

Attendance

Manzano High School Instructional Council Representatives		
IC Chair - Kelly Dutro ▾	Vice Chair/Fine Arts- Rachel Thompson ▾	Secretary/MCL- Martha Ambrey ▾
Admin - Rachel Vigil ▾	Counseling - Karen Hines ▾	Restorative Justice - Angie Adcox ▾
Activities - Jessica Carr ▾	Community Coordinator - Jessica Dinsmore ▾	EWS - Jeanie Stark ▾
JNROTC - Commander Kerze ▾	ATF - Parker Sisty ▾	TLF - Allison Stepp ▾
District SPED - Megan Painter ▾	Crosscat SPED - Shaness Conley ▾	AVID - Teresa Hargis ▾
Science - Kurt Larson ▾	Health/Impac - Jeremy Vehar ▾	ELA - Lena Stanley ▾
Social Studies - Stephen Kraw ▾	Math - Nathan Humphries ▾	PE - Bradford Gaschler ▾
CTE - Stacye Simpson ▾	Student Representatives - Leela Miles ▾	Athletic Director - Matt Espinosa
Parents:	Guest Attendees: Timothy Asselin, Teala Mackey, Jeremy Work, Shellie Schaeffer, Jerry Thorn, Jason Sanchez, Elizabeth Hughart, Arvis Vonner, Matt Lindsey	

IC Meeting Agenda

Agenda Item (Minutes)	Notes
Taking Role (2 minutes) 2:45-2:47	<p><u>Attendance</u> Completed on paper passed around room</p> <p><u>Table Tents</u> Put out by reps</p>
Student Report (5 minutes) 2:47-2:52	<p><u>Senate to update about campus events and initiatives</u></p> <p>Leela Miles: There will be Powder Puff games for HoCo week and teachers are welcome to help. Sponsors are needed for practices and such.</p>
Business from last meeting (15 minutes) 2:52-3:07	<p><u>Final Protocols</u></p> <p>► DECISION: final protocol document was officially adopted.</p> <p><u>Feedback on 6 week celebration proposal</u></p> <p>Kelly Dutro: Asks tables to discuss what they talked about with their constituents in collab in regards to the 6 week celebration proposals.</p> <p>Lena Stanley: The English department is concerned about lost instructional time and test scores. As it has been proposed that students be free to choose the activity sessions they want to attend during the all -day celebrations, she is personally concerned about the safety of students and the liability of the school.</p> <p>Teresa Hargis: Wonders if there is a smaller way to celebrate. As it is, teachers and students will lose 2 weeks of instruction due to CB Suites assessments.</p> <p>Bradford Gaschler: PE is worried about the chaos on campus and in the gym.</p> <p>Nathan Humphries : How about a celebration that lasts 30 minutes or an hour</p>

	<p>and operating these days on a condensed C day schedule as a compromise? Also celebrations could take place in class to recognize students who have shown the most growth.</p> <p>Megan Painter: Sent out a Google Form to SPED and got 13 responses with the following feedback: Can they do swag instead? They should celebrate student achievement. Many kids won't attend school on this day. Accurate attendance will be an issue with kids roaming the halls. A celebration for those with a B average or better. 7 in favor and 6 opposed. Also pre-scheduled IEPs must still take place during this time.</p> <p>Stephen Kraw: MHS is trying to build school culture and this could be a tool if well executed. Hammer out details first - need time to plan - has to happen consistently and on a long term basis.</p> <p>Stacey Simpson: Likes the idea of a reset. CT group is working hard to make school fun again.</p> <p>Timothy Asselin: Even getting kids into an assembly is difficult. Students will disappear on this day without accountability.</p> <p>Parker Sisty: Could break students into groups by department and kids would stay with their teachers from that department for the whole time.</p> <p>Jason Sanchez: We do need some sort of celebration and in regards to test scores which were featured in the News Letter, we also need to make sure that we don't lose a lot of instructional time.</p> <p>Kelly Dutro: People like the idea of a celebration but need more time to plan. This will not be ready to roll out for the end of this 6 weeks.</p> <p>Jessica Carr: Is Superwoman, but needs more time to plan, and planning will take place once Homecoming is over. Acknowledges concerns that teachers have. Students could pick sessions ahead of time - so that the teachers and school have an attendance list.</p> <p>Rachel Thompson: At an IC meeting at the end of October or beginning of November, would like to see a mock up schedule and list of offerings.</p>
<p>Fall Break Bell Schedule (5 minutes)</p> <p>3:07-3:12</p>	<p>Fall break October 6 - 10 and PSAT October 12</p> <p>Kelly Dutro: We have school October 3,4,5 and have October 6-10 off . We come back on the 11 and the PSAT is the 12th.</p>

