

Manzano High School Instructional Council

IC Meeting Notes

Time & Date: March 3rd 2021 @ 2:45pm

Location: Virtual Conference

IC Chair: Derek Villanueva

Total Attendees: 23

Vice Chair: Teddi Toniolli

Guest Attendees: Shauna Howser, Elizabeth Hughart, Brigette Black, Roberta Albers

Manzano High School	Instructional Council	Representatives
*Social Studies - Derek Villanueva	Math - Dan Hall	Admin - Rachel Vigil, Arvis Vonner, Jason Sanchez, San Juan Mendoza
*ELA - Teddi Toniolli	AVID - Teresa Hargis	Counselor -
CTE - Heather Gillespie	Science - Laura Llanes	ATF - Kelly Dutro
Fine Arts - Rachel Thompson	ROTC - Tim Kerze	MCL- Caroline Keller
Community Coordinator: Jessica Dinsmore	SPEd - Allison Stepp, Megan Painter	Activities - Jessica Carr-Whittet
PE/Athletics - Matt Espinosa	TLF Rep - Robanne Harrison	Health/IMPAC - TBD
Student - TBD	Parent - TBD	

Today's Agenda:

1. Villanueva: Bell Schedule for Conferences and Vernal Holiday

- a. Parent teacher conferences to be on March 18th & 19th.
 - i. 15th will be a regular Monday schedule; then Tuesday/Wednesday will be BA; then conferences on Thursday & Friday
- b. Vernal Holiday (formerly good Friday) is April 2nd; should we turn the Friday into the Monday?
 - i. ABAB Monday is A, Tuesday is B, Wednesday is A, Thursday is B - no school Friday

2. Instructional Goals for Discretionary Funds

- a. Updates on Budget

- i. Vigil - we will be getting these on March 8th from the district. Believes we will get all of the budgets. March 19th the deadline we will have to submit the budget back to the district. It is a really quick turn around.
- ii. Villanueva -We have an IC meeting on the 17th - do we need a meeting before?
- iii. Dutro - We should implement an interim meeting.
- iv. Keller- agree to call extra meeting
- v. Villanueva - Interim meeting on March 10th to go over budgeting and funds so we can go over what we are working with as far as dollars go

b. Parlay

- i. Keller - We use this in English as it allows for both in person and not in person discussion. It allows for both synchronous and asynchronous discussion.
- ii. Harrison - The TLFs are sponsoring monday sessions for particular issues for things regarding teachers. This next week is on GoGuard; maybe you can come and do it on Parlay in the same way.
 1. Keller - want everyone to have exposure to play with it and get trained on it
 2. Villanueva - What is the cost and description of Parlay?
 - a. parlayideas.com
 3. Dutro - Single teacher subscription is \$160 per year; for 10 teachers, the subscription goes to about \$144 per teacher. The thing that is valuable about it is that it gives amazing feedback; helps with speaking and listening skills; quality of effort and discussions with parlay (vs. Padlet and others); this is an extremely valuable tool. Good information videos. English department wants it.
 4. Vigil - We can look for a school-wide license and see if we can get 10 or more teachers. Kami, NearPod, News-To-You, Padlet, and Parlay were the platforms teachers expressed wanting to continue receiving next year. We also discussed PD - UDL, and other presenters we would like to bring in.
 5. Villanueva- PD ideas and tools
 - a. Painter - flocabulary - is an extension of nearpod and special ed is really interested in it. They are seeing a lot of success with it, especially with engagement. Also the quizlet has been used a lot. We also discussed having a virtual reality lab, we know it's a big dream, but students are becoming bored with traditional computer learning.
 - b. Llanes - flocabulary allows you to play a game while you learn - which helps with the engagement.
 - c. Painter - Inspire Classics - \$200 for a year subscription - it takes classics (Macbeth, Hamlet, Huck Finn, Romeo and Juliet, Call of the Wild, etc.) and condenses it to make it accessible for students. Right now there are only 12 texts they cover. For PD we would like at least one for NBCI training - nonviolent crisis intervention training (we'd like everyone to do the verbal part of de-escalation together). We'd also like, if when we have content specific PDs if we could break out as special ed (igs with igs, etc). We'd also love to do a PD where those of us in special ed or in district level programs, to give a brief intro as to what we do, and what supports we give - so when students go to general ed electives they know more about their students. Wants to bridge the gap between special ed and reg ed.
 - d. Vigil - So the NBCI training is provided by the district; everything that Ms. Painter was sharing is like a PD schedule. We were more so talking about individuals who we'd like to bring in with skills to present and train us
 - e. Painter - Temple Grandin would be a presenter who is amazing -
 - f. Keller- Hybrid training; whether in district or just in MHS. We are very worried about hybrid
 - g. Hall - Math brought up replacing chalkboards with white boards; not urgent but we would like that to happen. Math thought we could do book studies and buy books for standards-based grading.

