



**Beacon Charter High School
Advisory Handbook**

“An essential guide for both advisor and advisee”

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The Tradition of Advisory at Beacon

The underlying purpose for advisory is to foster personal knowledge of each student-artist in the school by at least one faculty or staff member. Should an issue come up with a student, the advisor may communicate with his or her teachers and develop a plan of action to help the student through a tough time.

Advisory is also the perfect time to gather portfolio quality work, update the IGP, review and internalize assessment or discuss with each other the assignments due in each class.

Advisors are not “teachers” teaching a class but advocates for their advisees. Advisors can help students who may be having difficulty with a subject or discipline issue.

Advisory is a non-academic setting to foster trust in a relaxed atmosphere. Advisees should feel safe and comfortable to open up and voice their concerns and triumphs with a member of the staff.

Structure of Beacon Advisories

- meet twice a week for a total of one hour;
- consist of small groups, with an average of 12 students per advisor;
- have advisors who loop with their students for all four years;
- students have input as to who their advisor is;
- present an opportunity to review academic performance from progress reports and other sources of data;
- serve as cohorts for assessment purposes;
- serve as the collection, review and storage point for portfolio items;
- provide opportunities for career planning and time to meet with guidance counselor or school-based coordinator;
- track community service hours;
- disseminate school-based announcements;
- review standardized test results that identify aptitudes;
- provide grant writing and field trip/activity planning opportunities

Advisory Assignments

Advisor	Grade	Location	Number of Students
Pilkington/Go	Seniors	Rotating	13
Taylor	Seniors	Rotating	12
Mowry	Seniors	Rm. 303	10
Jzyk	Juniors	Cafeteria	11
Fox	Juniors	Rm. 205	13
Wall	Sophomore	Rm. 207	11
Butler	Sophomore	Rm. 208	13
Moseley	Sophomore	Rm. 301	13
Appel	Sophomore	Rm. 203	12
Boland	Freshmen	Rm. 104	12
Souza	Freshmen	Theatre	10
Skeldon	Freshmen	Rm. 304	12
LeClair	Freshmen	Theatre	11
MacDonald	Freshman	Rm. 204	13

Academic Responsibilities of Advisory

- Collect and digitally store art portfolio items using the *Digication* web site needed for compliance with the PBGR system. Advisories will be assigned specific dates in which they will be required to meet with their advisors in the computer lab. See Appendix A for Advisory Calendar and Appendix F for Digication Passwords.
- Create and maintain an Individual Graduation Plan (IGP) needed for compliance with the PBGR system. See Appendix B for PBGR items needed and Appendix C for entry slip.
- Collect and store academic portfolio items needed for compliance with the PBGR system. See Appendix B for items needed and Appendix C for entry slip.
- Collect and store business portfolio items needed for compliance with the PBGR system. See Appendix B for items needed and Appendix C for entry slip.
- Distribute progress reports, official report cards, writing assessment and NWEA test data to the students allowing the opportunity to review academic performance and foster discussion for future success.

Mentor Responsibilities of Advisory

- Provide opportunities for career planning and time to meet with guidance counselor or school-based coordinator.
- Use of the GO Program (grades 9 and 10) and the Roads Program (grade 11) to incite discussions for responsible decision making during the students' journey to adulthood. See Appendix D for Grade Level Outlines.

- Collect and store evidence of community service that has been performed. The completion of ten hours of community service per academic year is needed for compliance with the PBGR system. See Appendix C for PBGR entry slip.
- Attend monthly Town Meetings scheduled with Beacon Administrators to disseminate school based announcements, grant writing opportunities, and field trip planning opportunities. See Appendix A for Advisory Calendar.

Social Responsibilities of Advisory

- Advisors are asked to foster a bond with students in their advisory and create a safe and comfortable atmosphere where students can voice concerns and triumphs.
See Appendix E for Ice Breakers and Team Builders
- Create and execute events that can be of assistance to the community.
- Discuss current events
- Participate in Advisory competitions set up by Student Government. Ex.) Spirit Week, Karaoke, etc
- Create and participate in School wide surveys

Appendix A Portfolio Requirements

- Art Discipline Component on <http://beaconart.digication.com>
 - 5 pieces of original work
 - 4 participation reflections of events within the students' art discipline (One per year)
 - 4 participation reflections of events outside the students' art discipline. (One per year)
- Academic Component
 - At least one student selected entry from each of the core classes:
 - 1 English
 - 1 Math
 - 1 Science
 - 1 Social Studies/Humanities/Art History
 - 1 Technology
 - 1 extended independent research project
 - 8 common task writing scores earned over 4 years
 - 8 data points from NWEA testing earned over four years
- Business Component:
 - Resume
 - Letter of recommendation
 - Reflection of Community Service
 - Summative Reflection
 - Beacon Diploma
 - Beacon Transcript/NASSP Academic Record form

Portfolio Review Process

- Every student artist's portfolio will be reviewed in the middle of the senior year by a panel of judges. Using preexisting rubric as guidelines, the panel will be able to make recommendation on how to improve the portfolio. At the end of the senior year, a subcommittee of the school's board will review the portfolio in a student lead conference.
- The Digication Spotlight Portfolio will be exhibited using an LCD projector in a large screen format.
- Student artists who do not receive a proficient rating will have the opportunity to improve the portfolio and submit changes to a smaller committee for final approval.
Students who do not complete the portfolio segment of the PBGR program as designed by Beacon Charter High School, will be asked to complete the project during our summer session.