	<p>Lena Stanley: Proposes CBA both weeks . (CBA October 3,4,5 and then C day October 11, PSAT on the 12th, B day on the 13th and A day on the 14th.)</p> <p>► DECISION: CBA first 2 weeks of October.</p> <p>Jessica Carr: Blood Drive is on October 5th.</p>
<p>Jerry Thorn Facilitating IEP Procedures (60 minutes)</p> <p>3:12-4:12</p>	<p><u>Creating IEP Scheduling Norms</u></p> <p>IDEA, District, and Contractual Requirements Collab Living Document</p> <p>Kelly Dutro: This topic is on the agenda because SPED teachers need to get timely teacher feedback and improve teacher attendance at IEP meetings. GenEd teachers are frustrated with the amount of instructional time lost to meetings - there are some teachers who are called to meetings more frequently than others. We are all here with best intentions. We are creating norms.</p> <p>Jerry Thorn: GenEd and SPED teachers have competing interests. Some teachers get called a lot and are concerned about their classes and loss of instructional time. If teachers are called to an IEP meeting during their prep, they get paid.</p> <p>Shaness Conley: MHS has every SPED program available save 3. They are feeling pressure to meet legal mandates. Calendar is booked. Scheduling is complicated since it involves organizing availability of teachers as well as ancillary staff some of whom do not work on campus. So there are other parameters besides just the calendar.</p> <p>Vigil: 1438 total student population and SPED population is 420.</p> <p>Jeremy Work: Need core teachers at IEP meetings. If a student has math or reading difficulties, it's essential that their math or English teacher be present. Core skills in these areas are the most important component of a student's IEP plan.</p> <p>Vivian Sanchez-Valencia: Some kids don't have a core teacher - but do have electives such as culinary arts and woods. These teachers are disproportionately being asked to miss their classes.</p> <p>Teresa Hargis: Is concerned - every content teacher can address writing and reading proficiencies and progress toward goals in these areas as every content is responsible for these standards. It is kind of insulting to ignore the</p>

fact that they are qualified to address the reading and writing standards in their content area.

Jerry Thorn: By law, just one Gen Ed teacher needs to be in attendance. The GenEd requirement can be excused with parent agreement and/or consent.

Teala Mackey: IEPs involve scheduling other professionals outside the classroom. Can't pick and choose a schedule.

Jerry Thorn: Teachers of electives such as Culinary Arts often get called upon disproportionately to attend IEP meetings and consequently they are kept from doing their primary job.

Jeremy Work: Jeremy is a case manager and teacher. The common core standards for reading and writing are based on literature standards specifically from English Language Arts and thus the English Language Arts teachers should be there when addressing student needs in these areas.

Jerry Thorn: If a student has multiple GenEd teachers, only one needs to attend.

Jeanie Stark: In her old school, they put Gen Ed teachers on rotation . For example, one would attend IEPs on Monday - for a full day. In this way teachers were not present for one section of their classes and absent for the other section. Having an assigned day kept them from having to fragment their lessons. (When teaching the same section on the same day.)

Shellie Schaeffer: Teachers get a request for information and should send that info by email to be referenced at the meeting. A different teacher from Gen Ed can be sent in to attend the meeting.

Allison Stepp: All teachers are expected to give feedback on the IEP. Could we pull one Gen Ed teacher a day to read off the remarks?

Jerry Thorn: Individual SPED teachers schedule the IEPs . But the school does have an IEP specialist - they are back up.

Teala Mackey: Parents want to see the teachers that work with their kids, not a random Gen Ed teacher.

Jerry Thorn: Can you pick any Gen Ed teacher?

Matt Lindsey: Can be any Gen Ed but not ideal.

Jerry Thorn: Where is the line as to how many classes a teacher can be taken

out of?

