



River Forest
Public Schools

Roosevelt Advisory Program Planning Implementation Guide

2017-18

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River Forest Public Schools

MISSION / VISION STATEMENT

Our Mission

To inspire a love of learning and ensure educational excellence for every child

Our Vision

A thriving and inclusive learning community that will enable our students to become:

- Critical and creative thinkers and problem solvers
- Socially and emotionally competent, ready to live purposeful lives
- Self-aware, curious and persistent learners, eager to pursue their passions
- Skilled communicators and collaborators
- Self-sufficient, responsible and resilient

Excellence in Education: A Continuing Tradition

Student Advisory Description & Purpose Statement

“Advisory is an essential and integral part of a developmentally responsive middle school. One that fosters trust, communication, and a true sense of belonging for the student as a result of positive relationships between students and teachers, and students and fellow students” (Burns, J. B., Jenkins, J. B., & Kane, J. T., 2012).

She's No One's Girl - Monte Selby

Well she's no one's girl

And she winds a finger through her curls

Tries to see out through the world of school

She does not take her lecture notes

Sits in her desk and tries to cope

She's got no friends and she's got no hope and it's cruel

And there's no one at home

She spends the endless hours alone

And she's not allowed to telephone

The friends she does not have

And she cannot understand

The purpose of the Roosevelt Middle School Student Advisory Program is to reinforce the spirit of the district mission “to inspire a love of learning and ensure educational excellence for every child” by:

- Ensuring that every student has at least one trusted adult in the school who *truly* knows him or her.
- Promoting a sense of belonging and fostering connectedness throughout the school.
- Nurturing relationships among students that are supportive, genuine and meaningful.

This purpose directly reflects the district vision that seeks to build “a thriving and inclusive learning community that will enable our students to become socially and emotionally competent, ready to live purposeful lives.”

On a practical level, Student Advisory is intentional time built into the school day in which students meet with their advisor and a small group of grade-level peers. The time is designed specifically to build relationships through activities and discussions within their advisories and sometimes within combined advisory groups.

The Benefits of Student Advisory

The goal of Student Advisory is to provide every student at Roosevelt a group of peers to support and encourage one another through the middle school experience. The Advisor serves as a facilitator as well as a point person for the student and his/her family - someone who knows the student and can advocate for his/her social, emotional, and academic needs.

Benefits to students:

- Students get more frequent one-on-one guidance than is possible with the typical school's high ratio of students to social workers and other counselors. As a result, behavior problems decline.
- Students who experience problems have the benefit of more timely help when they have a mentor who keeps track of their progress. As a result, school performance improves.
- Students who have difficulty integrating socially have a group of peers they can rely on for encouragement and support. As a result, school refusal declines.
- Students are exposed to a diverse group of peers who they may not have otherwise known. As a result, interpersonal skills improve.

Benefits to teachers:

- Teachers develop strong bonds with students that may continue long after graduation. As a result, job satisfaction improves.
- Teachers see students from a different perspective that helps them understand how to structure classroom instruction to each student more effectively. As a result, class time is more productive and enjoyable for all.

Benefits to parents:

- Parents know there is someone at the school with a strong interest in their child and they feel they have an additional contact they can call. As a result, parent involvement in education improves.

Benefits to overall school climate:

- Once students and parents alike believe that there is an advocate for them at the school and teachers are able to connect with students on a more personal level, behavior problems decline, student and teacher morale improve and administrators are able to focus on school improvement and supporting their faculty members.

Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.

-Dr. Ken Maxwell

Advisory Bell Schedule

If advisory doesn't show up as time in the schedule, it's not valued. Is English valued? Yes. How do I know? It's in the schedule. Is math valued? Yes. How do I know? It's in the schedule. Is advisory valued? Well, let's take a look at the schedule and see. If it's in the schedule, it's valued. If it isn't in the schedule, it's not valued.

