

**MINUTES FROM WHS SCHOOL COUNCIL - APPROVED
JANUARY 8, 2024**

A meeting of the Wayland High School School Council was conducted remotely on January 8, 2024, due to the COVID-19 health pandemic and according to the revised open meeting law that allows remote participation.

Allyson Mizoguchi called the meeting to order at 6:45 p.m.

Roll call was taken:

ROLL CALL	Yes	No
John Ali	X	
Malcolm Astley	X	
Merline Bhukanwala	X	
Abigail Buffum	X	
Carolyn Crary	X	
Samantha Lee	X	
Maryam Libdi	X	
Allyson Mizoguchi	X	
Joe Oneschuk	X	
Zachary Rainville	X	
Renae Shadday	X	
Jill Swenson	X	
Zach Tussing	X	

1. Public comment

- No public comment

2. Administrative matters

- Approval of minutes: January 8, 2024
- Motion to approve: Jill Swenson
- Second: Zach Tussing

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John Ali	X	
Malcolm Astley	X	
Merline Bhukanwala	X	
Abigail Buffum	X	
Carolyn Crary	X	
Samantha Lee	X	
Maryam Libdi	X	
Allyson Mizoguchi	X	
Joe Oneschuk	X	
Zachary Rainville	X	
Renaë Shadday	X	
Jill Swenson	X	
Zach Tussing	X	

3. Discussion of WHS programs related to school improvement goals in areas of Belonging and Equity and Social Emotional Learning, with particular focus on Advisory program
- Allyson provided context of discussion on Advisory where during last meeting's School Improvement Plan review, the group was asked about current structures supporting social emotional learning and Advisory was raised
 - Focus of discussion is creating a shared understanding of what Advisory is and what the goals of the program are, with an eye towards getting feedback from students and staff
 - Brief historical context: program launched in 2011-12, after two years of planning with consultant. We had no structure in place for students to get to know peers outside of their social group
 - Goals pertain to building relationships and being able to connect/communicate about topics that impact the school community
 - Structure (grade-level groups and length of meeting time) has changed since original launch
 - In 2016 we had a survey for staff & focus groups with students. Majority of respondents wanted to investigate alternative groupings and schedules. Neutral on content and format, more than less felt comfortable with the discussion, not as many teachers agreed with knowing advisees as individuals, that time beneficial for students or that students were feeling more connected.

- These prompted faculty discussions around shifting. In 2019-20 we went to grade specific groupings and we meet every day but Wednesday for 7 minutes. About once a month we have an extended advisory for 25 minutes and usually to push out information.
- We have not evaluated the Advisory program since shifting the groupings
- Some discussion about how adults are matched with the student groups - is there a way to connect students with adults who share their interests? Currently a random process.
- Some discussion about the reasoning behind keeping the same groups for 4 years (the idea is building community and needing the 4 years to create the community).
- Some discussion about whether the current structure is fostering relationships between students and student-adult.
- Structure, content, shuffling of groups, how is that time spent. All of those pieces impact the goal, which is how deep of relationships are being formed between teachers and students and students and students
- How can parents share information about their student with the Advisory teachers (i.e. 9th grade conferences)?
- Zach R. shared that Advisory currently feels like a time to take a breath or extended transition time, not necessary a time to deliberately build relationships
- Merline asked, how do we teach kids to build relationships?
- Zach T. suggested that we look at high-level objectives of program and shape survey questions around those to determine what's working
- Zach R. shared that overall, students would have a pretty positive reaction if asked about the Advisory system; although they don't necessarily see it as community building, they see it as a nice time in their day to chat or relax. Suggests that Student Council maybe could shepherd some of the feedback gathering.
- Jack suggested that having something to do during Advisory is the main thing. If you switch the intent (if it's to talk, that discourages talking) but if it is a task or competition, then that might create relationships organically (e.g. going outside, competitions, etc.)
- Zach R. brainstormed idea of whole-school competition activities using structure of Advisory
- Allyson asked Zach to get ideas from Student Council on how to make the 7 minutes meaningful, finding ways to get to know kids around interests
- Open brainstorm including a paper airplane competition, Friday kahoot, team building
- Malcolm suggested keeping a running list of engaging topics/activities
- Discussion of gathering feedback, especially the seven minutes (is it long enough?)

- Carolyn shared that with the old model (25 min/week) trying to have organic conversations about the heavy topics is more natural with her classes vs. Advisory
- Maryam wondered about collaboration between the Counseling Dept and Advisory
- Allyson shared two other topics that she will need to discuss with the group soon: window for course selection changes and possible cell phone policy

4. Adjournment

- Motion to adjourn (7:45 p.m.): Merline Bhukanwala
- Second: Zach Tussing

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John Ali	X	
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Abigail Buffum	X	
Carolyn Crary	X	
Samantha Lee	X	
Maryam Libdi	X	
Allyson Mizoguchi	X	
Joe Oneschuk	X	
Zachary Rainville	X	
Rena Shadday	X	
Jill Swenson	X	
Zach Tussing	X	

Respectfully submitted,

Allyson Mizoguchi
Jill Swenson