

**IC MINUTES**



**Date:** 9/10/2024

**Location:** **Library**

**Facilitators:** Jorge Serrano (Interim IC Chair)/Stephanie Davy (IC Chair Elect)

**Time Keeper:** Meagan Labuhn

**Recorder:** Jess Selbee

**Members:** Jorge Serrano, Sephanie Davy, Meagan Labuhn, Rema Cook (Science), Emily Bird-Brown (Community School), Meagan Labuhn (Counseling), Brenda Ortiz (MCNL), Pamela Garcia Arnold (At Large), Stephanie Davy (CTE), Ron Yoder (Math), Leo Ural (PE), Brandon Trevizo (Fine Arts), Juan Enriquez (EA), Isaac Pedelty (SS), Lesly Gayton (student), Hope Varoz (student), Lea Reza (student), Laura Aitken (ELA), Yvette Lozoya (SPED), Michele Torres,

**Also in Attendance:** Jess Selbee, Veronica Vazquez, Rebecca Knowles, Patrick Bova, Joseph Cordova, Juan Aragon, Mary Louise Sena, Santino Hernandez, Adriana Kerr, Becky Rutherford

**Instructional Goals  
2023-2024 Year**

***Take action in support of curricular and instructional improvement at WMHS.***

1. Acknowledging that our students need help improving their reading, writing, critical thinking, and math abilities, teachers will integrate reading, writing, math, critical thinking, and reading visuals (charts, graphs, etc.) into their curriculum.
2. Improve staff-student relationships: Each student will be connected with an adult on campus who can support them with their academic goals and connect them to resources to support their social, emotional, and material needs.
3. Earlier (better) interventions for failing students including but not limited to: mandatory contracts, conferences scheduled with parents and counselors, mandatory tutoring (during lunch, after school, GradPoint, Saturday school, Early Warning System), remediation techniques for core classes.
4. IC will continue to have a voice and collaborate with advisory
5. IC will continue to advise and work with administration to plan PD that is of best use to our faculty and staff. This next year will include a focus on offering resources on how to teach digital literacy, culturally responsive instruction, and AVID strategies.

**IC Norms**

**Everyone is welcome, as are all ideas and opinions.**

- **We will:**
  - Start and end on time
  - Ground statements in evidence
  - Assume positive intentions
  - Show respect and consideration to one another
  - Work hard (if we do, we'll fulfill our mission and accomplish our goals)
  - Maximize the time we spend on issues
  - Work as a team towards our goals
  - Leave personal agendas in our offices/classrooms/homes

**(Opening/Business 2  
Min.)**

**Approval of Previous Minutes and Agenda**

**Motion to amend agenda to include Hernandez talking about re-imaging the high school grad requirements - HB171**

**Extra meeting THIS week if not done today.**

**Limit to 10 minutes at end (remaining time) -**

**Approval of Agenda by consensus with amendment adding Admin and Santino to end of the meeting to avoid need for additional meeting.  
Approval of Minutes by consensus.**

**M. Torres (10 min.)**

Admin. Update

District is still expecting us to complete the second half of the training with Dr. Holley - Proposing for staff to do 3 hour Dr. Holley training, half staff am & half staff pm - subs provided - is it possible to get enough subs?

District wants it done by the end of the semester -

Training resulting from lawsuit, so not likely we will be able to dismiss their direction on this.

**Discuss with your departments and we will determine at the next meeting how we will handle this.**

Possibly in January, but may need to be sooner - so make sure to discuss the possibility that it needs to happen earlier.

We will ask for extension to see if we can do this for January PD Day

Knowles: Do this during conference days? (no likely)

**J. Serrano (8 min.)**

Advisory/Long Advisories

**Aragon:** Request for two long advisories dates:

Bilingual Dept needs long advisories, 12/9 and 5/12

January/February counseling will need for registration

**Davy:** Need to have one per grading period? (Yes)

First grading period ends 10/1 and no long advisories have been scheduled yet

What is the requirement? (Once every grading period)

Violence Prevention Program last year is what made it necessary to have more

Two advisories Mr. Aragon is requesting would meet the once a quarter for those two quarters, but there may need to be an additional one for the January/February for counseling (transcript review)

When to have in the first two grading periods?

Long Advisory - October 1 (Tuesday)\* TBD after further discussion

**Later in discussion of Powder Puff Assembly schedule for 10/1 IC determined 10/1 will be a Long Advisory on an Assembly schedule by consensus.**

Counseling needs - late January/early February

Aragon: counseling had two last year

Vasquez: two seemed to be too much

**Labuhn:** Need to discuss with team and then bring to next meeting to determine January/February long advisory needs

**Knowles:** Senior Finals week of 5/12

**Aragon:** Alright with 5/5 if that would be an issue

**Aragon:** We could do the Cinco de Mayo celebration that day, as well but that does not need to be determined just yet.