1st	8:30-9:08	Lunch A	11:14-11:39	5th	12:39-1:17
2nd	9:11-9:49	Lunch B	11:42-12:07	6th	1:20-1:58
3rd	9:52-10:30	Lunch C	12:10-12:35	7th	2:01-2:39
4th	10:33-11:11			8th	2:42-3:20

Lunch A: 5th grade lunch	6th grade recess	7th grade advisory	8th grade advisory
Lunch B: 5th grade recess	6th grade lunch	7th grade recess	8th grade lunch
Lunch C: 5th grade advisory	6th grade advisory	7th grade lunch	8th grade recess

Advisory Calendar 2017-2018

Tuesday	August 22, 2017	Activities that Teach / Operation Snowflake
Wednesday	August 23, 2017	First Meeting of Student Advisory Council
Wednesday	August 30, 2017	First Day of Advisory: Setting Expectations
Thursday	August 31, 2017	Second Day of Advisory: CPR
Thursday	September	Cohort Meetings
Friday	September 22, 2017	Snowflake Day: Be Seen & Heard
Thursday	November	Cohort Meetings
Tuesday	November 21, 2017	Advisory Bell Schedule
Thursday	January	Cohort Meetings
Thursday	March	Cohort Meetings
Friday	April 27, 2018	Snowflake Day: OPRF Snowball
Thursday	May	Cohort Meetings
Friday	May 25, 2018	Snowflake Day: Suicide Prevention
Wednesday	May 30, 2018	Last Day of Advisory / Evaluations

Roles & Responsibilities of Advisors

[In academic performance and in the area of health behaviors], young people who feel connected to school, that they belong, and that teachers are supportive and treat them fairly, do better. Some contend the business of school is teaching for knowledge acquisition and that attention to the non-academic aspects of school is a low priority. However, the health and education literature suggests these factors contribute significantly to school success (Libbey, 2004).

- Build meaningful relationships with and among advisees.
 - Advisory is a time that is set aside for the purpose of growing relationships and should never be used as a study hall or thought of as a curriculum.
- Follow the Circle of Power and Respect (CPR) format.
 - While advisors may discern a change within the CPR format to suit their group needs, it is expected that all advisories adhere to the same basic principles.
- Participate in professional development opportunities to grow as an advisor.
 - Many opportunities will be offered through the district during team or building meetings and possibly during the summer. Seeking out additional trainings is highly encouraged.
- Act as an additional liaison between school and home.
 - While it is not the intention that the advisor be in regular and constant contact with the home, advisors are in a unique position to address non-academic needs in a way that maintains the privacy and integrity of the family as a whole.
- Attend disciplinary and evaluative meetings for advisees, if appropriate.
 - Advisors will have a unique perspective of their advisees and may have invaluable insight to share during Individual Problem Solving (IPS) meetings and / or when their advisee is facing disciplinary actions.
- Meet with parents during open house.
 - Because advisory is not a curriculum, this time is designed to simply put names and faces together in a friendly and welcoming setting. Parents that have extensive questions about advisory as a whole should be directed to Larry Garstki or Mandy Ross.

This is where teachers get their renewal - from children they know well.

-Nel Noddings

Circle of Power and Respect Curriculum

Advisory is not a curriculum to be covered but a relationship to be nurtured.

Circling Up

Purposes:

- To bring the community together, face-to-face (SEL 2B)
- To include everyone (SEL 2A)

Must Do:

- Round circle
- Non-preferential seating
- Friendly spirit
- Quiet, safe handling of chairs

May do:

- Sit on floor, but everyone at same level
- Assigned seating

Greeting (2 - 5 minutes)

Purposes:

- Students learn the skills of formal, friendly, and fun formats for social encounters (SEL 2C, 3B)
- Everyone relates to everyone in the community (SEL 2C)

Must Do:

- Greeting is the first thing that happens in the meeting, and it sets a positive tone
- Everyone is included and everyone's name is said
- Everyone is greeted only once
- Greetings are respectful and friendly; eyes make contact

May Do:

- Include gestures, voices, movement to add variety
- Include choice of person to greet (after CPR is well established)
- Include a brief share

Share (~5 minutes)

Purposes:

- Build relationships among students (SEL 2C)
- Create connections between school and home life (SEL 3B)
- Develop the skills of conversation, inquiry, and public speaking (SEL 2C)
- Help students see the world from multiple points of view (SEL 2A, 2B)

