

IPC - Advisory Subcommittee 1/10

Members: Tim Girzone, Tiffany Testa, Erin Robbins, Kristen Roy, Shaun Hastings, Jen Given, Lin Illingworth, Tom Solon, Kate Stoll, Lindsay D. Gr.11, Bradley N. Gr. 10

Facilitator: Tim Girzone=

Note Taker: Erin Robbins

Process Observer

- Review linked document
 - [Six Key Dimensions of Successful Advisory Programs \(3\)](#)

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Continue to Refine Purpose of Advisory here at HB

- Goal
 - To explore the possibility of implementing an advisory here at HBHS
 - *What needs do our students have that are not being met?*
 - *Executive functioning*
 - *Google classroom, turnitin, research skills, email etiquette*
 - *Self-regulation/organization*
 - *Self advocacy, talking with adults*
 - *SEL*
 - *Building on student strengths*
 - *Communication*
 - *Trust*
 - *Tolerance/acceptance of mistakes*
 - *Empathy*
 - *Conflict management*
 - *Group behaviors*
 - *What purpose could an advisory program serve, based on these needs?*
- Next Steps
 - School Visitations
 - Professional Development

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Notes: 1/10/22

- Tim recapped last meeting, Lin I introduced her background with advisory (middle school experience as an advisor).
- Who would be an advisor? Teachers, admins, librarians, case managers, nurses, ...? Will continue to explore this idea.
- Erin/Shawn discussed Student Council's involvement in running activities during advisory at Campbell High, culture of Campbell (being extremely open and close) high due to advisory, CHS has a sophomore & senior project (is that something that we want?), What is our why??
- Lin highlighted that coming out of the last few years, students really need that social-emotional practice, sense of community, & to feel that connection to one another

- Tiffany talked about data- what sort of data do we need? What would the board be looking for?
 - Jen- track absences, counselor visits, nurse visits to see where our kids are seeking assistance perhaps.
 - Tom- emphasis on data is not needed to make a case. What is it that needs to be improved/fixed & how would we be able to tell that this has happened? How does this fit into our school? How will students/community react→ will they push back?

- Lin/Kristen- Is it a high school's responsibility to educate the social-emotional mind as much as the academic mind? Can students function and be successful in academics without the SEL part?
 - The problem lies within the structure of the program. How will it be structured? What are the needs that are HERE in OUR community? It is already built into our goals as a building.
 - Tim: We have nothing built into our current daily schedule that is non-academic, aside from our 25 minute lunch. So, what does that say about what we value? What don't we have/what do we need?
 - It is not built it into the culture of our school (it is built into our teachers, but not the schedule)

- What are our needs? Those need to drive our decisions in coming up with options on how to formulate a schedule
- How do we "sell" this to students, teachers, parents, and the community?
- We need to figure out the structure, when this will take place, what we will do? What is the purpose? Every child needs an adult that cares about them. Student/Adult relationships
- CavBlock inception vs advisory
- PD is NECESSARY to make teachers feel more comfortable, but it is part of our job/responsibility because this IMPORTANT
- Planning visits: Tiffany's school, Campbell, Bow, Bedford, Souhegan
 - Who would go? STUDENTS, us (committee), counselors
 - Tiffany's school's advisory starts at 8:30 am

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NEXT MEETING: Tuesday Feb 15th 3-430 pm