Appendix D Grade Level Program Outlines

- Grade 9: Use the Go Program workbooks and DVD for Assignments 1-17. Topics are designed to elicit discussion and keep students on track in preparation for college. Advisors may command the use of this program as they see fit but it is recommended that the units are viewed in sequential order.
- Grade 10: Use the Go Program workbooks and DVD for the following assignments in 2007-2008: Unit 6,8,11,12,13,15, and 18-34. Topics are designed to elicit discussion and keep students on track in preparation for college. Advisors may command the use of this program as they see fit but it is recommended that the units are viewed in sequential order.
- Grade 11: Use the MyRoad Program; the most comprehensive resource for education and career decision making. Determine your personality type, explore college majors, colleges, and careers. The Grade 11 Student Agenda contains monthly calendar pages with *Key Concepts*, *To Do Items*, and even *SAT/PSAT Questions of the Month*. Topics are designed to elicit discussion and keep students on track in preparation for college. Log on to the web component at www.myroad.com Access code CED473
- Grade 12: Use the MyRoad Program; the most comprehensive resource for education and career decision making. Determine your personality type, explore college majors, colleges, and careers. The Grade 12 Student Agenda contains monthly calendar pages with *Key Concepts*, *To Do Items*, and even *SAT/PSAT Questions of the Month*. Topics are designed to elicit discussion and keep students on track in preparation for college. Log on to the web component at www.myroad.com Access code CED473

Appendix E Ice Breakers and Team Builders

- Team building activities will be distributed throughout the year. Advisors and students should work together to create a binder for safe keeping.
- At least one ice breaker or team builder activity should be used during each advisory meeting.
- There are several to choose from and this will build a sense of camaraderie between students.
- As the facilitator, please read through the activities so you can effectively follow through with the task at hand.
- Each ice breaker and team builder should last no more than 10 minutes.
HAVE FUN!

Here are some favorites:

- Sound and Action Name Game- Form a circle, each person must think of a sound & action to represent self. Leader will ask, “What is your name?” to one member and he/she will respond by just saying their name. All will respond, “HI *name*!” He/She will then do a sound & action. The leader will ask again, “What’s his/her name?!” And entire group will shout name and repeat the sound and action! OR after each person does their sound & action, they must repeat the previous students names/sound and actions.
- Impulse- Everybody is standing in a circle, holding hands. Starting with 1 person—that person will GENTLY squeeze the hand to the person on their right and then that person will immediately squeeze the next persons hand until the “impulse” travels all the way around the circle to the starting person. As the facilitator, you will time the event from the moment the 1st person says GO until he/she says stop. Challenge the group then repeat it until they break their time.
- Hug By Number- Leader calls out a number and that many people must group together. Anyone left out...the group will sigh aloud, “AWWWWW”. When a new number is called everyone must break away from an existing group and find a new one.
Variation: Ask groups questions to share information or to come up with common likes! Example: “Something you have in common regards to FOOD, MUSIC, MOVIES, ETC.”

- Elephant, Palm Tree, Cow- Group forms large circle. Leader(s) in middle will point directly at 1 person in the circle and say loudly, “Elephant” OR “palm Tree”, OR “Cow”!
If Elephant- the person must lean forward and from a long trunk with both arms. The 2 people on either side of “it” must make large ears with arms on both sides of the TRUNK.
If Palm Tree- “It” must stretch up and be the tree trunk and people on both sides will form the fronds by leaning away from the tree trunk.
If Cow- “It” must stick both thumbs down and others on each side will grab one and milk!
After pointing at someone, the three have 3 seconds to complete task.
(Inside person keep count) If someone makes an error, they change places with the person in the middle.
- Quick Line Ups- Mute entire group and have them line up alphabetically using their mother’s maiden name. When complete, bring both ends of line together so they form a circle and un-mute so they can review how they did. Briefly talk about amount of difficulty and how they communicated.
Activity could be repeated using blindfolds and having them line up according to their birthday months. In this activity, they are allowed to speak but are unable to see. Remind the group about safety and appropriate touching! Debrief and discuss comfort zones; you can talk about verbal and non verbal communication, language slang, cultural differences, perceptions, etc.