Must Do:

- Everyone (including the leader) gets a chance to share, but not necessarily every day
- Use varied share formats
- Sharer responsibilities: clarity, volume, detailed information, calling on responders
- Listener responsibilities: attention, respect, empathy, clarity, volume, interesting questions and friendly comments
- Leader monitors the time, student behavior, appropriateness of topic and language, quality of communication

May Do:

- Be in response to a focus question or open to self-selection of a topic
- Be done by everyone, some, or only one person per meeting
- Be on personal, social or academically-related topics

Activity

Purposes:

- Build relationships (SEL 2A, 2B, 2C)
- Develop academic and social skills (SEL 1C, 3B)
- Have fun (SEL 2C)

Must Do:

- Take time to debrief!
- Activities are cooperative
- Everyone is included, but students may opt to just watch
- Each activity has its own rules and flow, carefully modeled and practiced. Rules are revisited when necessary so everyone knows them
- Activities are played with fairness, safety, and caring or they are halted

May Do:

- Some activities are competitive, once community has been well-established
- Students can create variations on games and introduce new ones
- Activities are repeated many times if they are popular

Take Five

Purposes:

- To reinforce Roosevelt Middle School values and group expectations
- To celebrate students who exemplify those values
- To maintain an environment of respect, inclusion, and mutual understanding

Must Do:

- Review High Five goals and group expectations on the first day of advisory and as-needed throughout the year
- Give examples and have students give examples of what the goals and expectations “look like” list
- Emphasize that these are goals and expectations, not a list of rules stating “what not to do”
- Recognize students who have met the goals throughout the week

May Do:

- Keep a poster of the goals and expectations posted in the advisory room - students may even sign the poster as an agreement to honor them
- Have students brainstorm and add to the expectations, if they are mutually agreed upon
- Have everyone in the group give a high five to any student who demonstrated a high five goal during the week

Frequently Asked Questions

“Advisory” lacks a clear meaning. When offering an opinion on any aspect of advisory program, one almost always has to preface the statement with “It all depends.”

What if a parent or student does not like the advisory to which the student has been assigned?
The pairing of students with advisors is a complex process. The Student Advisory Council has taken great time and care to ensure a diverse profile within each group and we do not honor requests for specific advisors or to have a student placed within a specific group.

How long will an advisory group stay together?
Advisory groups remain the same throughout the entire four years of the advisees’ schooling.

How will students be assigned to advisory groups?
The goal of advisory is to encourage a diverse perspective. Students are placed in advisory to ensure that each group is safe, diverse, and welcoming to all ideas and backgrounds.

What happens if a student discloses something personal during advisory?
It is important to acknowledge that what is shared is meaningful and that the advisor will follow up with that student the same day. For matters of safety, social workers and administrators will be available to assist advisors, should they feel that necessary.

How will advisory buddies be assigned?
Buddies are paired up in a way that will best ensure that both are not absent on the same day when advisory meets due to a field trip or special training (different grades, specialties, departments, etc).

How will cohorts be assigned?
Cohorts are designed to ensure that at least one representative from each grade level is in the group.

What happens if an advisor is absent on a day when we have advisory?
Since substitutes are not trained for advisory, buddies will cover for one another, should there be an absence.

When do cohorts meet?
Cohorts meet once a month to discuss best practices and problem solve potential conflicts.

Do advisors have to stick to the curriculum that is provided or can they develop their own?

Provided that the CPR format is followed, advisors may choose to do or not do certain greetings, share outs and / or activities in order to best meet the needs of their advisees.

Who participates in advisory?

Every student is assigned to an advisory group as an advisee. All full time faculty and part-time faculty who are on duty through the lunch hour are also assigned to an advisory group as an advisor unless they are needed as support staff during the advisory period or are frequently called off site as part of their job description.

I'm a 5th grade teacher, why don't I have 5th grade students?

Every Advisor will move with their group for the entirety of the students' career at Roosevelt Middle School. The focus is on relationship regardless of grade level in order to fulfill the purpose of every student being able to identify at least one adult in the school whom he / she can trust.

What if a student misbehaves in advisory?

