

# Manzano High School Instructional Council Meeting Notes

**Time & Date: November 18, 2020 @ 2:45-4:00 pm**

**Location: Virtual Conference**

**IC Chair: Derek Villaneuva**  
**Vice Chair: Teddi Toniolli**

**Total Attendees: 24**

*Guest Attendees: Shauna Howser, Roger Williams, Brigette Black*

<b>MHS IC Representatives</b>		
<i>*Social Studies - Derek Villanueva</i>	<i>Math - Daniel Hall</i>	<i>Admin - Rachel Vigil, Jason Sanchez, Arvis Vonner, San Juan Mendoza</i>
<i>*ELA - Teddi Toniolli</i>	<i>AVID - Teresa Hargis</i>	<i>Co-Counselors - Jamie Anderson</i>
<i>CTE - Heather Gillespie</i>	<i>Science - Laura Llanes</i>	<i>ATF - Kelly Dutro</i>
<i>Fine Arts - Rachel Thompson</i>	<i>Health/IMPAC -</i>	<i>Student -</i>
<i>90-Day Committee-</i>	<i>ROTC - Tim Kerze</i>	<i>Parent -</i>
<i>Community Coordinator: Jessica Dinsmore</i>	<i>MCL- Monica Romero</i>	<i>Activities - Jessica Carr</i>
<i>SpEd - Megan Painter (IGSS), Allison Stepp</i>	<i>PE/Athletics - Matt Espinosa, Phillip Martinez</i>	<i>TLF Rep - Robanne Harrison</i>

## **Today's Agenda:**

1. Finals schedule
  - a. Moving Monday schedule to Friday for a BABAC- for Monday through Thursday, and Friday as a make up day/advisory.
    - i. Special ed potential issues - electives are discussing some of the potential issues
    - ii. Painter - sped in the red has a lot of issues because of stay at home order, and this is where a lot of the conflict would have affected - IGS 1 and social comm 2 departments - they don't know because we don't know what is happening. Detrimental to have finals on Monday, because of the support they need.
    - iii. Thompson - did speak with fine arts teachers that were mentioned previously they've said they are willing to work with the sped in the red kids as much as possible and will accomodate any needs.
    - iv. Painter - issues of equity with Monday - and the full schedule Monday's make this hard

- v. Dutro - clarifying schedules and times
- vi. Painter - Full monday schedules are not okay because kids aren't there for that, and that's where we need to be flexible.
- vii. Dutro - could the IG kids keep their normal schedule while everyone else follows the modified schedule
- viii. Painter - this would be great
- ix. Dutro - what are the potential hiccups then?
- x. Painter - I don't know
- xi. Vonner- SPED in Red happens Tues-Fri; when they go virtual elective after lunch, if that scares you, change their schedule; we will give them any kind of support
- xii. Toniolli - If the only problem is for Monday, can they do their make up on Friday?
- xiii. Painter - the full issue is having the B day instruction on a Monday, and then Friday as advisory. Her kids do follow the bell schedule - and it feels like an issue of equity and not give them supports.
- xiv. Stepp - One of the PE teachers (Chris) teaches gen ed and special ed and other schools, then she has to rearrange all of her classes.
- xv. Vonner - what about our other teachers we sharing
- xvi. Dutro - would it affect her if we did ABAB? Switch the Friday and Monday for the different kids; only 7th period teachers will be affected (Dubb, Asselin, Hudetz, Oglesby). Won't feel much different for the students' schedule. If the teachers agree with this, I don't see a problem with this.
- xvii. Vigil - It seems to work. Not seeing a snag not saying that one won't come up later
- xviii. Dutro - online kids and sped in red kids will have online on friday; other (IG kids) will be on Advisory and then BABA
- xix. Villanueva- do we need to change the schedule? Do we need a make-up day? How late can students actually take the final? Can they take it after winter break? Are we completely up-ending a schedule for a few students who may or may not be affected?
- xx. Sanchez - if for some reason they didn't take it when they left for break, they'd make it up in January. It makes it easier for teachers than waiting until 2nd semester. Somebody thought it was because students wouldn't retain the info during winter break. There's no deadline to finish finals, but grades are due 3 days after we return from winter break.
- xxi. Romero - The schedule for the IGS kids doesn't affect the majority of the school, and doesn't see why it would be confusing why if we started talking before and told kids it was ABABC in a good amount of time. It is also extending grace to teachers by giving them Friday to grade.
- xxii. **Consensus - Finals week: A/B/A/B Monday through Thursday, and Friday will be a makeup day. No Monarch Pride or Menu Sessions during finals week. Sped in the Red will have modifications - and some students may need these that teachers need to accommodate. .**

