

Manzano High School Instructional Council

IC Meeting Notes

Time & Date: February 17th, 2021 @ 2:45pm

Location: Virtual Conference

IC Chair: Derek Villaneuva

Total Attendees: 26

Vice Chair: Teddi Toniolli

*Guest Attendees: Roger Williams, Shauna Houser, Roberta Albers, Elgenia Stark, Elizabeth Hughart
Brigette Black, Mark Smith*

MHS IC Representatives		
<i>*Social Studies - Derek Villanueva</i>	<i>Math - Daniel Hall</i>	<i>Admin - Rachel Vigil, San Juan Mendoza, Arvis Vonner, Jason Sanchez</i>
<i>*ELA - Teddi Toniolli</i>	<i>AVID - Teresa Hargis</i>	<i>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- Caroline Keller</i>	<i>Activities - Jessica Carr-Whittet</i>
<i>SpEd - Allison Stepp, Megan Painter</i>	<i>PE/Athletics - Matt Espinosa, Phil Martinez</i>	<i>TLF Rep - Robanne Harrison, Francesca Martinez, Denise Duran,</i>

Today's Agenda:

1. TLF Elections

- a. Harrison - You have to approve/disapprove what we suggest; TLFs were elected in November, pre-covid. We've gone through a round in November 2019 and 2 more this past November. But this is not an optimal time to have elections (because of trainings and PD, etc.). We suggest to move TLF elections in March/April this year and stagger.

The current slate of 5 should have their position extended for a few months to allow for this to happen. Questions?

- i. Keller- What would happen if a TLF moves job sites over the summer?
 1. Harrison- Could always happen, but we can add an election in this type of scenario.
- ii. Dutro - why were the months of March/April chosen for the election?
 1. Harrison : we were thinking about that time because it's when leadership is elected (department chairs, etc.); there would be no surprises. It's a matter of starting people off with the school year so they have some level of ownership and planning for that time in the year.
 2. Dutro - asks because the guidelines state in the negotiated agreement state it occurs in May, but we have the ability to hold elections in March/April and have them start in May. This would allow the new TLF's to do a job shadow with outgoing TLF's.
 3. Harrison - We are meeting tomorrow; it could be that May is a better month
 4. F. Martinez- May gets so crazy, and there is limited time. With it being a somewhat new position, we thought by doing it in March/April it gives the TLF's time to mentor the new TLF's voted in.
 5. Dutro - Plus the election process is lengthier
 6. Harrison - So March/April every year, because we are staggering the terms.
 7. Toniolli - So to clarify, you are asking for the extension for everyone - so it would happen not this March/April, but next.
 8. Dutro - for the first round of TLFs, for consistency and late starts, IC can have the first groups of TLFs stay on for 3 years; but the TLFs elected this past term would stay on for 2 years. And no other TLF groups will be able to serve 3 years.
 9. Harrison - To clarify - Patrick and Alisson, who were just elected in November, their current term would end in November.
 10. Dutro - We can't pay a TLF through November, and then pay another.
 11. Harrison - we don't want to trunk part of their term.
 12. Vigil - We don't want anyone losing out on part of their term. It's hard because we want to start everyone off in a whole year capacity, so we might have to a stagger.
 13. Keller - To clarify, we are saying that if their term is up in November, are we saying we compensate them from November to March because they are still serving on the group
 14. Vigil - we can try to work with C and I on this
 15. Dutro - Their time wouldn't be up until the following November (not this November, because it is a 2 year term.) What are the policies for people who take over and when would they stay on? Robanne is right, is that really fair? Allison and Pat took over Lebsack and Porras, then technically they are serving the role of the first group, which we just determined is a 3-year term (temporarily). So if we are extending you guys to serve 3 years, can we extend Allison and Pat (to May 2023) so we get that stagger. The current group of 3 are on until 2022. If we have someone who becomes a TLF, 2 years is a long time for a term; something could happen and they may have to move mid-term or something. There aren't emotions involved with future TLFs and we could determine the process now.