While each case may be handled individually based on the student and the situation, it's important for the advisor to address negative behavior as soon as it happens, referring to the group expectations and high five goals. If negative behavior persists, the advisor has the option of a one-on-one meeting with the advisee, facilitating a restorative circle within the advisory group (if trained) or, in extreme cases, referring the student to administration and / or a phone call home.

Do I meet with my kids individually?

That is entirely up to you and your advisees. It is not required but may be a helpful way to get to know your advisees a little bit better.

Do I meet with my advisees' parents at conferences and / or open house?

Conferences are reserved for academic progress only. However, there will be a time in the open house schedule for parents to meet their student's advisor.

What if a kid discloses that they may want to harm themselves or someone else or that someone else is harming them?

Acknowledge that you have heard them and let them know you want to continue that conversation with them right after advisory. Pull them aside at the end and determine whether this is an issue that should be brought to a social worker or administrator. When in doubt, seek out a social worker. Remember, you are a mandated reporter.

Glossary of Terms

Advisory Group: A grouping of 12-13 students (advisees) and one adult faculty member (advisor) that meets on a weekly basis for the purpose of building relationships within and among members of the group.

Advisor: Adult that facilitates advisory group every week and homeroom advisory at the end of the day. The advisor serves as a point person between the school and the family of his / her advisees and works to build meaningful relationships with with and among students in the his / her advisory group.

Advisee: Student that is assigned to a specific advisor.

Advisor Buddies: Advisors that are paired up to form the homeroom advisory. Buddies provide mutual support and cover for one another on sick / personal days or when one buddy is on a field trip.

Advisor Cohorts: Small group of advisors that meet monthly to discuss best practices and provide support to one another. Advisor buddies are in the same cohort.

Circle of Power and Respect (CPR): The general format of an advisory group that includes circling up, greeting, share outs, an activity and take five wrap up.

Activities that Teach: Also known as cooperative games or team-building exercises, utilized in various formats of advisory, especially on Snowflake Days, to emphasize social skills and interpersonal relationships as well as build trust within the group.

Snowflake: Days dedicated throughout the school year to address State-mandated topics (e.g. suicide prevention and sexual abuse) that also provide safe spaces for students to interact with their advisory groups and buddy groups for an extended period of time.

Student Advisory Council: Dedicated group of staff members who meet regularly to determine lesson plans and professional development as well as provide support and information to all faculty and staff regarding advisory.

Operation Snowflake

Operation Snowball is a school-based leadership development program empowering youth to achieve school and life success. This program has enriched the lives of students in our partner high schools (OPRF, Fenwick and Trinity) for several decades. Snowflake is a program that has taken the basic concepts of Operation Snowball, and adapted them for middle school students. Both Snowball and Snowflake meet ISBE standards for social and emotional learning that are also congruent with the Roosevelt’s student advisory program:

- Develop self-awareness and self-management skills to achieve school and life success
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Year One

In the first year of advisory, every student will participate in **Snowflake**. Snowflake will take place on half days for student attendance and will include a general session that addresses contemporary social concerns including the state mandated topics of suicide and sexual abuse prevention. After the general session, students will convene in their advisory groups and have a safe space in which to participate in an extended advisory session. Finally, advisory groups will buddy up and participate in teambuilding activities and cooperative games that build social and emotional skills in fun ways. Below are topics and dates for year one:

- September 22: Victor & CAASE - Sexual Assault Prevention & Awareness
- April 27: OPRF: Inclusivity & Stereotypes
- May 25: NAMI - Suicide Prevention & Awareness

Time	5 / 6 Grade	7 / 8 Grade
8:30 - 9:25	Cooperative Games	General Session
9:30 - 10:25	General Session	Extended Advisory
10:30 - 11:25	Extended Advisory	Cooperative Games

Cooperative Games / Team Building

If teaching were only telling, my children would be incredibly brilliant; I've told them everything they need to know.

-Howard G. Hendricks

Cooperative games or team building exercises emphasize social skills and interpersonal communication. These exercises are typically executed on Snowflake Days but can be used by any advisor at any time to build trust within the group.

