


<p>IC MINUTES</p> 	<p>Date: 12/10/2024 Location: Library</p> <p>Facilitators: Jorge Serrano (Interim IC Chair)/Stephanie Davy (IC Chair Elect) Time Keeper: Meagan Labuhn Recorder: Jess Selbee</p> <p>Members: Jorge Serrano, Meagan Labuhn, Michele Torres, Isaac Pedelty, Ron Yoder, Brenda Ortiz, Laura Aitken, Rema Cook, Yvette Lozoya, Lea Reza (student), Emily Bird Brown, Brandon Trevizo</p> <p>Also in Attendance: Jess Selbee, Patrick Bova, Adriana Kerr, Kirk Hartom, Robert Stubbs, Rebecca Knowles, Paul Burrows, Wayne Berube</p>
<p>Instructional Goals 2023-2024 Year</p>	<p><i>Take action in support of curricular and instructional improvement at WMHS.</i></p> <ol style="list-style-type: none"> 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 Ecademy, Saturday school, Early Warning System, Mentorship Program), 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.
<p>IC Norms</p>	<p>Everyone is welcome, as are all ideas and opinions.</p> <ul style="list-style-type: none"> ● We will: <ul style="list-style-type: none"> ○ 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
<p>(Opening/Business 2 Min.)</p>	<p>Approval of Previous Minutes and Agenda Labuhn: recommendation to change instructional goals - erase Grad Point because we do not have it anymore, replace with Ecademy Stubbs: request us to add Mentor Program Minutes and Agenda approved (w/changes) by consensus</p>

<p>M. Torres (15 min.)</p>	<p><u>Admin. Update</u></p> <ul style="list-style-type: none"> • <u>PD update</u> • <u>Schedule for PD days</u> Jan 6th 12:30 - 3:30 Dr. Holly (District PD) Teachers provided morning to work in rooms; site and district PD in the afternoon. APS offers content PD w/District in the morning - teachers can CHOOSE to do district PD in the morning (if they prefer), but need to be back on campus by 12:30 Consensus reached - approval for Jan 6 PD as proposed • <u>Student Compact</u> Bird: Title I Compact needs to be signed by students and parents by February to secure out Title I funding - any department willing to volunteer to help support? - decision can be made in January - Representatives, please discuss with your constituents if your department would be willing to distribute and collect these forms. <p>Pedely: Social Studies will be responsible for this</p> <ul style="list-style-type: none"> • <u>Level All Platform Access</u> We likely need to have Tyler Hartom come and give an update on this - Level All is the new "Next Step Plans" - invite him back to speak in January? Aitken: Special Ed students have Transition Plans. Are they still required to do Level All? Labuhn: These are required by NM PED for ALL graduating Seniors
<p>J. Serrano (10 min.)</p>	<ul style="list-style-type: none"> • <u>IC Protocols Reminder</u> Review from the Union Training - look over the IC Protocols (over the break) to be revisited at a later meeting (January) • <u>Long advisories for Spring Semester</u> <ul style="list-style-type: none"> ◦ <u>Counseling/Pre-registration</u> When will counselors need long advisory for registration? LaBuhn: If we have a long advisory, counseling only needs one (this date will be determined later) May 12 - Mr. Aragon requested another long Advisory for Bilingual Bootcamp - May 12th to be a long advisory - agreed by consensus • <u>Schedule for first week back: B/A/B/A?</u> Schedule 1st week after Winter Break, BABA determined by consensus
<p>S. Davy (20 min.)</p>	<ul style="list-style-type: none"> • <u>Tardy Policy</u> • <u>Cell Phone Policy Discussion</u> • <u>Bathroom Passes Update</u> <p>Pedely: If at all possible for IC to set up training for how students can be responsible for making requests for passes, and remove the responsibility from teachers - request from SS to retrofit program and provide training for staff</p> <p>Torres: System has been updated to allow students to request passes - getting more training may be difficult since they already provided one training for us. Kirk Hartom to investigate how system is working having students create their own pass</p> <p>Serrano: Color coded passes for the area - how are these working for everyone?</p> <p>K. Hartom: Sends the message to students that they need to stay in your building - students taken to ISS if they are found in an area outside of their assigned building</p> <p>Stubbs: We are creating our own problems - students involved in activities given excuses for being out of class - Drama students out for production, ROTC students out for Balloon Launch, Student athletes out for Homecoming Week - not seeing students out of class for the entire week. Can we somehow make it so students are limited to only help out for Tuesday, but not Thursday... and we should also be doing grade checks Pulling kids out of Core classes for tutoring - how is tutoring better than replacing instruction from teachers</p> <p>Yoder: Student being kept out of class to complete an assignment for another class, without getting approval from him</p>

<p>Other Discussion</p>	<p>Bova: Sometimes students are aware of things that are being requested and they will use that as an excuse to get out of classes without actually going and helping</p> <p>Stubbs: Sign up sheets for who is going to be out - send out like lists of athletes that need to be excused</p> <p>Labuhn: Students should not be excused if they are failing classes, or having truancy issues</p> <p>Fine Arts Rep: Issues with Drama/PAC - students sneaking in and hiding in nooks and crannies, saying that they need to go help (but no actual teacher request has been made)</p> <p>Pedelty: Participation in any outside activities need to be gauged against academic performance -</p> <p>Serrano: Clubs and activities assist teachers, because if students are struggling, teachers can contact sponsor and problems are often resolved. If student is not performing in class, requests for involvement in those events should be denied.</p> <p>Pedelty: Turn the responsibility back to the students - they need to take ownership over their performance and their ability to be involved in those special events, instead of being angry with the teacher refusing the student's participation</p> <p>Serrano: Take this discussion back to constituents - How do we monitor student's participation in these types of events to allow student participation without missing excessive academic content?</p> <p>Ortiz: Student still marked absent in Synergy by teacher and Activity absence entered in system by someone in the office (Torres: Office is currently short staffed) Current passes expire at 7 minutes - students out for longer and students have a reminder and things get tracked for the total number of minutes.</p> <p>K. Hartom: There is some follow up on students when they show patterns of being out of classes frequently. Using the system allows Deans to follow up with families when there is evidence of students taking bathroom breaks in multiple classes throughout the d</p> <p>Serrano: Some teachers set up sign out sheet to track how long students are out</p> <p>Kerr: Wish list for how passes should work</p> <p>Serrano: Check with constituents and bring these concerns/requests to IC to be addressed with the powers that be to possibly make adjustments to the system to better accommodate us and our needs.</p> <p>Bova: This is not a matter of students leaving class - often students aren't showing up and then inform teachers after the fact that they were helping elsewhere. If it is an issue, connect with the sponsor teacher to discuss. Repeat offenders on bathroom use - send an email to teachers to request they let you know if students are going to the restroom during class - collect this info to support refusing student use of bathroom pass Inform (frequent flier) students before class starts that they need to go to the restroom before class and that no requests from them will be acknowledged.</p> <p>Knowles: Students don't ask for permission, they ask for forgiveness. If students are abusing that, reach out to the sponsor teacher and inform them when there is an issue - you may even find out that they never even requested the students in the first place</p> <p>Pendelty: SS determined they would elect to Cengage for their new curriculum - informed that they need to get IC approval for adopting new curriculum IC Agreement reached with consensus</p>
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