

Maranacook Community High School

ADVISOR HANDBOOK



2004-2005

Maranacook Community School
Grades 6-12
Advisor Advisee System

The Advisor/Advisee System was developed by the original staff as one of the founding principles of Maranacook Community School. It is a comprehensive support system for students, parents and staff. Each student is assigned to an advisee group by grade level. Efforts are made to make each group as diverse as possible, considering such factors as towns of residence, gender, interests, needs and strengths. The Deans of Students in the high school and the guidance counselor in the middle school are responsible for the development, implementation, and monitoring of the system.

This guide identifies general goals for the Advisor/Advisee System, as well as specific grade-level goals.

Major responsibilities for advisors have been carefully outlined to aide them in better understanding the Advisor System and in carrying out their roles as Advisors.

Master Advisors, one per grade level, have been identified to assist individual Advisors with implementation strategies, to assist in monitoring and evaluating our current system, and to provide technical assistance to staff, students and community.

MARANACOOK
ADVISOR/ADVISEE SYSTEM GOALS

In support of the schools' Mission Statements, the Advisor/Advisee System provides communication and support among students, staff and parents through individual and group meetings, home contacts and other interactions.

The Advisor/Advisee System requires the commitment of students, parents, and staff and their acceptance of responsibility for the success of the system.

Individual Goals

Through the Advisor/Advisee System students are encouraged to attain the following objectives:

- To understand themselves and others better
- To develop positive self-images
- To identify their interests, values, needs and abilities
- To participate in academic programs which address their individual needs and goals
- To reinforce their values of honesty, integrity, responsibility, and respect
- To develop social skills focusing on communication, relationship-building, and problem solving.

Group Goals

All grade levels will work towards accomplishing the following objectives:

- To encourage and assist individual students in developing comprehensive listening and communication skills
- To encourage students to increase their awareness of self and others
- To encourage students to understand the concept of individuality as well as the value and responsibility of group membership
- To encourage students to better understand the concept of responsibility as it relates to both personal and academic growth.
- To encourage students to be a positive influence on both school and community

Grade Level Goals

In addition to the above goals, separate grades will focus on the following objectives:

- 6th Transition and group building activities emphasizing communication, listening skills, respect and diversity
- 7th Self-advocacy, group membership, and community service
- 8th Career awareness and transition to high school
- 9th Transition and group building activities, decision-making, and problem-solving skills
- 10th The relationship between course selection and the requirements for specific careers
- 11th Leadership skill development, emphasizing personal, group, and community responsibility, and decision-making concerning career plans following graduation
- 12th Pre- and post- graduation planning

It is critical that parents support the advisor/advisee program by encouraging participation in ALL activities.

MAJOR RESPONSIBILITIES OF THE ADVISOR

- To be aware of advisees' needs for academic, social and personal growth and to assist them in developing plans to meet these needs
- To be aware of advisees' health needs
- To develop and maintain honest, open communication among students, parents, and staff
- To implement specific activities, planned by the advisor and/or advisees, to accomplish overall goals and objective for their specific grade level.
- To attend grade level advisor meetings

Other Responsibilities of the Advisor

- Advisor Involvement in discipline
- Upon the receipt of an Incident Report on an advisee, the advisor will speak privately with the advisee about the report.

- The advisor promptly contacts the appropriate grade level Dean of Students to discuss the course of action.
- Together, the advisor and Dean of Students determine if a meeting is necessary and if parents/guardians will be contacted, and who will notify the parents/guardians. The advisor is expected to attend that meeting.
- The advisor will notify special education staff of the Incident Report, when applicable, and pending meetings.
- The Middle School Dean of Students will mail home all Incident Reports.

In the case of some serious incidents needing immediate attention, the Dean of Students will attempt to reach the advisor and parents as the incident unfolds, but may need to proceed in an expeditious manner. In any case, the advisor and parents/guardians need to be informed on the day of the incident.

Parent Notification of Academic Performance

- Each advisor is responsible for providing information to parents/guardians concerning their child's overall academic performance. Such information will be communicated to parents/guardians in the following manner:
- Progress Reports are mailed to parents/guardians immediately upon receipt by the advisor.
- Evaluation Reports (grade sheets) which reflect the student's overall academic progress are distributed to students by advisors each ranking period. Such reports are given to students to taken home.
- Middle School Evaluation Reports (grade sheets) are shown to students and then mailed home to parents/guardians.
- Official High School Report Cards that are shared with students in advisee time are then mailed home to parents.

Advisor Involvement in the Pupil Evaluation Team (P.E.T.)

The advisor will do the following:

- Attend and contribute information about advisees at P.E.T. meetings including:
 - Advisee's academic and social performance
 - Personal goals, strengths and areas in need of improvement
 - Recommendations for programming
- Provide copies of Evaluation Reports to appropriate special education staff at end of each quarter
- Consult with special education staff concerning any program changes
- Notify special education staff of Incident Reports and pending meetings

Advisee Folder

Each advisor will maintain a folder for each of his/her advisees. This folder should be a collection of significant data as listed below and should be updated as needed.