Active Learning Process

1. General concept is presented to the group.
2. Specific information concerning the process is received by the group.
3. Activity is undertaken by the group.
4. Group explores actions and consequences during the activity.
5. Group discussion is held immediately following the conclusion of the activity.
6. General principles are discussed.
7. Specific life applications are internalized by individuals according to their needs and readiness.
8. Students act on what they learned.

Advantages of Cooperative Games

1. Students are motivated.
2. Takes place in a safe environment.
3. Participation by the entire group.
4. Each person takes responsibility for his/her own learning.
5. It is flexible and thereby relevant.
6. Receptiveness is increased.
7. Inductive reasoning is stimulated.
8. Participants reveal their thought processes.
9. Allows for the correction of failure.
10. Allows for greater risk taking.

Tips on Leading an Activity

1. Create a physically safe environment in which the activity can take place.
2. Create a psychologically safe environment in which the activity can take place.
3. Establish a "freeze" command.
4. Remove students who refuse to cooperate.
5. Directions should be short and to the point.
6. If possible, demonstrate what you want them to do.
7. ***Be prepared for an imperfect first experience.***

At the end of any team building or cooperative activity, it is important to debrief within the group by way of self and group reflection. High Five goals may also be emphasized during this time, just as at the end of any advisory session. Here are some examples of debriefing questions:

Self-Reflection

What did your group do well?
Were you listened to? What is your evidence?
Were you an active listener? What is your evidence?
What did you do to stay on task?
How did you help others stay on task?
How did your group support one another?

Group-Reflection

What was necessary to be successful in this challenge?
How did our team involve everyone in solving the challenge?
Did we listen to one another and use ideas that we shared?
How many and which team members used praise phrases or positive encouragement? What were some of the praise phrases used?
What was the biggest challenge?
What were some of the questions that came up?
Did you consider more than one solution?
How did we go about including everyone?
What do you think about some of the other ideas that were tried?
If we were to try this again what might be done differently?
How could we apply what we've learned to other areas of our life?

Processing or debriefing refers to the questioning and discussion that follows the game. It strives to elicit critical reflection based on observations regarding what happened in terms of both external interactions and internal reactions.

-Carmine M. Consalvo

Appendix A: Professional Development / Orientation

This we know to be true: Advisories that are unsuccessful, more often than not, are the result of inadequate initial preparation and insufficient ongoing nurturing.

Partnerships & Purposes:

NAMI: Mental Health Awareness / Suicide Prevention / Mental Health First Aid

- www.nami.org / www.mentalhealthfirstaid.org

Victor: Sexual Assault Prevention (5-6 grade)

- www.victorpacini.com

CAASE: Sexual Assault Prevention (7-8 grade)

- www.caase.org

Operation Snowball: Healthy, Happy & Safe Kids

- www.operationsnowballinc.org

AMLE: Middle School Advisory

- www.amle.org

Professional Development / New Advisor Orientation:

Practice Run-Throughs

- Team and / or Building Meetings

Basic Principles of Advisory: Dru Tomlin & AMLE

- Professional Development Days for Faculty

Activities That Teach: Ron Jakubisin & Operation Snowball

- Professional Development Days for Faculty
- Regional Trainings

Circle of Power & Respect: Origins Program

- www.originsonline.org
- CPR video & books

Mental Health First Aid: West 40 & NAMI

- Free 8 hour training with CEUs and CPDUs

Helpful Resources, Workshops & Publications

- Teaching Tolerance: www.teachingtolerance.org
- Community Wellness Center: communitywellnessctr.org/events

Appendix B: Welcoming a New Student into Advisory

New students to Roosevelt will also be new to advisory and it will be important to offer a warm welcome and orientation to what happens in advisory. This also serves as a good reminder of Group Expectations for all members of the group.

Greet: Advisee Choice

Choose a student to explain what the greeting is (in general) and then choose a greeting from past advisories and do that greeting activity.

Share: Tips for Surviving Roosevelt

Have each student describe in 3 - 4 sentences something helpful about Roosevelt. They should keep the advice friendly but it can be about anything from how long it takes to get from the lockers to P.E. to which clubs are the most fun or which teachers are the most strict about homework or tardiness. Encourage students who can't think of anything to explain school rules (e.g. what to do when given a homework lab, what 9th period is, what happens when you don't serve a detention or homework lab, etc.).

