

## Manzano High School Instructional Council Meeting Notes

**Time & Date: December 16, 2020 @ 2:45pm**

**Location: Virtual Conference**

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

**Total Attendees: 27**

*Guest Attendees: Shauna Howser, Brigette Black, Stayce Simpson, Daniel Cummings, Robert Chancey*

MHS IC Representatives		
<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>Counselors -</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- Amy Furst</i>	<i>ROTC - Tim Kerze</i>	<i>Parent -</i>
<i>Community Coordinator: Jessica Dinsmore</i>	<i>MCL- Caroline Keller</i>	<i>Activities - Jessica Carr</i>
<i>SpEd - Megan Painter (IGSS), Allison Stepp</i>	<i>PE/Athletics - Matt Espinosa, Philip Martinez</i>	<i>TLF Rep - Denise Duran, Robanne Harrison</i>

### Today's Agenda:

1. Final Grades and Credit Recovery
  - a. N vs. F
    - i. Duran - has a student who got an email from a parent whose student has been out since Oct bc of a medical issue. Has a concern about students who have been no shows an F vs. an N. How do we handle situations like this?
      1. Sanchez - Curriculum meeting today said that N's should not be given if kids haven't shown up.
        - a. The F indicated they are not working. The N is when they get no credit. It's a nicer way of saying F, but we don't want larger

withdrawal rates, or having parents take advantage of this. If they have not been withdrawn from a roster and are failing - it is an F. If parents have doctors notes and documentation - then it can be considered, but otherwise default to an F.

2. Sanjuan- some students that have not shown, have shown to one or two other classes. Because of this, students cannot be considered no shows and stay on rosters. Next semester it will be easier to disenroll.
3. Sanchez - Then yes, students will receive an F'
4. Vigil - admin has worked with families who have documentation regarding issues to learning. If students are coming out now with excuses, and no documentation has been given to the school, then yes they get an F.
5. Dutro- N's should be something that kids get under super special circumstances. Part of the issue this semester is because of the no consequences of last semester.
6. Villaunueva- So we are clear that unless the admin has communicated about the student, then they get an F.
7. Sanchez - yes. There has to have been documentation.
8. Houser - It sounds like teachers are feeling bullied by parents - and this is wrong. We want you to know that we support you, and to stand by your grades. Contact us if you need support
9. Vigil - PED has had a lot of discussion regarding semester. PED has talked to districts about going back of the P and N, but APS is going to hold firm on giving letter grades. WE will not be defaulting. Do not tolerate bullying from parents - please let us know if there is an issue. Admin will have a conversation with them.

b. Credit recovery -

- i. Vigil - We are going to have, when final grades are submitted for this semester, we are going to have a very large failure rate. We doubled failures at 2nd six weeks this year compared to last year. May put graduation in jeopardy for some seniors and have underclassmen not graduate on time. What credit recovery can we offer for next semester? CSI \$\$ available to provide compensation for teachers who take on a .1 for core areas (Math, Science, Social Studies, etc.). We will have more students signed up for credit recovery than normal so we need to prioritize who is going to show up and try to get the credit recovered; alternative is for students to pay \$250 for summer school (or however much it is now).
  1. Hargis - Are we talking about an 8th period hour?
  2. Vigil -yes because you guys have your classes and we would have to get a district procedure in place to get you compensated (.1)
  3. Tonioli - What would it look like? What will be the responsibilities of the teachers? Will we have to create our own lessons? Will we decide when it's offered or if it will be asynchronous or synchronous?
  4. Vigil - We will have to decide on this - it's for us to decide how we want to offer this. It will have to be virtual.
  5. Keller - are electives included in this? Will it include language classes?
  6. Vigil - I think we take a look at where the failures are first - she is thinking core. Because there is flexibility in schedules as they move up in grade level for open periods later on. She would suggest core classes.
  7. Hall - It sounds like students would only be able to take one class, correct? Would teachers be able to teach outside of their content area?
  8. Vigil - must hold endorsement in that area; I don't see that being a problem

- a. Keller - Caution: creating a whole other content area (out of your typical focus) may become a problem and a lot of work.
  - b. Dutro - up to teachers what they want to teach and to take on extra burden; if I did do it, I would want to teach the class I just taught. (AKA Fall English 9 because I just taught it)--this brings about the question of who gets to take the classes? How can we make it equitable?
9. Black - is it all synchronous or asynchronous? This could be a way of engaging them on their own times, as well. Isn't credit recovery largely edgenuity and ecademy?
- i. Furst (chat box) - "the students might struggle with all asynchronous"
  - b. Sanchez - There are several sides to this. Students struggle with the full asynchronous and we don't want them struggling more.
  - c. Simpson -(chat box) What will it look like if we go to hybrid?
  - d. Dutro - we have a unique opportunity here, but we need more data. If we could group them by specific need, that'd be great!
  - e. Sanchez - has the data from the 6 weeks fail rate, in which letters were sent out.
  - f. Hargis -Are we prioritizing seniors first? It sounds like everyone is really interested in the idea; when we are thinking about kids, we are worried about the upperclassmen--the seniors, especially.
  - g. Sanchez - How grades are assigned - are we grading the students or the content? How are we grading? What are we grading?
  - h. Vigil - would like to prioritize seniors - we need to get them across the finish line. But the ones who just fell short of making the grade in the fall. By way of teacher recommendation might help.
  - i. Tonioli - Definitely love this idea; excited this is possible.  
Highlight chat box: would be cool to do it on block schedule so students can make up more. As far as concerns, could we love these decisions up to the teacher, as we do give autonomy in our classes. Could we have asynchronous and synchronous be an option for the students to sign up for (all asynchronous class vs all synchronous class).
  - j. Vigil - we don't know what the credit recovery program is. We've expressed to the district that this is going to be a huge topic/issue. They say they will have summer school; but none through face-to-face. A lot of it will be done through edgenuity. So if we can come up with our own credit recovery program, we will be ahead of it. In terms of asy vs sy-- we have to remember our audience--if they learn better synchronously, then we will do it; etc.
  - k. Dutro- For English 11 and 12 have the same standards, as do 9 and 10. The kids have until the end of their 10th grade year to meet the standards. What if we were to do an English 9/10 credit recovery. The expectations can be different per grade level, but they are in the same class. Hargis can you expand?
  - l. Hargis - Yes, you teach the same skills for 9 and 10, but the project expectations would be different per grade level. Same for 11/12.
  - m. Vilanueva - what can we decide for this credit-recovery today? Synchronous/async? Block? How will we prioritize?