Purpose:

- To provide the advisor, parents and advisee with information to be used at conferences and meetings
- To provide information that can be used by a new advisor
- To provide information that can be helpful in detecting advisee patterns, successes or problems

Place in Folder:

- Parental Signature Forms – handbook, etc.
- Incident Reports
- Academic Records – transcripts
- Student Profile (4 year plan) in high school folder
- Course Schedule
- Progress Reports (staple together by each school year)
- Official Report Card (high school)
- All notes that have not been shared with advisee and/or parents must be removed before passing folder on to new advisor
- Advisee folders for those staff who are leaving are given to the guidance secretary, or for advisees going into the pool given to the new advisor.
- Eighth grade advisors will pass folders on to the new high school advisor.

EVALUATION OF ADVISORS

All advisors will be evaluated in the following five categories:

1. Attends advisor meetings
2. Plans appropriate activities for advisee time and gets plans regarding Advisee Days Out to the master advisor on time
3. Addresses disciplinary issues in a timely manner
4. Provides useful and appropriate input at discipline meetings and PETs
5. Holds advisees accountable for being in homeroom on time

In the high school, there is a form rating these categories filled in by the Deans of Students at each grade level. This goes to the Academic Deans to be discussed in the summative evaluation, as part of a constructive process.

ROLE OF THE MASTER ADVISOR

The master advisor concept was developed to assist grade level advisors with the development, implementation, monitoring, and evaluation of the Advisor/Advisee System. The master advisor's role is to provide the following:

- Leadership for the Advisor/Advisee System.
- Support for grade level advisors.
- Communication between grade level advisors and administration.

Master advisors are responsible for the following:

- To plan and facilitate grade level advisor meetings
 - To assist advisors in developing an understanding of and appreciation for the advisor/advisee system and to assist them in carrying out their duties and responsibilities
 - To assist and support the Deans of Students in yearly advisor training
 - To assist the grade level advisors in coordinating activities with grade level goals and objectives
 - To assist in an on-going review and evaluation of the advisor/advisee system
 - To participate in advisee changes from one group to another
 - To attend master advisor meetings
 - To assist in a periodic review and update of the advisor/advisee system handbook
 - To develop and advisor/advisee calendar for each year which outlines specific activities and timelines by grade level
- The guidance department will provide support to the Master Advisor
- To provide notes of grade level meetings to absent advisors

MASTER ADVISOR SELECTION AND EVALUATION PROCESS

Selection Process

Master advisors will be selected by grade level advisors. The process will be determined by the grade level advisors at the time of selection.

Time Frame

In order to promote and maintain an effective advisor/advisee system, it has been suggested that the master advisor must have at least four (4) years experience as an advisor before assuming that role. It is recommended that master advisors continue their commitment for a minimum of two (2) years.

PROCEDURE FOR ADVISEES WHO WISH TO CHANGE ADVISORS

Since we believe it is most beneficial for advisees to remain in one group for as long as possible, we recommend advisors downplay the choice that advisees have to change groups. We realize there are exceptions to this. Therefore, we have “The Pool”, which is actually a process we use for advisees to move into a different group.

Each year, by mid-May, the Guidance Department will send a memo to all advisors explaining the process of “the pool” and reminding advisors of the deadline for any changes.

At the end of the school year, the advisor will inform his/her group of the process to change groups. Those who join “the pool” will be placed on a list with other students from the same grade level. At this time, the master advisor, the guidance counselor, and the grade level advisors will meet and assign new advisors based on individual student needs.

It is important that the following process be followed:

1. Advisee meets with grade level guidance counselor to discuss reasons for requesting to enter the pool.
2. Advisee talks with own advisor and grade level guidance counselor to explain his/her request.
3. Parent must contact grade level guidance counselor to support the request.
4. Grade level advisors and guidance counselor meet together and decide the reassignment to another group.
5. Advisors will contact their new advisees BEFORE school ends in June to welcome them into their new group.

Please inform advisees to submit their request to enter the pool before the first Wednesday in June.

PROCEDURE FOR ADVISORS WHO DO NOT WISH TO KEEP AN ADVISEE

If, at any time, an advisor does not wish to keep an advisee in his or her advisee group, the advisor must do the following:

1. Meet with a guidance counselor and discuss the matter.
2. Make contact to inform the parents/guardians
3. Make a final decision, with input from the grade level guidance counselor, parents, and advisee, regarding optimal placement.

If a change is deemed necessary, the advisee will be assigned to an advisee group selected by the guidance counselor, the master advisor, and the grade level advisors, based on individual student needs.