- i. Villanueva - may be able to pull up old proposals to find out about that and get cost info
- h. Toniolli - English wants to use discretionary funds for online resources. In-house can train teachers.
- i. Llanes - Same as Keller mentioned for MCL; we would like a PD for hybrid so we know what it looks like successfully. We are a little stressed out about teaching online and in-person at the same time; so we can anticipate the main struggles that come along. Also PD on Covid and safety training; temperatures, etc. Too often in the past, we'd be waiting for a long time for a security guard or nurse to come.
- j. Mendoza - I sent out protocols in an email today. If you suspect a student to have COVID, Call the nurse to escort students to the 'covid-designated' room (D hall). Check out email for all info.
- k. Villanueva - School board meeting tonight since numbers are improving and we are getting closer to green. Decisions on what it would be like when going in during green (for 2 weeks).
 - i. <https://sites.google.com/aps.edu/manzanohighschoolsmallgroups/home>
- l. Thompson - Small list of wants for ART dept but we put them as part of our department money.
 - i. Vigil - It's mostly music and we will keep it as it is now (different money situations)
- m. Howser- will be in hybrid next fall?
 - i. Villanueva - we don't know yet, but we should plan for the first to be able to plan effectively. If you have questions about small group instruction please contact admin.
- n. Howser - Social justice curriculum might be a good idea for discretionary funds.
 - i. Mendoza- We have a PD in April run by Mr. Ceja who is an expert on social justice - our behavior team will meet about this after we are done to see if we need to follow up. These are whole staff opportunities in April, but we can see if we need to follow up next year. We have used Ceja because our students keep repeating behavior incidents and our committee looked at the trends before deciding who to work with for support.

3. Grading and Gradebook Entry

- i. Thompson - the issue we run into is a lot of classes we teach are based on project based learning, so students spend a good chunk of time on a product, so we may not assess as frequently. Curious about CTE and what they are doing. Are looking at benchmark checks in our dept. Weekly participation checks.
- ii. Llanes - Science talked about large projects with labs but we thought realistically, 1 assignment per week would be manageable. 2 per week in a regular school year. We understand that it's not fair for students to not know where they are at. It would be manageable to put in little tasks to check for progress between larger projects/assignments.
- iii. Gillespie- We are similar to English - overall goal and project for the week (or modules), and there are smaller tasks within it - project based learning models, it's more of a fluid way to keep things in check.
- iv. Toniolli- We suggested maybe not having a specific assignment number per week, but have a universal grade turn around system. Grades have to be updated every two weeks. We know that there are some classes that are more project based. Sometimes we have smaller assignments, and sometimes much larger ones. Someone mentioned they were required to post grades every 2-3 weeks, and the admin would check this to make sure that grades were updated consistently. The greatest concern seems to be that some teachers aren't updating grades until the last second. So maybe this should be our focus - focusing on those who are not on track, instead of policies for those who are doing things.

