

Instructional Practices Committee

Third Meeting

July 30, 2019 7am-9am

Present: Rick Barnes, Holly Babcock, Yolanda Flamino, Crystal Paul, Claire Pare, Jenn Staub, Theresa Risdal, Tiffany Testa, Tom Solon, Amanda Zeller, Stacey Plummer.

Facilitator: Rick Barnes

Process Observer: Stacey Plummer

Scribe: Cooper Adair

Notetaker: Jenn Staub

The meeting started at 7:08 and followed the Agenda sent out a week prior by Rick Barnes. First item was reviewing the meeting minutes from our first meeting, with minor corrections to Cooper's name and the process observer's feedback.

We reviewed the draft of the committee's charter, which had been worked on by Holly, Tom and Amanda in the time between the last meeting.

There was discussion regarding the following:

The phrase, "meet the needs of all students," and whether it encompassed all of the committee's goals. The groups agreed that it did.

Should "advisory" be specifically added? The group decided it was best not to get too specific, but the phrase "relationship building" could be added in lieu of advisory. Tom Solon reminded the group that the charter was not "a to do list," but a tool to highlight issues that need to be addressed.

The phrase, "changes to staffing," was also questioned. What might that imply from a labor point of view. It is meant not as a "head count," nor "specific to teaching staff," but to address how staffing roles might change in the future.

The group agreed to change "deliverables," to be made to September's Policy Meeting and not August, as stated in the Charter's draft.

It was also agreed that "recommendations to curriculum and schedule changes" will be made at the December Board Meeting.

Rick Barnes agreed that he will provide continuous updates on the committee's work with each Board Report, the first of which will be in August.

All committee members were encouraged to attend Board Meetings, held the third Wednesday of each month, as it shows the "support and brain power that went into making the proposals."

Tiffany Testa led the group in an engaging activity that looked at how the three different policies slated for revision by the committee and the Board do or do not align with the IPC Charter. She centered the activity around the charter's mission: "In order to create a more equitable, inclusive, personalized learning community." After a short free write based on definitions of equitable, inclusive and personalized, and subsequent pairing and sharing, the group broke into three sub groups and brainstormed how or how not the three policies: Alternative Credit, Class Rank, and Grade Procedures do or do not fulfill the mission.

After carouseling the three categories, the groups reconvened as a large group and discussed the outcome of the activity.

There was wide-spread consensus that Class Rank does not fulfill the charter's goal. "It becomes a game, it's rigged," and "it doesn't serve everyone equally," were some comments. It was also agreed that it excludes CTE subject. On the positive side, one member noted, it can, for a segment of the population, help create goals and challenges.

The group agreed that while the Alternative Credit Policy does the best out of the three of fulfilling the committee's charter, it needs updating. Limitations as it currently is include: its allowance for only 2 Alt

Courses a year, that its funding and approval process might not be equitable, that as its written, it is not clear that students do have the right to override the policy's limitation on number of courses taken per year. The Grading Policy Procedure is also in need of significant revamping if it is to fulfill the charter's goal. Issues to look at include: How does it discriminate against students and families who, for various reasons, might not be able to self-advocate? Why are some music classes weighted, but visual arts are not? Do those classes that reward testing handicap some students? Partial weighting over-values certain classes; it also encouraged cheating. A positive for partial weighting was noted with regards to AP classes, in that they encourage some students who might be on the fence about taking a challenging subject by adding that extra padding to their GPAs.

Following the activity, Rick offered that one of the goals for the next meeting should be to break the committee in to broad sub-committees. The group agreed. In the meantime, he will build an agenda that outlines this work.

The meeting concluded shortly after 9:00 am. Stacey reported out that although the meeting started a little late, people were very prepared and remained focused. She gave particular thanks to Tiffany for preparing and leading the activity.