

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 - Jeanie Stark ▾	Restorative Justice - Angie Adcox ▾
Activities - Jessica Carr ▾	Community Coordinator - Jessica Dinsmore ▾	EWS - Jeanie Stark ▾
JNROTC - Commander Kerze ▾	ATF - Dan Hall ▾	TLF - Absent ▾
District SPED - Megan Painter ▾	Crosscat SPED -	AVID - Teresa Hargis ▾
Science - Kurt Larson ▾	Health/Impac - Christine Perea ▾	ELA - Lena Stanley ▾
Social Studies - Absent ▾	Math - Nathan Humphries ▾	PE - Bradford Gaschler ▾
CTE - Stacye Simpson ▾	Student Representatives - Leela Miles ▾	EA - Diane Wirth
Parents:	Guest Attendees: Sydney Garcia, Diane Wirth , Elizabeth Hughart, Arvis Vonner, Jason Sanchez	

IC Meeting Agenda

> DECISION:

> Action Item:

Agenda Item (Minutes)	Notes
Taking Role (5 minutes)	<ul style="list-style-type: none"> Name and what department they are representing Delineate Visitors (no say in consensus)
Student Report (5 minutes)	<ul style="list-style-type: none"> Last Projects of the Year Miles: Organized a scavenger hunt in order to draw negative attention to

	<p>vandalism and bullying.</p> <p>Organized 12 days of giving -asking people to bring in things for shelters (coats, hats, blankets, etc.)</p> <p>Possibly going to have a Spirit week event before break and create goodie bags for the homeless.</p>
<p>Principal Report (10 minutes)</p>	<ul style="list-style-type: none"> • SIP Update <p>Vigil: Scoreboard in women’s softball was voted in (prior IC) - but was able to drum up money from district and athletics department so the SIP funds don’t have to be used for the scoreboard.</p> <p>Tech committee: Not sure how the District determined who is on the tech committee. Gets to hear updates. District is looking to secure extra money for tech - including a redo for specialty labs (like yearbook) and the district will incur the costs. District not purchasing Mac products because cyber security is not bidding on us for cyber insurance. On Thursday the PCs were worked through - before too long we will have funding. Funding is one lab per 500 students - so we will have 2 labs. Also if anyone by department wants to give tech concerns to Vigil to take back to committee let her know Action item: Ask your department what their tech needs are.</p> <p>Dutro: Can we disable students’ access to Google chat because they use it to text during class?</p> <p>Vigil: No because it can be used in an educational setting but security parameters have been toughened. Let the admin know if you see inappropriate uses of Google chat. Also, Promethean boards are outdated and some are not functional and they are in the process of reviewing the technology in the classroom and we will see more Smart Boards.</p> <p>Adcox: If you disable Google chat then it would disable student email.</p> <p>Painter: Can’t access any website from a foreign server. There are valuable resources that have been blocked.</p> <p>Larson: There is a white-listing link.</p> <p>Vigil: Also talk to Mark.</p> <p>Ambrey: Has been trying to get an educational site unblocked for months now to no avail.</p>
<p>First Week Bell</p>	<p>Dutro: Students return to school Thursday January 5th. What schedule do we</p>

<p>Schedule (5-10 minutes)</p>	<p>want for those first 2 days back?</p> <p>Stanley : Wants 2 C days to see all kids</p> <p>Miles: 2 block days</p> <p>Hargis: 2 C days to make sure things are OK and check in with students.</p> <p>Stanley: Shorter days eases the transition into the second semester and allows teachers to check in with everyone.</p> <p>Sanchez: C days are more stressful and hectic than block days.</p> <p>Asselin: Attendance is low on the “C” days.</p> <p>Dutro: Shall we take it to a vote?</p> <p>► DECISION: 2 block days, Thursday 1/5/23 B day and Friday 1/6/23 A day</p>
<p>Wellness Fair (10-15 minutes)</p>	<ul style="list-style-type: none"> Presented by Kelly Dutro and Jessica Dinsmore <p>Dutro: Every month she gives her kids a SEL survey which forces kids to reflect on nutrition, cell phone use, sleep schedule, etc. Has 2 years of data and has shared the data with Jessica Dinsmore. A lot of students have misconceptions on what is healthy and many struggle with sleep and that screen time on phone shows that they spend 8 hours on social media. They struggle with basic concepts of self care and this negatively impacts their mental health. Students learning at home were isolated and are missing out on social skills. In addition, students have PTSD from Covid. Many students are struggling and we have a perfect storm of all these issues that kids are struggling with and we are having a hard time helping them cope. Had an idea - a series of seminars for students from community members on issues impacting student mental health (e.g. health impacts of vaping, nutrition, mindfulness exercises.) They would report to advisory first thing in the morning in order to get their schedules and establish behavioral expectations and then they would go to break out sessions. The day would be divided into 5 sessions and kids would attend workshops in blocks (advisory stays together the entire day) and regroup throughout the day in the advisory room to discuss and reflect. For example: cohort A goes to the library first, Cohort B to gym etc. There would be fewer behavior issues since kids would stay with their advisory all day.</p> <p>Carr: The National Guard is eager to help. They can provide extra help by moving people along in between sessions.</p>

Dutro: For each session, 1 or 2 advisory teachers per period can use the time for prep since there will be several advisories per cohort.

Dinsmore: Is on board but will need a committee - one person from each department. Already has things planned for this semester.

Hall: Some of the students with these issues don't attend advisory. So teachers could do it in their individual classes.

Stanley: Should have this be a topic of conversation between staff first and include PD. Layer the messages into your lessons with the kids you see every week.

Larson: Presented information to kids in his class about the owners of social media and giant tech companies and how they manipulate people to keep them addicted and take their money. The kids didn't care. Thinks that the message would be better received if delivered by non-teachers.