2. Update and clarification on operation *Finish Strong - Camera's On*

- a. Villanueva - who is leading the charge with this?
  - i. Vigil - Thompson, Kerze, Carr, Espinosa, Gillespie, Vigil
  - ii. Vigil- The goal is in response to the conversation we have had in IC regarding the struggle to engage students when there is no camera on. Student engagement campaign. Want to extend that into the spring, starting strong with people turning on cameras and expecting students to show up to class every day. Social media blitzes, and announcements through Carr. The goal is to communicate to kids on why it is important that they have cameras on during class time.
  - iii. Carr - One testimonial - the two weeks she had her camera on, her grades improved. It holds kids accountable. Also thinks it will help all of us, helps connect teachers to students. We are human and interaction encourages us. Gillespie - sub cultures exist in her class because of cameras on. January we will roll out "start strong."
  - iv. Villanueva - what if students just refuse?
    - 1. Vigil - right now there aren't negative repercussions. How we are communicating this is important. That's not to say there can't be consequences starting in January. Maybe a phone call from admin to parents next semester to discuss failure rates and connection to classes. Just having a conversation about the benefits and importance.
    - 2. Villanueva - lower income students; we have students who can't afford the bandwidth to have cameras on.

- a. Vigil - We have said, Teachers have been very flexible; if there's an issue with students, they need to communicate with their teachers (issues with camera use, etc)
- b. Llanes - new backgrounds rolled out on Gmeets; but it's not available for students. Some of my students got excited that the background could change so we should use this as an incentive to get them to turn on their cameras.
- c. Sanchez - asked about that today; the google chromebooks don't have as much room and so that's why they don't have it. I mentioned it to district yesterday
- d. Dutro - Connects to the idea of the "carrot not the stick" Have teachers engage students by using the background for polling ideas. We just need to make sure that students have access to this feature. Background changing options will eliminate embarrassment of lower income students, etc.
- e. Sanchez - Get school logo as a background feature
- f. Carr - In January, baby steps to roll out this campaign-- we will have a "Show off your Background"!
- g. Villanueva - keep in mind that this could be an internet issue as some devices don't have enough RAM to support the camera or background feature
- h. Black - You guys are glitching out so badly; everything is grinding to a halt and I'm at school on the good internet. It's not possible for me to have classroom open plus other tabs and videos and holding a meeting is almost impossible. We can't assume that everything works for everyone.
  - i. Stepp - having the same problems (at school working)
  - ii. Carr - Not having the same problems (maybe a computer issue not a Wifi issue?)
- i. Dutro- with this new initiative; i thought it would be good to record attendance so parents could see if their kids are turning on their camera or not. I've been taking attendance with an attendance column in the gradebook (I made a new score code for attendance in the gradebook--Teddi showed me how). Has diff abbreviations for tardies, and being there with no camera on, etc. Just started it yesterday and today so we will see how that goes--most cameras on this week. Wanted to share what I was doing.
- j. Vigil - we all feel like we want our students to have their cameras on; it's an expectation that you are attending classes and participating with cameras on

### 3. Discussion regarding giving zeros as grades

- a. Villanueva - this can be a heated discussion between educators
- b. Dutro - I am a fan of zeroes in the gradebook if the students don't turn anything in. Valencia-lowest scored in gradebook would be a 50% - weight of an F is just as heavy as other grade levels. Students learned that they didn't need to turn stuff in to get a grade because they would still get a 50%. Has edited this idea to be that a student only gets a zero if they turn nothing in. If a student turns in something, they get a 50% at minimum. In my mind, an F is an F. PD for IC to present to rest of staff
- c. Gillespie - disagrees that an F is an F because it is unfair to the students who are working their butts off to get things done especially in this online format.
- d. Dutro - understands but still has many failing students in the gradebook, it just makes it more clear that the students who have zeros, it is because they are just not doing anything. The students who have 50%s, it makes it clear that they are trying but not finishing.
- e. Villanueva - suggesting (not a mandated grading policy) within context of virtual learning and how we are dishing them out.
- f. Dutro - if you are giving them 50s Instead of zeros, it gives the kids the motivation to do an extra push at the end of the semester and doesn't crush their spirit that they are going to fail.
- g. Vigil - At all principal meeting yesterday, it was mentioned a task force specifically about grading; Dr. Bernstein has been looking at the Fs across the district. Can anyone give us any insight about this task force?