Shellie Schaeffer: Must meet legal criteria. Feedback from staff for parents is crucial. Has a lot of people on her caseload. Teachers have to be practical and sensible about the time frame.

Nathan Humpries: What is the problem?

Teala Mackey: Mrs. Dutro requested the meeting. Hughart sent IEP scheduling guidelines to the SPED department and to the Fed Rep team . They do their best to schedule teachers during their collab.

Kelly Dutro: An email thread went out to the SPED department and the Fed Rep team. SPED teachers feel things are not fair - feel there's a disconnect between SPED and GenEd. Dutro suggested it be added to the IC agenda, and Work requested to make this an IC issue. SPED teachers want people to see their calendars to realize how tightly packed they are - with little flexibility. Not always possible to schedule during collaboration. However, some teachers have multiple IEPs in a day. Some Gen Ed teachers don't get a lot of notice and if they are planning something on a certain date (i.e. Socratic seminar), a last minute notice can disrupt the flow of instruction. Gen Ed teachers need to feel that their time is respected. IEPs are a contractual obligation. We need to establish norms.

Teala Mackey: SPED teachers work hard to schedule the IEP calendar and they deserve to have their time and effort respected too.

Shaness Conley: What if a GenEd has an IEP Monday at 8. Could they decline a second IEP invitation for that day so that they are not double booked? If so, respond to the second invitation back and let them know.

Jerry Thorn: The nuts and bolts of scheduling should be on a rotation and be a more standardized process - less sporadic.

Rachel Thompson: There is a [GenEd IEP self report](#) that allows GenEd teachers to notify SPED that they are not able to satisfactorily fulfill their primary teaching role due to excessive meetings.

Jessica Carr: Do we have funding for subs to cover classes? (It comes from a special fund.)

Kelly Dutro: There are specific things you can't do with a sub - like run a Socratic Seminar.

Vivian Sanchez-Valencia: We are doing our best to schedule GenEd teachers

during their prep or collab.

Kurt Larson: Gen Ed teachers think it's not done fairly. Some are not getting pulled and others get pulled frequently. Laura Llanes has no prep this year and has been pulled from her 6th period class twice in the last 2 weeks. This class is now 2 full days behind in comparison with the other section of this class - which is a lot on block schedule.

Stephen Kraw: Has a SPED background and would be happy to attend IEPs for a GenEd teacher unable to attend.

Jerry Thorn: Should have a roster of teachers who can cover. Who can they call in a pinch?

Rachel Thomsson: Is there a scheduling software?

Matt Lindsey: There is no scheduling software that works well. IEPs must go on. So if there is an emergency with the GenEd teacher, someone needs to fill in. IEP specialists have ownership over the calendar.

Rachel Thompson: If a gen ed teacher was called and there was a sub required - [fill out the form](#)

Jerry Thorn: System of voluntary monitoring - self report.

Lena Stanley: Should develop a standard procedure, a whittle down process to determine which teachers get asked.

Jerry Thorn: If the IEP meeting takes your lunch or prep or takes place before/after school, you get paid - you have that option.

Kelly Dutro: Jocelyn made a spreadsheet of teacher prep/ collab in an effort to help streamline the IEP scheduling process.

Vivian Sanchez-Valencia: That spreadsheet is not accurate.

Jeremy Work: Just use the master schedule.

Rachel Vigil: Her first year lots of IEPs were scheduled during teacher's prep time. Reached out to the district and asked about prep compensation - district said to hold IEPs during collab or class time. Jocelyn will fix the document.

Dutro: They don't want it during prep so don't have to pay teachers for lost prep time.

Vigil: District doesn't have the resources

Dutro: Can we use collab time to compensate for lost prep? Can we survey people about IEP attendance preferences: prep over class time?

Vigil: Yes. If prep is missed due to IEP, teachers can ask to skip collab and use it to make up for lost prep.

Jason Sanchez: Department chairs should be exempted from this option since they run collab.

Jeremy Work: Everything discussed is what SPED teachers are already doing.

Jerry Thorn: What are the solutions ?

Jeremy Work: There are none. Can't diminish the quality of the IEP meeting and teachers can't leave an IEP meeting early. Special Ed teachers have finite resources.

Teala Mackey: SPED teachers already use the master schedule when scheduling GenEd teachers.