Dutro: Saw a movie about how predatory these companies are. Addiction is so strong.

Kerze: Careful about bringing in guest speakers - has seen the behavior of students during assemblies.

Dinsmore: Why not meet in your first period? Loves the idea of it going through the classes. How are we going to keep everyone accountable? People don't use the success tracker.

Hargis: It breaks the community when teachers don't participate in school wide initiatives.

Dinsmore: Takes the brunt of the blame which ruins her and Manzano's reputation,

Vigil: Worries about staff will be out and will call in for a sub on a wellness day.

Stanley: When you keep asking why, it becomes a systemic issue. Part of this is a wider issue: lack of strong staff relationships. There used to be pranks and group hugs but Covid and negative press has impacted staff unity. We are fighting a lack of unity.

Carr: Where is the big shiny M that we used to hand to people to show appreciation?

Hargis: We should determine what the mental health concerns are - and divy

	<p>them up per department. The topic would be tied to content.</p> <p>Vigil: Bringing real life into the classroom.</p> <p>Dutro: The same topics could be revisited multiple times per year - from different perspectives (rotate the list of topics by department throughout the year) .</p> <p>> Action Item: Bring it back to constituencies - what issues should be addressed for the wellness fair, how should it be structured,etc.</p> <p>Dinsmore: Unity of staff is the biggest issue and should be tackled first.</p>
	<ul style="list-style-type: none"> ● Revisiting talking points and constituency feedback from last meeting <p>Dutro: Our students are not equipped with the basic skills. Their attendance is worse. Our tried and true strategies are no longer working as well.</p> <p>Hargis: ELA talked about how we don't have data on students. They are going to do research to determine what can be done to overcome the gaps in learning and skills brought about by the pandemic.</p> <p>Dutro: Their brains are wired differently now. We can't have the same expectations as we had before the pandemic. If we don't adapt, we will burn out.</p> <p>Sanchez: What do the students think?</p> <p>Garcia (student rep): Students don't pay attention in class. They got used to not paying attention when school was online.</p> <p>Stark: There is some research out there. According to the research, if the students had strong relationships with teachers they would have less suicidal ideation.</p> <p>Sanchez: How do we get them off phones in order to develop those relationships?</p> <p>Hargis: What skill levels have plummeted? Students don't know how to or why it's important to engage in their studies.</p> <p>Vigil: Conflict resolution is poor.</p> <p>Simpson: They jump straight to the altercation - from 0 to 100.</p>

Stanely: Seems to be a lack of filter due to the cell phones/ social media. They have lost the ability to think of something and let it go without expressing it.

Dutro: Ties into impulse control.

Dinsmore: Relationships are important - staff to staff and staff to students.

Hargis: We know that kids don't learn and participate for people they don't respect. Skill part worries her just as much because they won't be successful without skills.

Dutro: Relationships aren't the magic bullet and neither is developing a skill set. It's all intertwined. We have to meet kids where they are at which means adjusting expectations.

Dinsmore: It's not only about how students react to us but also about how we react to students. It's not all on the students.

Dutro: This ties into something Furst said about generation Z - they are heavily driven by validation.

Stark: We do have Grad and John Hopkins coming in. We need to have an open mind and learn from them.

Dutro: How can we make sure that most people on staff walk into this with an open mind?

Perea: You put out how you feel. Your mood impacts others. We need whatever can help us to be more peaceful.

Stark: Had a great mentor who told her "The students aren't giving you a hard time. They are having a hard time."

Sanchez: It's easy for us to take things personally which we shouldn't do. It took him years to figure out how not to take things personally.

Ambrey: It's not helpful to say "the students" do this or "the teachers" do that. Everyone is an individual and we all need to work together.

Hargis: We have a staff that has many different strategies and who have many different mindsets. Having a point where teachers can come together is important.

Dinsmore: Could be a session - conflict resolution.

	<p>Stanely: Agrees with Ambrey. It's easy to blame but better to be solution minded - celebrate the good. Praise for a student goes miles.</p> <p>Dismore: (turning to student representatives) How do you feel?</p> <p>Miles (student representative): Can't lecture students. Lecturing students and telling them how they should be tends to have the opposite of the desired effect.</p> <p>Vigil: Would like us to come to conclusions and develop a preliminary plan of action as soon as possible during the next IC meeting. How do we address the skill deficit and what does our model of skill building look like?</p> <p>> Action Item: Take this back to our constituencies. What are they noticing about students? What strategies are and are not working? What do we need help with?</p> <p>Dinsmore: We can't do sides. How have we changed? Let's stop segregating.</p> <p>Vonner: We got to put the unity in community</p> <p>Garcia (student representative): A lot of students didn't get taught during the pandemic and kids are not used to being in school.</p> <p>Dutro: Also need to loop in the parents and consider how parents are different. We need to look at the big picture. How can we do more about educating student's parents?</p> <p>> Action Item: Discuss with departments : How has everyone changed and what can we do to adapt and serve our community?</p>
<p>Recap of decisions and action items (5 minutes)</p>	<p>> DECISION: 2 block days, Thursday 1/5/23 B day and Friday 1/6/23 A day</p> <p>> Action Item: Bring it back to constituencies - what issues should be addressed for the wellness fair, how should it be structured,etc.</p> <p>> Action Item: Take this to our constituencies. What are they noticing about students? What strategies are and are not working? What do we need help with?</p> <p>Action Item: Discuss with departments : How has everyone changed since the pandemic and what can we do to adapt and serve our community?</p>

Items for Next Meeting

- Wellness Fair Alternatives Share Out
- Changes in Student Learning and Behavior Continued
 - Skills Deficits Process
- Changes in Adults and Impact on Community
- Inclusion Discussion