side. We must have a school wide regarding this for the red model.
 - (d) Mendoza- we need at least five opportunities for contacts
 - (e) Hargis - I think that's why we have the embedded office hours; I think teachers are committed to those office hours and that's counted as a contact
 - (f) Cummings - we talked about baseline in Fine Arts; students who want to reach out and meet one on one--of course we will; that's not all we are saying. Synchronous and asynchronous are just baselines.
- (2) Villauneuava- Major changes needed in district document- 2 synchronous contacts and what the other three would be
- (a) Dutro - District doc - we need to keep in mind students without internet access. Even though this is being supplied to students, we also have a high homeless population - wifi access might be hard for students.
 - (b) Mendoza - we want to set contact at five for behavior contract reasons (per district synergy contact inputting)
 - (c) Dutro - must articulate to families that students need to do a range of contacts
 - (d) Mendoza - one group said to do one contact per day
 - (i) Phil Martinez- PE & ROTC - were worried that students would wait until the end of the week and then send a bunch of emails and say that is their contacts for the week
 - (ii) Kerze- we need to sum it up easily. 4-5 meaningful things (activities, lessons, etc.) per week are scheduled - that way 5 emails at the end of the week doesn't fly.
 - (iii) Hargis - I really like what Kerze was saying. Teachers pick 4-5 tasks during the week that students can do and help them meet critical standards; it will be easy to tell what kids have and have not done what's needed to meet competencies and contacts
 - (iv) Villanueva- yes we know what is substantive and what isn't - so what do we need to add to it or change it. Are we okay with the tw synchronous meeting times we had discussed?
 - (v) Llanes - Maybe we should create a list of what is considered a contact and teachers can choose which to use for their classes. It can't be just one form of contact and not just done in one day!
 - (a) Vigil - I like that. At mid-semester or progress report, parents may come back and challenge what kids did/didn't do; we have to have documentation
 - (b) Leclerc - More freedom for teachers to create make up work when students can't make
 - (c) Vigil - Teacher has flexibility to decide how students make up the work, to meet the contacts
 - (d) Lebsack - Yes and - hard teachers must offer at least six contact opportunities a week - so we can tell parents these are what are offered and this was what was met.
 - (e) Duran - we have 2 synchronous meeting times scheduled in block schedule, office hours, and then work for them to do.
 - (vi) Villanueva - Defining what a Contact is.
 - (a) Attending schedule classes
 - (i) Logging into Google Meets, See Saw, Google Classroom, and other on-line learning platforms
 - (b) Accessing assignments
 - (i) Logging into See Saw, Google Classroom, and other on-line learning platforms

- (ii) Contacts with Teachers via other modes (e.g. phone, in-person, email, etc.)
 - (c) Engaging in/ spending time on learning (regardless of content mastery)
 - (d) Accessing teacher and school learning supports (e.g. contacts with teachers/EAs during office hours, and support sessions)
 - (e) Handing in assignments (e.g. online upload, email, in person)
 - (i) Howser- We need to get rid of the “in person” turning in that is the language in the document
 - (3) Villanueva - we need to draft the language to discuss synchronous time
 - (a) Hargis/ Dutro/ Toniolli- Students will attend two synchronous meetings per class a week. If students are unable to attend a synchronous meeting they are required to speak to their teachers, who will provide a makeup opportunity which is up to teacher discretion
 - (b) Lebsack- does makeup count as participation in class?
 - (c) Vigil - we still need to be wary of saying they can miss; kids are expected to show up live with you in that format, if they don't teachers can work with the kids to show they are making up, not just the work, but the synchronous learning must be made up.
 - (d) Dinsmore- It is expected for students to be there for at least two synchronous learning opportunities, unless prior accommodations were made, in which teachers
 - (e) Sanchez- “students must be present to all synchronous learning, however if a student will be absent then they must contact teacher about makeup”
 - (f) Hargis - Likes change in language; if your aren't going to make it to the synchronous learning...your parents will need to provide an excused note to verify your absence (but still have to makeup synchronous)
 - (g) Dutro - “Just as if we were in our in person instruction- you are expected to attend every synchronous lesson.
 - (h) Sanchez “ Just as students must be present during regular school times, students must also be present for synchronous learning times. When students are absent due to illness or emergencies, they must make arrangements with their teachers for makeup work. Parents please make sure you call students in, and support your students in notifying teachers.”
 - (4) Vigil - what determines the other contacts?
 - (a) Villanueva - the list from the district {see above: 2vi (a) through (e)}
- u) Attendance clicks seem confusing - this will be clarified as we move along
 - (1) Hargis/Martinez attendance for synchronous and asynchronous rewrite:

Attendance this year is based on a combination of five meaningful contacts within the learning environment each week. These, just like in person learning, span the entirety of the school week. Additionally, just as students must be present during regular school times, student attendance to synchronous learning is **mandatory**. Students must notify teachers in the event of an absence during synchronous learning time for an opportunity, determined by the teacher, to make up the synchronous contact time. Additional asynchronous contacts include: accessing assignments, engaging in and spending time on learning, accessing teacher and school learning supports, and handing in assignments.