16. Harrison - it's not likely to happen with more than one. That would leave four TLF's - we could wait till the next election, unless we are worried about having five on duty at all time. We could have an interim election.
17. Dutro - we can have an interim and decide that that one will only be a partial term.
18. Harrison - Would like to make a pitch for not having an interim because 6 months is not enough time to get your bearings with this.
19. Dutro - What if someone left with 1.5 years left?
20. Harrison - At that point you have an election because that's a significant point of time. Should we come up with another suggestion to pose?
21. Dutro - Think that's a good idea. We will extend original TLF's to 3 year, extend new TLFs til 2023 - so 2.5 years, to create the stagger, and from there we will have regularly staggered elections. At another meeting we can come up with protocols for if/when people leave the post early.
22. Toniolli - that is one proposal; want to make sure there aren't any other points of view before we take this to consensus.
23. Duran- Maybe contingency elections should only be with a term that has less than a school year in it.
24. Keller - We have to be careful to keep that stagger; a minimum of 2 per stagger year.
25. Toniolli - A group (voted in first - Martinez, Harrison, Duran) - will be up for reelection in March/April of 2022, and B group (Stepp and Florence) up for reelection in March/ April 2023.

a. Consensus made

2. Instructional Goals for Discretionary Funds

- a. Vigil- Budget season is approaching soon, we haven't received the budget yet, but we want to think about what our instructional goals and goals in general for next school year, so that we know how to allocate those resources accordingly. A lot is still up in the air. We don't know what August will look like (is anticipating some kind of remote capacity), so we can plan with that idea in mind. In terms of larger district work there is a grading committee that is in existence between APS and ATF. The conversation about equity and grading is happening, with the PED. The other big district initiative is equity- a big emphasis will be a big topic of conversation, keeping in mind culturally relevant experience for the whole child. We might be in some kind of hybrid format, do not know that we will be 100% in the green in August, so we should start discussing some goals with this. Some ideas about PD. Resources we might need.
 - i. Painter - I would like to see Kami being continued, [probably for everyone, but especially SPED]. I also love the News for You. Lastly, don't think this will cost money, it would be great for a team to come and teach us how to use specific apps we use in our classrooms.
 - ii. Keller: Tech integration since we are one to one PD. Nearpod, Kami, Padlet, Parly, all have great applications for students- which programs can we fund through the school to continue in classes.
 - iii. Duran- UDL - TLFs can spearhead this. Ton of IEP's where students use snap and read, and so many reg teachers know how to use this. Maybe this is something we can do in August, so we are better prepared for all students.
 1. Stepp- Every teacher has access but they don't know how to use it; teachers need training to use it. It's a great program.
 - iv. Vigil- Software needed for fine arts/music - we need to consider some of these things as well. Dept should follow up on needs that would be beneficial to the department. Is there any PD we want to bring in from other people?

