**SCC Meeting Minutes**

**February 3, 2014**

**PRHS Library**

Present: Ryan Amtmann, Lisa Ash, Mikala Ash, Amey Bailey, Will Gunn, Emelia Fleck, Julie Fogarty, Devin Guild, Jenna Morrison, Barbra Noyes, Bruce Parsons, Bob Price, Andrew Buttolph, Stephen Buttolph, Judi D’Aleo

* Ryan Amtmann called meeting to order to 5:15 p.m
* Introductions
* January minutes were accepted
* Overview of our last meeting
* Packets were handed out
* Will Gunn met with Band Directors at other NH schools and stated that they are also in the same stage PRHS is in with building their Advisories
* Bow
* Mascoma
* Inter Lakes
* Laconia
* Bruce brought up that during our last meeting the two major ‘words’ were Academic and Connection
* Can they be combined?
* Mission Statement
* Ryan reminded the SCC that an email was sent out containing an example of a Mission Statement created from the keywords collected from January’s group discussions
* To provide a dynamic, supportive community where students make personal connections, pursue academic interests and needs, and develop strong habits of mind.
* Ryan asked for feedback about the Mission Statements that the committee has looked over
* Shorter is better
* Students must understand the Mission Statement
* A lot of discussion centered around the ‘Chicken or the Egg Issue’
* What comes first, the Mission Statement or structuring Advisory?
* The connection piece fulfills what the NEASC is looking for
* School community must be developed by a structured curriculum that can be followed for four years
* Ryan reminded the committee that it was decided to establish a Mission Statement first
* The committee decided to establish a general Mission Statement and go directly into molding a program
* It was suggested to combine Keene High School’s Mission Statement and the Advisory Guide example statement to produce a comprehensive Mission Statement for PRHS
* Ryan will create a combination of the two statements to present at the next meeting
* Two elements show up over and over in Advisory Programs
* The Connection Piece
* Social
* Community
* Habits of mind
* Personal
* The Academic Element
* Students work with teachers for acceleration or to catch up academically
* Meet multiple times a week
* Similar to structured study
* Keene, Conval and Colchester all have a variety of this program
* Ryan suggested that it would be helpful if committee members contacted or visit these schools to find out how their programs are structured
* Grouping
* How do we group students within Advisory?
* Random assignment
* By grade levels
* Mixing grade levels
* Mixing helps to acclimate younger students, creating a connection with upper classmen and making them feel more comfortable
* Focusing on specifics towards grade level
* Freshmen/Sophomores focusing on group activities/connections
* Juniors/Seniors focusing on college prep
* Currently students are separated by grade level
* Many students commented positively on co-advisory sessions (upperclassmen and underclassmen) to have open discussions
* Advisors within the committee agreed that paring groups is extremely useful and effective and is a great model to structure the new Advisory around
* Great for working on grade specific materials
* Many students thought that grouping would be a great way to get to know other students within the school
* Grouping according to interests
* Theater, arts, music etc.
* It was suggested that this might not promote new discoveries and opportunities or support a sense of community
* This method would be hard to achieve with the Freshmen class who only take required classes and will not have enough variety to be grouped within an ‘interest’
* This method promotes ‘cliques’
* Many advisors love having their group for four years
* Number of students with a single advisory
* Determined by how many students are in each class and how many advisors are available during each year
* How much space is available within the building
* Currently advisories typically have 10-12 students
* Advisories are currently run by faculty, support staff, para-professionals, secretaries, and administrators
* Spaces are often shared (library, lecture hall, cafeteria, classrooms)
* Content
* Team building
* Ropes course
* Games
* Group Activity
* Many advisors do not feel comfortable with group activities
* Activities can be scripted
* Activities could vary advisor to advisor
* A handbook of activities could be presented to advisors to choose from giving them options and making the activity dynamic
* Students enjoyed the idea of team building to create more of a bond within each group, a feeling of community
* Currently Advisory is informative and passive
* Grades
* Surveys
* Monthly Calendar
* Bruce reminded the committee that the current Advisory accommodates the staff
* Requiring no extra prep or planning period
* If team building exercises are incorporated into Advisory then it may become the responsibility of the staff to create those exercises
* It was suggested that a committee be established to focus on and create team

 building exercises

* Many schools have faculty and students on an Advisory activity team to create Advisory exercises and lessons
* Some schools have Advisory Coaches who create a curriculum and monitor and assist advisors who need extra help
* The idea of a committee or coaches was very popular
* Compensation was discussed
* Currently there is a lack of ownership regarding the creation of Advisory
* Advisors are not compensated
* It is not contractual
* Advisors need to have a hand in creating the activities to achieve ownership
* Lack of communication
* It was suggested that one day of the August in-service days be devoted to

 Advisory training, creating a goal for the year

* Ryan asked the committee to converse with their constituents and collect information and ideas about Academic Advisory
* Faculty members relay and collect information from their departments
* Information will be shared at the next meeting in March

The meeting was adjourned at 6:15 pm

Our next meeting will be held on Monday, March 3, at 5:15pm in the PRHS Library