Activity: Review Expectations

Choose five different students to explain each of the High Five goals and what they look like within the group. It is important to explain confidentiality during this time as well. Have the new student sign the group contract as well but first give him or her an opportunity to ask questions, should he or she have any.

Take Five: Review Take Five

Choose one more student to explain how the group celebrates Take Five. If time permits, do your group's Take Five activity.

Appendix C: High Five Goals & Group Expectations

High Five Goals & Group Expectations

We treat each other with respect (SEL 2A):

- Confidentiality
 - What is said in our group stays in our group.
 - Keep other people's name's outside of the circle.
 - Confidentiality is only broken when a person's safety is threatened.
- Include everyone

We use language that is *encouraging and uplifting* (SEL 2C):

- “Without knowing the force of words, it is impossible to know more.”
- Nice Job! Thanks for Sharing!

We respect the school environment (SEL 3A):

- We leave our space in better condition than how we found it.
 - Carefully move desks and chairs.
 - Put chairs and tables where they belong.

We make *advisory* time cooperative and productive for all (SEL 1A):

- We participate and allow and encourage others to participate equally.
 - Be on time/
 - Take turns.
 - Keep distracting items outside of the circle.
 - Turn face and body toward the person who is speaking and keep the mouth and body silent.

We stop and THINK when making choices *about what we say and do* (SEL 2D):

- Is it True?
- Is it Helpful?
- Is it Inspiring?
- Is it Necessary?
- Is it Kind?

Appendix D: Cohorts & Buddies

5th Grade Cohort & Buddies	6th Grade Cohort & Buddies
Mark Geweke & Dana Gunderson (5)	Becky Peterson (5) & Connie Rogers
Molly Creely & Karen Feely	Anna Daly (8) & Lindsay Johnson
Dan Courtney (7) & Mandy Ross	Kathryn Locigno (6) & Michelle McQueen
Scott Davis & Rick Dassinger (5)	Korin Kadlec (7) & Courtney Orcholski
Michelle Spanos & Lin Hancock	Margie Mcinerney & Tim Considine (6)
Edgar Roman (8) & Eileen Joy (5)	Tammy Highfill & Suzanne Williams
Sharon Weintraub & Melissa Graves (6)	Victor Janisch & Louisa Starr
	Sarah Hommowun & Amy Rains
7th Grade Cohort & Buddies	8th Grade Cohort & Buddies
Julia Woolley & Juliana Costabile	Kristy Underhill (7) & Rebecca Romano
Tara Zinger (8) & Charlie Juister (6)	Rob Vinopal (6) & Brenda Latzke
Adrienne Valvano & Laurie Hendrickson	Sally McPartlin & Kelly Casaccio (6)
Mike Schlachter, Leeann Wille (5) & Mona Mann	Will Whitlock (5) & Kristin Lunardini
Sandra Painter (5) & Alex Mendralla (8)	Margaret Cuisinier (5) & Renee Epstein (8)
Mary Spyropoulos & Jessica Atkinson	Theresa Sanders (6) & Bobby Bachar (7)
Kristin McCormick (6) & Samantha Stearns (8)	Beth Micucci (7) & Sonny Mann (5)
Eileen Lewis (8) & TBD (7th grade SS)	

Appendix E: Social and Emotional Learning (SEL) Standards

ISBE Description

Social and Emotional Learning (SEL) is the process through which children and adults acquire the knowledge, attitudes, and skills they need to:

- recognize and manage their emotions;
- demonstrate caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively.

Quality SEL instruction in which students learn to process, integrate, and selectively apply SEL skills in developmentally, contextually and culturally appropriate ways in conjunction with a safe, caring, participatory and responsive school climate can result in positive outcomes including:

- promotion of mental wellness;
- prevention of mental health issues;
- school connectedness;
- reduction in student absenteeism;
- reduction in suspensions;
- adoption, implementation and institutionalization of new practices; and
- improved academic outcomes.