- v. Dutro - Parley is awesome; it fits with equity in the classroom. Furst is giving us an opportunity to play with it more tomorrow in our collab. I really like the idea of a cultural impact on student success and creating curriculum for all students. Could you put the names of the presenters and what they are about in the chat so we can do research before making decisions?
- vi. Vigil - maybe we bring a person in and have them come back in January as well so we can work in person as well as online.
- vii. Llanes- Would like to see people who claim hybrid is working well, come talk
- viii. Keller - Hybrid specialist would be great. Safe zone training would be great as well.
 - 1. Vigil - I do believe that we probably can. I don't have a name for you, but there are district folks that probably can come out and train folks in Safe Zone if people come into consensus with that. Also, I think it's something the district already has and can provide to schools.
- ix. Hargis - I like the idea of culturally relevant learning. AVID has tons of speakers for that; we might need to consider these speakers too. My guess is that the district is going to offer hybrid classroom training. Maybe we should focus on flipped classes and flipped practices for our PDs. I worry when we talk about 'going hybrid', it's already not what it is supposed to be, and I hope the district actually pushes what the Hybrid Model *should* look like, and not this double workload nonsense we see now.
 - 1. Vigil - I think you're right. I don't know that there's anyone in the district that is a hybrid specialist yet. Different states do things different. We can come up with, as an IC committee, focusing on bringing kids back to school; without before the same as home and online. We can come up with some ideas to give the district so when they are coming up with decisions, they know where/how to focus.
- x. Duran - TLF's have several flipped classroom sessions, and we can focus on this for the staff. Cultural sensitivity is also a focus for TLF's - we have a lot of availability within the district for TLF's to give support.
- xi. Dutro- When do we need to make a decision on when we need to spend the money?
 - 1. Vigil - don't know that yet. District hasn't said when to come to prepare to it. Suggested speaker info in chat for IC to research. Maybe we look for people who do have hybrid experience and can teach us in a PD
- xii. Dutro - Another idea - Book study idea from the English dept. Parlay might actually be a great idea for book studies on these topics, there are written discussions on things that are really valuable and could serve as a great training.
 - 1. Vigil - District might be buying books about equitable grading
 - 2. Dutro - Seems like we have a ton of ideas and speakers and PDs that we've talked about, plus the different books and the different tech stuff. So how do we narrow it down?
 - 3. Hargis - What if we did a survey?
 - 4. Dutro - Or create a committees
- xiii. Painter - Those of us in Sped in the Red- we really need to talk about social skills pd and interaction pd for kids and staff because so many of them will be in a school setting for a while.
 - 1. Vigil - Megan, to that point, we still have Kevin Dill and other PD speakers coming to us this year for training
- xiv. Keller - I was wondering if we needed to consider the internet infrastructure for this money? The internet wasn't working in a teacher's classroom (with very few other people on campus) during an IEP and didn't have internet.

- xv. Toniolli- What is the next step that you think would be beneficial?
1. Vigil - Equity and access and Culturally Relevant Classroom/Mindset will be the big district pushes. And then tech. Would like to put out to staff to see what they are wanting, so we can maximize our spending and not purchase for the whole school and have licenses that aren't being used. We need to have some committees on PD's we want. Let's figure out what we want and then who to reach out to. Then there are things that aren't don't cost a thing, but can do it here - like UDL. Will also need to replenish supplies for departments. Let's determine the PD plan.
 2. Howser - With us possibly moving to a hybrid next fall, could there be money set aside over the summer, for teachers to plan and get additional training. So teachers could be more prepared.
 - a. Vigil - Yes! There is a time when they cut off our budget, so if there is some PD that teachers are wanting this school year with regard to hybrid, then let her know so we can try to get them here.
 3. Toniolli - should we put this out to depts to see who wants to be on the PD committee?
 - a. Stepp - yes, let's take this back to departments.
 - b. Action Item: please talk about PD ideas in your department-

3. Grading and Grade Book Entry

- a. Vigil - One of the things that has evolved from feedback in barriers and bridges activity was that of consistent expectations from staff members (attendance, grading, etc.). When we are talking to parents, or looking at gradebooks - they look very different across the school. I don't know when the last time was that the IC discussed how you grade, and how many entries are being made within a week. There needs to be grades in Synergy consistently, because parents need to know the progress of the students. So I would like IC to have a consensus on the minimum/baseline of how many grades should be in and when. Consistent practice across the school, that should be clearly communicated to everyone at the school, so progress can be kept up to date across the board.
- b. Mendoza - Wanted to add that we are looking to see what teacher expectations are for students that are failing. We need to know for our EWS team so we don't repeat what teachers are doing. Do we have protocols? What are they? Number of grades on a weekly basis? How often to keep gradebooks updated? What does the IC think is appropriate for our school?
- c. Kerze- Generally speaking ROTC - grades are entered weekly, and doesn't feel this is unreasonable for parents. What protocols are in place to assist with students - as a matter of school protocol we need to communicate with students and parents about their responsibilities to engage with the teacher, there has to be some equitability there. Students and parents have a responsibility, it doesn't just fall on the teacher.
- d. Hargis - Piggy-backing on what Kerze said, we absolutely have to have a baseline. We can't hold students accountable if we aren't held accountable. Students are frustrated about how they stand in classes when grades aren't updated regularly- we can't expect them to be responsible without also being responsible. However, there's a case of responsibility that has to be put forth by the parents and students as well. There is access to gradebooks online, and there has to be an expectation that they are all checking in as well.
- e. Stark - Sometimes when we look at students, they are still kids, we have to guide them at school, especially if the parent isn't supporting a kid. As teachers we have to talk to them as well.

