IMC 10/13/2026
4 pm - 5:30 pm

Meeting began at 4:05 pm
Mary Jo - Introduces the committee and the committee's responsibilities. What are the guiding documents? Greg will present, and an opportunity to ask questions. Please refer to the notes and the documents prepared for the meeting. A motion and a second on this process and the importance of the process.

Scheduled meetings are typically two hours, dependent on whether we have proposals will determine if we have meetings. Team norms are presented.

- Stay grounded in the criteria
- Be curious and consider multiple perspectives
- Separate the materials from personal preference
- Challenge thinking with respect

Mary Jo prompted group to discuss the norms for this group and provide feedback.
Tasha Brown: Appreciated the list of norms but whose voice is in this space.
Sarah Karim - discussion of the team norms and "whose" team norms are we are referring to, coming in with privilege or position. Acknowledgement of identity or who creates that space.

Mary Jo reviewed the policy and had previously asked Dr. Rundle to review the presentation materials before the meeting. Keeping student needs at the center of the objective.

Reviewed the governing Policies that support our mission. Policy 2090 and Policy 2020 curriculum policy 2006 for selection, review and implementation of curriculum standards.

MTSS (Multi-Tiered Systems of Support), curriculum for Tier1 all kids, Tier 2 for 20% that supports the students that do not fall into Tier1. Tier 3 is when Tier 1 and Tier 2 don't meet the needs of all students.

Please refer to the slide presentation in the invite to review these materials.

Pilot and Core - Greg Smiley - Journalism teacher at the high school is looking to Pilot this text for the year. After the year, the group would reconvene to review these materials again if he makes the decision he would like to use this text as his core materials. Mary Jo reviewed the Note Sheet she prepared for the meeting.

Questions. None

4:20 pm

Greg Smiley, news reporter and former Microsoft employee, found a career in his second half as a teacher. No curriculum when he started as the journalism advisor. He's been creating instruction materials as he went along. Not sure how students were learning the information. He's noticed that the news has gotten better and proximity to the audience. Greg, said his students are getting tired of listening to him and would rather focus on putting out a paper. They are allowed to print what they want, and we can't stop them as we can't be sued, as the kids have *press freedom*. They are empowered to do what they want. "Know Your Student Press Freedom Law" slide recognized that students who like to write and are interested in what they have to say are the core of his journalism students. They are comfortable confronting and taking on more difficult stories. Given all this, it makes the need for curriculum to be ingrained in the culture of our student work.

Taking a look at the book. It is an easy book to access, it is a little dated, with the perspective of a "white guy" in 2013. However, Greg acknowledged this concern and will supplement curriculum to make the basic text more relevant. As the book does a good job of showing how newsrooms work, what readers read, and how they read. It is an accessible book. Important to Greg because he has a hodgepodge of spiral notebooks. He doesn't have a lot of material that he can refer to.

He wants his students to have News Writing basics, and allowing for a text, something that hasn't been available. Read the story and discuss the material and how they can supplement it with the culture of the school. Discuss the problems with the text that he knows he will need to supplement with other available options. Having a text is a starting point. Relying on the student body to be sensitive and significant, relevant and interesting. It's important that they are not just using material from the internet, and doesn't want his students toggling through screens.

He knows that there are not a lot of options available in the publisher's options.

Sarah Karim, what is the audience and where else will we be producing each year.

Greg Smiley, stacked staff, new and experienced staff. (freshman to seniors)

Sarah Karim, how do you account for AI slop. How do you look at this angle? How will the kids be trained to use their words.

Greg Smiley, loved the question of finding students' writing and not AI. This is something that he is vigilant about in the AI work. He has a lockdown browser, notes and copies of short stories, hard copies of a dictionary. He is very much aware of the tendency to lean into AI. An AI chat bot can not do the reporting. Greg is very passionate about this position and class.

Mary Jo Budzius: How does this text differ from the current reality of 2026.

Greg Smiley: We are doing it like 2013, printing on paper. Research is still the same; the research is quicker, still doing story brainstorming, meeting with your editors, selling a pitch, and being objective.

Tasha Brown: Why was this text selected?

Greg Smiley: Presented two books in short outdated and boring book options, Richard Law thought quizzes and trainings would be good from the other option. Greg didn't like the quizzes. Lower reading expectations, easy read. The other books had higher college level reading options.

Minali Kumar: How do you intend to evaluate the materials during the pilot on a scale that is more objective as opposed to subjective?

Greg Smiley: We haven't had a textbook before, so this is part of the curriculum. He will need to determine how this book will be implemented in the classroom. Existing staffers know how to put a paper out so they think they dont' think they need to learn anything.

Sierra Winch: How does the pilot really start and how does it look realistically?

Greg Smiley: New editor selection, get them acclimated and have them work the materials into the fall to train.

Tasha Brown: do any schools use a textbook

Greg Smiley: most schools don't use a textbook; he doesn't know of any schools that are using the textbook.

Sarah Karim; why do some schools need a textbook and why do some schools not need a book.

Greg Smiley: MIHS needs something to get us going in the construct and framework.

Mary Jo Budzius: Is this text the training wheels?

Greg Smiley: Wants the textbook to be the framework; everything they are learning now is from Greg. He doesn't need a lot of this book, but he wants to reference. Greg broke down the importance of a tangible book, no digital format.

Minali Kumar: how would you break up the book?

Greg Smiley: Stacked classroom, so they are going to get the same materials. Everyone needs to learn this material. All students need to learn this information: page design, photography, and framework. Core group of journalism students.

Guillem Sullivan - radio student (in response to what is your “thing” in high school)

MInali Kumar: January 2027 potential students for journalism on how to adapt; what is your plan.

Gregs Plan:
MONDAYS: sit in assigned seats, go through something in the book and discuss. Production cycle, and try to apply it. It’s not possible to focus on the book every day. Assigned reading over the weekend, quiz on Monday, and integrate during the week.

Open to feedback.

5:02 pm Greg finished the presentation and discussion session.

5:05 pm Introductions for Committee members. Refer to the IMC slides presentation.

Sarah Karim: seeking to support the teacher with a framework but is this good enough? What is the goal? Is this a training wheel, or is this to determine the outcome for the course?

Joby McGowan; our job is to determine if this text meets the requirements of the district. It does not mean we are to determine the outcome or success of the materials.

5:20 pm
Joby McGowan: makes a motion to recommend the text for a Pilot
Minal Kumari and Linnea Augustine second the motion
Approve pilot: 11 approved, 0 did not approve 0 abstained

Meeting adjourned at 5:22 pm