Jerry Thorn: Mr. Asselin's suggestion of developing a roster of teachers who can pinch hit is a good idea.

Kelly Dutro: The students have 7 teachers to pull from (but some only have one GenEd teacher). Doesn't want to end discussion on arguments. Should we continue this at a future time? Still need norms.

Rachel Thompson: Gen Ed teachers don't know the norms. SPED teachers could share what they are doing. Would like to know the ins and outs of the job to best support them. Transparency and communication are key.

Timothy Asselin: SPED teachers can respond to and accommodate a conflict. But there is a lot to be said for asking nicely, even though it is an expectation that GenEd teachers attend, just the way we ask can make a big difference.

Allison Stepp: Only 2 teachers filled out the [IEP self-report](#). Suggests that when a teacher receives an IEP invitation, said teacher sends the SPED teacher a response saying I read this. Also, hit yes/ no and send read receipt.

Shellie Schaffer: Can we align the calendars so that IEPs fall less in September and May and get documents in line so that they are more evenly distributed?

Shaness Conley: Cannot be done due to federal guidelines and IEP deadlines such as transfer IEP's, Middle School IEPs, Senior IEPs, etc.

Jessica Dinsmore: It sounds like there is some lack of communication and that Gen Ed is not fully aware of SPED deadlines - can we be more transparent in what those are?

Jason Sanchez: Identify teachers who never get called. Then teachers can trade with each other. Develop emergency IEP - roster. (Teachers who can fill in)

Jessica Dinsmore: There is a lack of communication and training. GenEd teachers are not communicating. Should establish a 24-48 hour time period to respond. Policy for open communication.

Kelly Dutro: Communication and transparency are important.

Jessica Carr: Can we get clarification on specifically what feedback is needed? Having emails follow a certain format is incredibly helpful.

Rachel Thompson: Suggestion - focus on the bottom line. What do we need from other teachers? What are the "need to haves" and "nice to haves"?

Vivian Sanchez-Valencia: Have chat group -emergency IEP chat.

Allison Stepp: Less than 15 kids don't have a GenEd teacher. TLF actually did training about SPED procedures and protocols but was poorly attended. They can do it again for the whole staff.

Teala Mackey: Makes a request every year to TLFs to do an all-staff training.

Timothy Asselin: GenEd teachers are getting hit by all of us.

Jerry Thorn: Suggestions

- When communicating with people, be nicer.
- Gen Ed teachers will be put on a rotation list. Only scheduling teachers x amount of IEPs per day
- Create a roster for those teachers willing to do more and pinch hit.
- Put all the scheduling info (including teachers' master schedules) into one Google Folder.
- GenEd teachers, send a reply acknowledging the IEP invite along with a written reply. Also select yes/ no at the bottom of the E-mail.
- Sponsor teachers request read receipt on IEP feedback emails and IEP invitations
- Create a roster of those who doesn't get a lot of IEP invitations.

	<ul style="list-style-type: none"> • Create a emergency IEP gen ed attendance volunteers chat group. • Schedule a district person to come in to do training so that GenEd and SPED teachers understand each other - how the scheduling works, the time crunch SPED teachers are under etc. <p>Matthew Lindsey: We could also create a suggestion form and do some research. There are best practices at APS - why reinvent the wheel?</p> <p>Lena Stanley: Moves to get solutions into notes and take it to constituencies. Continue discussion in subsequent IC meetings.</p>
<p>Recap of decisions and action items (4 minutes)</p> <p>4:12- 4:16</p>	<p>Kelly Dutro: ACTION ITEM ! : Kelly will create 2 Google forms one on suggestions for IEP scheduling, and one on prep/class time preferences for IEP attendance if collab won't work.</p> <p>ACTION ITEM ! : Take the suggestions/ solutions to constituencies and get feedback via Google Form on what are our “need to haves” and our “nice to haves” in regard to IEP scheduling.</p> <p>> DECISION: Fall break is CBA both weeks, and 6 week celebration discussion will be revisited at an IC meeting at the end of October or early November.</p>
<p>Items for Next Meeting 9/21/2022</p>	<ul style="list-style-type: none"> - Funky week bell schedules for rest of year - Review Google form results - Establish IEP norms <ul style="list-style-type: none"> - Spreadsheet: Sped Feedback/GenEd Feedback