<p><b>S. Davy (5 min.)</b></p>	<p><b>Pedely:</b> There is actually AP Testing on Cinco de Mayo, so that will not work</p> <p>We will come back to determine the schedule for Cinco de Mayo.</p> <p>IC determined the following long advisories by consensus:  This semester: 10/1 and 12/9  Spring semester dates: TBD at a later date</p> <p><u>Student IC Rep</u>  Previously IC has had a student from senate to represent the student population. Sentate students can be extremely busy, so determined that the student can come from Senate and/or Teacher Cadets. Most IC representatives only represent maybe 20 individuals, so it makes sense to have more than one student. Today we have several students to represent the student voice.</p>
<p><b>R. Knowles (5 min.)</b></p>	<p><u>Class schedule for week of Sept. 30 - Oct. 4</u>  PSAT will be on 10/3 - only Sophomores to be in attendance  Homecoming Coronation and other possible things affecting the schedule that week.  Now also possible long advisory/assembly schedule</p> <p>We need to discuss all of these factors before we decide on the schedule for that week.</p> <p>March 25 (Tues after Spring Break) will be SAT Testing for Juniors</p>
<p><b>J. Serrano (10 min.)</b></p>	<p><u>Can we decide on the following class schedules via email?</u>  We should address the upcoming dates in October now and we can address the later dates in email (or at a later meeting).  <u>Class schedules for:</u></p> <ul style="list-style-type: none"> <li>● <u>Week of Oct. 7 -11</u>  Determined by consensus 10/7 &amp; 10/8 AB</li> <li>● <u>Week of Oct. 14-18</u>  Drop C-day decided by consensus</li> <li>● <u>Week of Nov. 4-8</u>  email</li> <li>● <u>Week of Nov. 11-15</u>  email</li> <li>● <u>Nov. 25 &amp; 26</u>  email</li> <li>● <u>Finals Week</u>  email</li> </ul>
<p><b>J. Serrano (15 min.)</b></p>	<p><u>Tardy Policy</u>  Move to end of meeting to allow Mr. Hendandez to present - this will be moved to the next IC meeting.</p>

<p><b>Other Discussions</b></p> <p><b>Cordova &amp; Senate Students</b></p>	<p>Homecoming Week (Sept. 30 - Oct. 5) Proposal  Monday, September 30 B-Day  Tuesday, October 1 A-Day Assembly Schedule for Buy-Out Powder Puff Game (students not attending game, report to long advisory)  Wednesday, October 2 A-Day  Thursday, October 3 PSAT Testing (Sophomores ONLY)  Friday, October 4 B-Day Assembly schedule for Homecoming Coronation</p> <p>Buyout Powder Puff Game 12:21-1:21 on Soccer Field \$2/ticket  Students go with their Advisory class if they do not have a ticket</p> <p>This schedule evens out instructional time for that week with the two days on assembly schedule.</p> <p><b>Davy:</b> How will you handle lack of seating on the soccer field if you get a large turnout?  Depending on numbers - will shift game to gym and play shorter game  Had an injury in prior year doing that - other than that, it went well.</p> <p>Holding the game during the day would allow more students to attend, and avoid issues with sun/lighting</p> <p><b>Hernandez:</b> We have bleachers that can be moved to the field  <b>Cordova:</b> Chairs can also be added, and staff/students could be encouraged to bring their own camp chairs from home... but students would need to be carrying these around all day.</p> <p><b>Serrano:</b> We need to vote on this  <b>Davy:</b> This is how that long advisory would be used</p> <p>Do we approve the proposed schedule for that week with a long advisory on the assembly schedule for October 1 and the event being proposed?  ELA voiced concern about not checking in with the dept before making a decision. (decision needs to be made as soon as possible - moving forward with vote)  No representative present for Parent/Family.  All departments voted yes to approve schedule &amp; event proposed</p> <p>Long Advisory on an Assembly schedule - October 1st  Also sets class schedule for BAAB for that week, with no classes/testing Thursday</p>
<p><b>HB171/Graduation Requirement Changes - Feedback requested</b></p>	<p><b>Hernandez:</b> <a href="#">HB171 - Presentation presented</a> (condensed from <a href="#">version of presentation received from the district</a>)  We need to provide the district with two suggestions on discretionary classes to add to grad requirements  They are also requesting feedback on NM History being taught</p> <p><b>Pedelty:</b> Every state teaches their history; we do not want to be the exception</p>

Each school to select two local discretionary units to recommend to district to adopt to meet new graduation requirements for incoming freshman (2025-26)

**Selbee:** Need to consider if we want the requirements to be specific classes that every student would be required to take, or provide classes that would fulfill the requirement for a type of course (i.e. Humanities, CTE, etc.)

Goal - Expanding Offerings for 9th grade core classes

Regarding NM History & Health requirements, we should keep in mind we currently have 13 sections of NM History/Health. If we decided not to offer these, what could we have these teachers teach so we do not lose them?

**Davy:** Create more electives, but students need fewer elective credits?

The changes should provide the students more choices to meet non-elective credit requirements.

Health could be moved to elective - or moved to middle school

**Davy:** Health needs to be kept in high school

**Serrano:** Health should be an entire year course

**Labuhn:** Could Driver's Ed be required?

**Davy:** Course only teaches the textbook portion of class. Driving experience is on whatever adult is supporting students.

Need to consider elective classes AND do we have teachers to teach those courses?

Algebra II (Math) potentially on the chopping block - we would need to find replacement courses for those changes

**Discussion:** Algebra II is important for students needing to move on to higher level math courses. We would still offer Algebra II and encourage college-bound students to take it, but would likely need fewer sections if not a graduation requirement for students.

Changes could also impact ELA course offerings.

Decisions made will impact us and how we need to staff our school.

Starting in October - we will be taking a look at scheduling

**Pedely:** Should recommendations be of new or existing courses? (Both)

Would be easier to use existing courses found in DCM - District Course Master

Classes could be elective classes, core classes, or "buckets" (ie. humanities)

CCL (formerly CTE) or Life Skills Unit -

Classes could be 1.0 credit class or 2 (0.5 credit) classes

**Serrano:** Need a Civics class... where would that fit? (Up to us to make recommendation)

Other schools in NM considering ACT/SAT Prep classes? Civics class could also be included.

**Discuss the following with your department and submit feedback:**

**What two discretionary units should we provide?**