2. Consensus made on the above language

B. Data collection

1. Villanueva - How will we collect this data; we all have to use synergy anyway
2. Mendoza - teachers had a lot of different ways to track attendance (per document) so easiest to do would be teachers track their own attendance via their preferred platform.
3. FYI: Ms. Bowen will only be working with freshmen on attendance this year.

As per tracking : Attendance must be inputted into Synergy and teachers will track in the format they choose.

III. Schedule

A. August 12-21

1. Vigil - Team got together to talk through these processes. Staff doesn't know how to fill out syllabus. What exactly are we doing?
 - a) Tomorrow: Every single one of us (all staff has a Monarch Pride) reach out to our Advisees. Contact each.
 - b) Thursday/Friday: Teachers scheduling and conducting virtual visits; may lead into Monday.
 - (1) Teachers fill out forms for each Advisee (in need of tech, other, etc)
 - (2) Teachers have google classroom set up and ready to go by Friday.
 - (3) Communication with parents/students; Vigil sending out a robocall today because some parents are planning on sending their kids to school tomorrow. They should not be coming on campus.
 - (4) Llanes - a lot of other schools have had their plan created already. This week in home visits. They are also meeting with their classes and doing the SEL learning. Community builders. Getting to know the classroom (but not start working on content)
 - (5) Hargis - Agreed; Can't change now because of all the Monarch Pride gathering of materials and distributing to advisees. So maybe teachers need to have all students enrolled in their Google classroom and create asynchronous activities listed on their Google classroom for next week.
 - (6) Cummings a lot of teachers are learning new technologies; teachers need time to have a reasonable grasp of how these platforms work. We need this time to spend with the new technology so we feel comfortable with it too.
 - (7) Vigil - Not everybody is running the same HS schedule; several schools are starting with diff schedules; I'm not in any big rush to get anyone to instruction until August 25th. We are a High-Needs school; our families will need extra support that other schools don't. District allows us to have a soft opening. I want to make teachers prepared as much as possible for when we start instruction. I think right now, here at our school, our teachers want a little more day-by-day play.
 2. Virtual home visits
 - (1) Villanueva --Document sent out by Wynnell. Instruction will not begin until the week of August 24th. ***August 25th is the first day of instruction!**
 - (2) Wynnell will send staff an email with the [schedule](#) for the next few weeks.
 - (a) Villanueva- **by August 14th, students should be enrolled in their classes.**
 - (3) Mendoza - can we add something about the PTO?
 - (a) Lebsack - let's wait till week 2
 - b) Materials distribution
 - (1) ALL students must have a chromebook to get behind the APS firewall. If they checked one out last year they will use that, if they did not check out an APS chromebook, they need to.
3. Synchronous and asynchronous learning
 - (1) Lebsack - I think the calendar we sent out should clarify when everything begins
 - (2) Hargis - A parent asked me if when we do synchronous learning, can we break our classes down and do one Google meet with half the class and then Google Meet with the other half of the class.
 - (a) Vigil- Yes. Minimum 20 minutes, max 40 minutes of synchronous learning - this is totally up to the discretion of the teacher how it works. When you go live with kids is up to you, as long as you are doing this clearly with your kids. Consistency and routines are really important.
 - (b) Villanueva - whatever you decide to do, make sure you are communicating with the students (i.e. let them know ahead of time that they will be split and when/where to be in class)

IV. EDgenuity

- A. District is providing an option for teachers to use Edgenuity for your classes because it is online content that has been developed for you. Some teachers don't feel comfortable starting from scratch, so they are opting to use this.

- B. IF you use this, you have to commit to using it for the entire school year.
- C. Links in the newsletter Vigil sent out, directs you to the district website to help you make an informed decision as to whether or not this is the route you want to go.
- D. This is time sensitive. So you must let the admin know by the 17th if you want to use it and what content you are wanting to use.
- E. It is not required.
 - 1. Howser- if a teacher chooses to do it, when we have a hybrid schedule, would those students come to school and continue to work on this in the classroom? Or do they stay home, as well as the teacher?
 - a) Vigil - Not the teacher won't stay home, unless you have been given accommodations. There might be some parents that request their kids do the program all year long, and we will have to figure out how to accommodate them, or put them in ecad, but they are still our kids.
 - b) Howser - is enignuity all in or all out?
 - (1) Vigil students have to participate in the method of what their teachers are choosing now.

V. Class Fees

- A. These are being waived for this semester. No class fees this fall. We can revisit these in spring if we come back in a hybrid model.

VI. Mastery based assessment

- A. Villanueva - We have a lot that we are dealing with..we are strongly encouraged to do this, if you have access to those materials and resources. We will not be required to create mastery based assessment.
- B. Vigil - we want teachers right now to grade their kiddos the best way they see fit. Some teachers have tried it or want to be risk-takers and try it. Just outline whatever you plan on doing in your class, make sure you put in your syllabi.

Next IC is the 26th at 2:45*

If you have any questions or concerns about issues brought up in today's IC please make sure you contact your department representative.

Meeting ends at: 4:18