- n. Vigil - we can decide if we want to do it on a block, the rest we might need to wait on the data? Intrigued by the skills mastery concept.
- o. Villanueva - Block, prioritize seniors, trickle down. Agreed? Agreed upon.
- p. Sanchez - can we agree that it should be async and synch- agreed upon.
- q. Painter - When we talk about lawsuits, we should talk about SPED and ELL in this, especially with seniors; because it has been a very big struggle across the board. I think it would be great to give priority to SPED as well.
- r. Dutro - Highlighting Ms. Black's chat comment: Would we be creating sections based on available money, students willing to take it, or teachers willing to teach those classes?
- s. Villanueva - initial impression is that it is for this semester, not last semester - they had the chance for summer school last year.
- t. Dutro - Prioritizing seniors might limit who can teach it, but we might want to look at what seniors are also retaking older classes that they have failed.
- u. Sanchez- most seniors now the majority of them have at least a period off. Most of their schedules are light - they have off a first or seventh.
- v. Vigil - how many do we have that are taking like freshmen and sophomore level classes?
- w. Sanchez - less than 100.
- x. Villanueva - we should set a cast out to see who is interested and then see how many kids are. Who should the teachers get in contact with?
- y. Dutro - If teachers who want to teach this, would they have the ability to decide what block day. Because for instance, some teachers have meetings on certain days.
- z. Sanchez - I don't see why not.
- aa. Dutro - it seems like we'd need a master schedule
- bb. Sanchez - yes we want to make sure kids can make up the classes they want.
- cc. Villanueva - will create a form and it will be sent out to staff to indicate interest.
- dd. What we have agreed upon? Block schedule, synchronous/asynchronous instruction, prioritize seniors.
- ee. Painter - can EA's be offered a stipend for this if they help out with special ed?
- ff. Vigil - the dollars in the line item are for teacher compensation, so she would have to take a look at the budget to see how we could get ea's in to support and be compensated.

## 2. SIP Funds

### a. Immediate technology needs

- i. Vigil - Stacey and Vigil got together and looked at tech inventory. Schools used to be given refresh money by the district for these type of tech needs. We haven't been given refresh money in a little while. This year the district has spent a lot of Google devices, so we have some SIP money for overall school improvement. We know that there are staff that have old devices that need to be replaced. Would like to use some SIP money for devices.

- ii. Stayce - Over the past 10 years, the district would provide refresh money over the summer; I kept track of who needed new laptops etc. It would range between \$180,000-250,000. Didn't receive the \$ this year because of COVID and from the bond election. Teacher allotment this year is 3 laptops--we took them and have them going out to where they need to be, but we need to start considering taking care of ourselves. Stayce usually orders 20-30 laptops for the year. There are 3 active classrooms that don't have promethean boards.
- iii. Refreshing laptops - apple laptops (11 needed) are about \$4352 a piece, dell (5 needed) are \$1,829, prometheans (3 needed) are \$4,352- in total we are looking at somewhere between \$30,000 and \$50,000 for the immediate needs of what we have at the school.
- iv. Dutro - what is the benefit of a dell over an apple?
  - 1. Simpson - no difference; it's what your preferences are. I've reached out to teachers in the past and asked what they want/need (PC or Apple). Some programs are preferred on Apple vs. PC--I make sure the teachers have access to what devices they need for their class and programs.
  - 2. Keller - Can give up Promethean for a projector.
  - 3. Dutro - how many teachers are currently due for new computers?
    - a. Simpson - have 36 on my list that have not been updated
- v. Vigil - \$4020 from SIP money
- vi. Simpson - in the past we have always planned on the money so labs were rotated. The last one updated was in K hall, E hall needs to be updated, and then D. THE computer labs we are used to using need to be updated. Reesa - her computers cannot be updated anymore. The tech for her class keeps moving forward, but her computers cannot - her lab needs to be replaced. Previn's lab is in a good place.
- vii. Villanueva- Do we need to vote to allocate funds for what was listed?
- viii. Dutro - do we skip the promethean boards and get more laptops this year instead because of the online model. Should this be our top priority, especially in lieu of the fact that we might be in hybrid models next year?
- ix. Carr- With the hybrid model it is helpful to have the big board to teach on. Especially for special ed teachers.
- x. Dutro - could let a special ed teacher borrow hers when we go to hybrid.
- xi. Stacey - can we use the sip funds and then reach out?
- xii. Consensus made for using some sip funds once we figure out what tech is needed.
- 3. Orange Zone- So far 50% of parents have submitted the Intention form. Survey has been extended to January 7th--so more families can fill it out.
  - a. Instructional/organizational ideas
- 4. Item added for next time - Let's meet on Jan 6th to discuss credit recovery, and then the following week to resume our regular meeting items.

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: 4:07 pm