As a result of the Children’s Mental Health Act of 2003, the Illinois State Board of Education adopted the Illinois Social and Emotional Learning (SEL) Standards. Drafting of the 10 SEL standards, along with goals, age-appropriate benchmarks, and performance descriptors, was a collaborative effort between ISBE and the Illinois Children’s Mental Health Partnership with technical support from the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Integration of SEL into systems and practices is highly recommended. Integration can occur by:

- examining existing systems and structures to determine how social and emotional learning efforts can be integrated into them;
- embedding SEL instruction into existing curricula;
- taking advantage of teachable moments that occur naturally throughout the day
- promoting students’ feelings of autonomy, relatedness, and competence; and
- providing opportunities for students to practice social and emotional competencies.

SEL Standards and Advisory

In contrast to the “hard skills” of academic and pure cognitive learning, social and emotional learning (SEL) contributes to the vital “soft skill” set that research recognizes as possibly more predictive of success in academics, attainment of goals and life satisfaction than IQ alone. These powerful skills include self-awareness, emotional control, social intelligence, problem solving, conflict resolution, flexibility, resilience, planning and organization, and communication skills. Through discussions and experiential exercises, students learn and practice these skills in the supportive environment of their advisory group.

Our Advisory Program is committed to the nurturing of the “whole child.” It is through this process that our students learn to recognize and manage emotions, care about others, develop positive relationships, behave ethically and responsibly and make good decisions. The Circle of Power and Respect (CPR) structure is designed to meet adolescents' needs for autonomy, competence, relationship, and fun. Students genuinely enjoy school. They feel connected, heard, empowered, and safe, and academic engagement increases. In the advisory circle, students practice seven key social-emotional skills incorporated in the school's High Five Goals and CPR: Cooperation, Communication, Assertion, Responsibility, Empathy, Engagement, and Self-control.

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Learning Standard A: Identify and manage one's emotions and behavior.

Learning Standard B: Recognize personal qualities and external supports.

Learning Standard C: Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Learning Standard A: Recognize the feelings and perspectives of others.

Learning Standard B: Recognize individual and group similarities and differences.

Learning Standard C: Use communication and social skills to interact effectively with others.

Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Learning Standard A: Consider ethical, safety, and societal factors in making decisions.

Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.

Appendix F: Friendly Share Topics

When getting to know one another in an advisory group, it is important to keep share topics interesting as well as non-threatening. Here are some examples:

Share about a time when you were brave.

What is the best gift you ever gave to someone? To whom did you give it?

Describe the qualities of a good friend

Name something that stresses you in life and tell how you handle it.

Describe the kind of person you would like to be when you are an adult.

What is your favorite season and why do you like it?

What do you do to stay healthy?

If you could only eat one food for the rest of your life, what would it be?

Share the last random act of kindness you did.

If you had \$1,000,000 and had to give it all away in one day to someone you didn't know, how would you do so?

Whom do you admire? Why?

Share a family ritual.

Describe the best day of your life.

Describe your most successful class.

If you could eliminate one emotion from your life, which would it be? Why?

What was your favorite birthday so far? What made it special?

In your opinion, what rule in school is the most important? Why?

What rule is most important in your home?

What occupation (job) do you most admire?

Describe a perfect day for you.

What is your favorite holiday. How do you celebrate it?

What is the best meal you ever had? Who made it?

What scares you?

Tell what you would do differently if you were a parent.

Do you have a pet peeve? What is it?

How do you repair a relationship when you break it?

Have you ever had a serious illness or injury? What was it? How did it happen, and what was the cure?

Appendix G: What Would You Do? / Would You Rather?

A fun activity, from time to time, is to ask your advisory what they would do in a hypothetical situation or have them choose between two equally bad or equally good scenarios and allow everyone to come up with their own answer. Here are some questions that can get the ball rolling:

What Would You Do?

If you had this week to do over again, what would you do differently?

What would you do if you did not have to work?

If you found out you only had two weeks to live, what would you want to do? (Or cross off your bucket list?)

If you are at a friend or relative's house for dinner and you find a dead insect in your salad, what would you do?

If you saw someone being mugged in the street, what would you do?

What would you do if you had a million dollars?