- f. Painter- Has been told by the district that it does fall on teachers to keep kids engaged to make sure they aren't failing - it doesn't fall on the parents to check to get kids online.
 - i. Kerze - Who said that and is it accurate?
 - ii. Vigil - I don't know who communicated that to Ms. Painter, but we have no control over what parents can do. There isn't consistency; there's going to be fluctuation between departments. I want to come up with what we feel is a good plan/set of protocols for what we do. There should be some grade entry in there that is reflective of what the students are doing. Nothing has been discussed since I've been here. We want to start the school year with these in place.
- g. Vonner -It's in my mind, per previous policies, that we have a 2 grade per week policy. It's tough when a student has 100% for 2-3 weeks and then all of a sudden the teacher grades an assignment and the grade drops to a 30-40%. And then we have to defend what our teachers are doing; like just now putting something in the gradebook. I think it's a good thing for our students so they know where they stand.
- h. Keller- I update my gradebook weekly. Even with updating it, there are still kids who want to figure out how to fix their grades.
- i. Sanchez - I do want to share that as a staff, grading is all over the spectrum. Before this last grading period, I had several parents call me and say that they've been checking grades and there were no grades posted. I investigated and it was true. No grades were posted. I think someone mentioned, "if it were my child". It does happen with some people. There is a need for a baseline for those teachers who aren't posting grades at all. Vonner talkin about a 2-garde per week -was part of a teacher handbook. This was more of a request. I think what you, as an IC, will have more weight than what we've read in a handbook. There are so many kids who are in this situation because of what is not being posted. And parents can't help kids if they don't know where they stand.
- j. Vigil - Wanted to follow up on Ms. Keller's point: Lots of teachers have their gradebooks up and updated on a daily/weekly basis. And we can go back and prove that to parents and then they can accept that that's on their students. Keeping grades updated also gives good insight for parents, students, advisors, counselors, coaches, etc. I don't know if we want to revisit the 2 per week or what do we want to do from here?
- k. Dutro - Negotiated agreement - there isn't a lot in here, but there is a clause about freedom to teach - but is looking for more specifics.
 - i. Posted in chat: This is what the negotiated agreement states: "Freedom to teach is essential to the accomplishment of the District's goals. Therefore, teachers have the right and responsibility to exercise their professional judgment, within the limits of the above guidelines, in initiating and actively pursuing consideration of academic issues."
- l. Vigil - As a MHS staff - we need to have a baseline.
- m. Toniolli - Is this a conversation we need to have a decision on or table it?
 - i. Action Item: please talk about these in your department- what is our baseline here at Manzano so we can communicate it and stay on top of it.
- n. Sanchez - Please put yourself in the students' shoes - how would you feel with no grading feedback? We talk about employability skills, and this is one on our part. We can't expect students to show professionalism, if we are not.
- o. Stark - If we want our parents and students to stay up with grades, then we have to stay up with it as part of the equitable team.
- p. Toniolli - I urge everyone to look at notes. A bunch of different ideas were put out today for discretionary funds and gradebook entry policies. Have discussions with your department and be prepared to bring it back next time!

Next Meeting is: March 3rd, 2021 @ 2:45pm

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: 4:11pm