- h. Villanueva - Daniel Hall and I are part of the task force; variety of teachers across curriculum and district; collab between APS and ATF about grading periods. Math and PE had highest Fs in first 6 weeks.
- i. Hall - The goal is to come up with ideas to get students to come to school and be motivated at school. The majority of students who failed during the 1st six weeks were students who never really engaged. There wasn't much of a difference between 1st to 2nd and 2nd to 3rd six weeks. How do we reach these kids who aren't doing anything?
- j. Vigil - So it's more about the student engagement piece than how teachers grade kiddos.
- k. Hall - yes, it is all just suggestions, giving everyone options. Som of those options suggest not giving zeros at all, but it is not a mandate
- l. Vigil - I was just curious because last Thursday we had the 90 day meeting and are creating a task force to look at the data from last year compared with this year (1st and 2nd six week grades) and try to understand what is happening with the failure rates
- m. Howser - I see school as an opportunity for students to learn and grow. They need to learn employability skills, and if we are just giving out 50%, they are not learning those skills. If you do 50% of a job, you're not getting 50% of a paycheck, you're getting fired. Sometimes they need the wake up call of summer school to get their act together.
- n. Romero - appreciate the conversation; 50% of them have falling off the planet since fall break; even bumping up grades that are so low, it doesn't move much. We (teachers) are working harder for these kids' grades right now.
- o. Dutro - (in response to Shauna's comment about coddling students) I have a strict late work and make up work policy. I think there are multiple ways to test accountability and employability skills. This is really for the "bubble kids" the kids on the cusp, that have the skills and just need that extra push of turning in their work. Looking at the gradebook as what the grades are really reflecting. Mastery of the skills? Ability to turn in work? Bigger conversation is necessary. Yes, students do need the consequences, but the students who are going to fail are going to fail no matter what I do. Help those "bubble kids"
- p. Llanes - Want to address a couple things; Ive brought this up before the cumulative grading--it's a big issue--kids see that grade and see that they are in a hole and they give up. EAcH 6 weeks to have own individual grades and then average it; they have fresh starts at each 6 weeks; the kids just can't seem to get away from the fact that 30% doesn't mean giving up. We need to teach the right content to our kids; when they get out into the real world, like Shawna said, you get fired. Lastly, thru pandemic i've learned; all the barriers that we've overcome to help the students during these hard times. The food issues are being addressed with distributions and such; the internet we are doing as much as we can to help with hotspots and such. We as teachers are burning ourselves out because we are blaming ourselves for the kids not doing well.
- q. Villanueva - agrees, we (teachers) are doing more than we ever have been
- r. Dutro - a lot of the issues that are students are facing can't be fixed with just grading policies. Per employability skills mention from Howser and Llanes; I think you're right, kids do need to be absolutely prepared for when things go wrong. Developmentally, 9th and 10th graders brains aren't capable of these concepts.
- s. Kerze - Every student is ready to show up, listen, and do their work. That's all we are asking, and they are not doing it.
- t. Sanchez - Gist is that district is putting out the idea that we should be grading competency, not behavior. The task you may be giving is an employability skill. Are you grading them on the mastery they have demonstrated, or the action of turning it in. I'm sure the task force will address thsi.
- u. Gillespie - \*presented screen from a class that she took about employability skills\* A list of professional, personal, and social employability skills that employers feel they are not seeing in their employees. The list is directed to high school students because they are the ones who are going into the job market. When is it actually going to stick that we (teachers) are working hard and that the students/parents are not?
- v. Villanueva - Consensus that we bring this back to our departments about being mindful of how we are using zeros in the gradebook. This is, of course, up to each individual teacher. Next IC meeting will be on December 2.

If you have any questions or concerns about issues brought up in today's IC please make sure you contact your department representative and/or email Derek & Teddi directly.

Meeting ended at: 4:08