- v. Hall - Math's discussion was similar to English. Every week, we are updating our grades, instead of worrying about how many assignments. Fewer assignments being assigned because they take longer to grade--not just checking off answers; Also, tests, quizzes, projects, etc. grades can affect differently than participation and assignments, etc. Disconnection between where parents see student grades, but they can find our contact info on the same websites? Students also need to understand that when they turn things in late, it delays the time their work is graded.
- vi. Keller - MCL also discussed that a lot of it is project based, we use vocab a lot through the week, but can't show mastery until the product is turned in. So much is practice. Biweekly grade checks, and having an admin check and see if gradebooks have been updated, and discuss with individual teachers who haven't updated. Is there a way to get training for teachers to use synergy - for new teachers especially?
- vii. Harrison- TLF's can absolutely do this. We need to remember that new teachers come in throughout the whole year.
- viii. Keller - Last year we (myself and other new teachers) had some lunch time meetings where we were training for these things--grading, etc. There are some equity issues there with spending our collab, prep and lunch times to do this.
- ix. Llanes - Is this a large number of teachers that are not updating grades? Because if it is a small number we should have those teachers addressed individually.
- x. Vigil- There are pockets across the campus and within departments where the gradebooks are not being updated to give parents and students an idea as to where they are. We want to establish what we are doing as a school. We need to decide cumulative or not and everyone should be on board with that. We want to tighten things up so we can communicate them throughout the year to parents. That way when a parent brings it up later one, we can consult one on one with teachers, and everyone has the same understanding across the board.
- xi. Sanchez - Like the idea of posting every 2-3 weeks. I don't know of a report that shows if a teacher's grade has been updated. At the end of the grading period, you can run to see if teacher's have posted, but that doesn't tell you if they update regularly. How are we being parent and family-friendly? Practice of instruction and models change, but if we are only entering a grade every other week, there are only 3 assignments in for a 6-week period. Maybe parents don't know the frequency of grades; they don't know what 'empty grade boxes' are. Regarding training - we desperately need training for new staff; difficult timing sessions
- xii. Hargis - We need acronym cheat sheets for teachers. If teachers have questions about synergy, they can have a cheat sheet of where to go, who to reach out to, etc. a kind of matrix guide.
- xiii. Villanueva - to address the chat box - last year in IC we did decide to do cumulative grading, so teachers should have this set up. Two options on the board here: Mandate a specific # of assignments per grading period or decide how often to post grades per week.
- xiv. Dutro- Personally is a bigger fan of the time frame, making sure you're updating every two weeks primarily because if we were to mandate a specific number of assignments it will create challenges. We need grades updated regularly so students and parents know how their kid is doing. Wonders about the accountability piece of this. How will we make sure all teachers are doing this?
- xv. Gillespie- I agree with Dutro - consistency of how often we post. The accountability piece will be a big deal. Need to hold teachers accountable when not doing what supposed to- teachers get frustrated hearing over and over when it doesn't affect them.
- xvi. Mendoza- It isn't only from parents, but fellow teachers also have concerns. We could also use professionalism - maybe we use domain 4 to work with this.
- xvii. Albers (chat)- it can be complicated as a parent.
- xviii. Dinsmore (chat) - accessibility video for parents to understand how to use parentvue.
- xix. Villanevua- let's bring these to our constituents. Let's also keep in mind this is a weird year, so for next year, what will be our expectations when in in-person instruction.

4. Teacher Conferences

- a. Villanueva - You can now schedule conferences with synergy. This is complicated and atrocious. As an IC we had decided on using Doodle, are we still on consensus on using doodle for organizing our conferences?
- b. Hall - Need time to read documents--18 pages of directions.
- c. Dutro -this needs to be rolled out to the staff.
- d. **Consensus on Doodle.**
- e. Villaneuva - admin are we going to give out information to staff on how to do all this?
- f. Vigil - Yes, can someone write out the process for how to do this? I can send it out to the staff.
- g. Sanchez - I thought the class teachers were going to contact students?
- h. Toniolli- through advisory classes we were going to have discussions with students about what classes they should have meetings with. We will help them fill out their next step plan, and encourage them to talk to teachers where they are struggling.
- i. Vigil- communication to staff on talking to advisees, and then reaching out to parents to reach out to the teacher.
- j. Sanchez - Do parents know how to use Doodle?
- k. Villanueva - we will need to give a guidesheet on doodle for teachers and parents.
- l. Keller- master document of teacher links for their doodle, and a how to guide that goes out through advisory.
- m. Villanueva - teachers should submit doodle link -
- n. Sanchez - Teachers will submit their links to who?
- o. Hargis - When you set up a Doodle, you choose the calendar schedule, then they sign up for a time and get an email for confirmation.
- p. Sanchez - who will be creating the master doc?
- q. Dutro - We also need a pd for staff on doodle. We should have one person in charge of making the master schedule. We also need someone to train.
- r. Vigil - maybe we should just have teachers send out their link.
- s. Kerze - need to use the KISS model here; keep it simple.
- t. Dinsmore - we can also send out a robocall telling parents to look at their emails.
- u. Dutro - how many are not received in the communication.
- v. Vigil - teachers should get out Doodle links to parents via email.
- w. Villaneuva - send out a mass email to parents and students with your doodle link, and post on Google Classroom. Will also make a master form for admin to have. Remember these are optional for parents. .
- x. Dutro - we still need a pd for teachers on how to use Doodle , can TLF's do this? Can it start Monday
- y. Harrison - yes and definitely
- z. Keller - there is also a link
- aa. Villaneuva - will add it to the form he makes.

Next Meeting is: March 10 @ 2:45pm (to solely discuss the budget) & March 17 @ 2:45pm for regularly scheduled IC meeting

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: