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**March 1st, 2023**  
**MHS School Council Meeting**  
**MHS Library**

Russ Booth - Principal  
Minu Rajasinghe - Student  
Parul Jain - Parent  
Stacey Mullert - Parent  
Patrick Haley - Student  
Francesca Smith - Student  
Anne Carroll - Teacher  
Gail Farrington - Teacher  
Michael Sweet - Teacher  
Alexandra Piccirilli - Parent

Approved Minutes from 1/18/23 meeting

**Update on NEASC - Gail and Russ**

All Standard narratives are complete, presented to faculty and voted on. All narratives are approved. Areas of Growth were presented to Russ by the Self Reflection Committee. Next step is to prepare for the Collaborative Conference in April.

**School Improvement Plan update**

Mr. Booth areas of focus are NEASC driven

4 main areas:

teaching and learning

MTSS - BCAP how to support students

Equity Audit work to implement goals using ICU team developing plans to support growth in culturally proficient discussions; ways to interject yourself sentence starters

Collaborate to Innovate: ideas from NEASC evaluate our current use of time, how we utilize our schedule. Flex block, support block 9 min down time parents feel it's important, students do not have time after school to get homework done. A time to connect with students and teachers.

NEASC priority areas:

- I. Revise our existing core values and beliefs about learning, recalibrate what our core values are and how they lead us to the vision of the graduate
  
- II. Common written curriculum. Understanding by Design training for department chairs. Foreign language teachers share a google drive; unit starts with stage 1 Essential questions, can do's, knowledge and skills

Stage 2 Assessment piece

Stage 3 teacher-based lesson planning

share resources with each other.

Great way to virtually collaborate

Currently lives in different places for different departments

Transfer goals and connects learning to real world - vision of the graduate

Curriculum will integrate more relevance and driven by vision of the graduate

Hyperlink to make other connections

Looking forward lesson plans could be added which is stage 3

\*TIME is the constraint\*

III Explore and develop further connections between students and teachers. Use of time, how do we build stronger connections - student to student

Student to adults

Staff to staff

Idea of flexblock ways to get students to connect to the school

IV. Time to collaborate with other staff members. Bring back the pineapple model

Work with faculty to enhance teaching instructions provide teachers with more tools

How do we building lesson plans that focus on enduring learning driven by vision of the graduate.

V. Building - Currently in the process of a building study. Explore the feasibility of a new building

Process for applying to MSBA driven by superintendent offices. Create a 21st century building

Mr. Booth's focus will be on I - IV

**Students - how do you feel about the school community? Do you feel connected?**

FS - building does not prevent students from getting a good education. Students will leave with skills that all other students are getting

School could be better at communicating through the school other than just morning announcements.

MR - it would be a good thing to offer more classes. Chemistry hinders - better equipment would improve the education in terms of community most do not feel connected to the building.

**How connected do you feel to your teachers and/or school community?**

PH - feels the school community proud to be an mhs athlete. Communication is not great. Do not know what is going on outside of their activity. Hallways are bare.

RB want to put graphics around the building that promote spirit (vision of the graduate)

AC Everything is so organized posters are not on the walls. Not going to lockers missing out on connecting with other students, longer time between classes.

**Are there priority areas that we can help improve our community?**

AP - Student mentoring program from older students to younger students

Minu remembers when the seniors came into the homeroom the first two days of school and went over the rules.

FS transition from middle to high school with a little more exposure to what to expect. Have it run by students.

Have a host of students at the open house to talk to the students

Get grades more together

Enthusiasm must be driven by students, successful in implementing

**Handbook:**

Thoughts: # this means it is school committee driven

6 items

Pg 25 out of class time: absence > 10 mins means absence from class

Feedback: student opinion: FS thinks it is reasonable

PH - one student out at a time. 10 mins holds students accountable

MS - suggested adding a line that we expect you to go to the bathroom right away, after 10 mins we assume there is an emergency. Return to class with minimal time missed.

SM and/or gone > than 10 mins in another area are you where you are supposed to be? We expect you to be where you are saying you are.

Credit reduction

Evaluating from moving from class to class to overall

140 credits, based on daily attendance

Social Promotion: students who will earn 10 credits, only earning 10 credits but still being a sophomore. The misconception that they are going to graduate on time. Define how many credits you need to move on vs being deficit vs not moving on to the next grade

The difference between unexcused absences and excused absences

Today it is difficult to be sick and always get a drs note.

Trying to encourage better attendance and still hold students accountable. How complicated it is to keep up with the credit reductions

Change to positively impact students, not just change to change

Daily attendance - separate tardy to school vs tardy to class

Dress Code update to align to state and federal requirements

Cell phone policy might be some updates. Would love to have a caddy in each classroom student perspective would be unhappy with that.

All students wearing IDs next year. School safety - provide support numbers on the back of student ids

Possibly offering agenda books for students