What would you do in life if you knew you could not fail?

What would you do if you found an envelope that contained \$1,000? What if it were a wallet and had the person's identification card inside?

What would you do if you were in a place of business and you saw that they were refusing service to a muslim? Someone who is gay? Someone who is black?

What would you wish for if you had only one wish? No wishing for more wishes?

What would you do if you saw someone trying to steal a bike?

What would you do if you saw someone trying to break into a car?

Would You Rather?

Have one wish granted now or three wishes granted five years from now?

Save the life of one person that you love or five random strangers?

Be a genius in a world of morons or a moron in a world of geniuses?

Take a guaranteed \$100,000 or a 50/50 chance at \$1,000,000?

Be rich and single forever or poor and find true love?

Marry someone who is rich and mean or poor and kind?

Be rich and ugly or poor and good looking?

Be rich and work at a job you hate or barely make ends meet working at a job you love?

Age only from the neck up or only from below the neck?

Have a third arm or a third eye?

Appendix H: Feedback Surveys

Students - School Climate (March, 2017 & March 2018)

1. I feel emotionally safe in school.
2. I feel physically safe in school.
3. I have an adult I can turn to if I have concerns or problems.
4. I believe that teachers respect, care about, and help me.
5. My teachers treat me with the same respect they want me to show them and my peers.
6. I believe that teachers know me well and help me develop my potential.
7. I believe that my voice is heard and my opinions are valued.
8. I treat adults and classmates with respect.
9. My teachers are committed to listening and supporting my feelings in positive ways.
10. I like going to school at RMS.

Parents - School Climate (March, 2017 & March 2018)

1. My student is emotionally safe in school.
2. My student is physically safe in school.
3. My student has an adult he/she can turn to if he/she has concerns or problems.
4. Teachers respect, care about, and help my student.
5. My student's teachers treat him/her with the same respect they want him/her to show them and his/her peers.
6. Teachers know my student well and help him/her develop his/her potential.
7. My student's voice is heard and his/her opinions are valued.
8. My student treats adults and classmates with respect.
9. My student's teachers are committed to listening and supporting his/her feelings in positive ways.
10. My student likes going to school at RMS.

Faculty - School Climate & Advisory (March, 2017)

1. I know my students well.
2. I believe Advisory will help students adjust smoothly to middle school.
3. I would like to see Advisory take place more often than once a week.
4. I believe social emotional learning is everyone's responsibility.
5. I have an easy time understanding middle school behavior.
6. I am comfortable getting personal with my students.
7. I believe advisory will be a valuable use of my time.
8. I would like more training for Advisory.
9. Advisory will meet a need that other classes cannot.
10. I have an easy time connecting with my students.
11. I feel like my opinions about Advisory are being heard.
12. I believe I will enjoy being an advisor.
13. I feel supported by the Student Advisory Council and administration.
14. I feel like I have time to connect with my students.
15. I understand the purpose of Advisory.

Faculty - Advisory (March, 2018)

1. I know my advisory students well.
2. Advisory helps students adjust smoothly to middle school.
3. I was well prepared by RMS to teach Advisory.
4. I feel satisfied with the amount of advisory curriculum.
5. I would like to see Advisory take place more often than once a week.
6. I believe social emotional learning is everyone's responsibility.
7. I have an easy time understanding middle school behavior.
8. My students seem to benefit from Advisory.
9. The Advisory Weekly Plans are well prepared.
10. I am comfortable getting personal with my students.
11. Advisory is a valuable use of my time.
12. I would like more training for Advisory.
13. Advisory meets a need that other classes cannot.
14. I have an easy time connecting with my students.
15. I feel like my opinions about Advisory are being heard.
16. I enjoy being an advisor.
17. I feel supported by the Student Advisory Council and administration.
18. I feel like I have time to connect with my Advisory students.
19. I have adequate time to prepare for Advisory.
20. I understand the purpose of Advisory.

Students - Advisory (March, 2018)

1. I like going to school at RMS.
2. I feel like Advisory is a good use of time.
3. We discuss important things in Advisory that don't usually come up in other classes.
4. I feel like my Advisory teacher cares about me.
5. I feel like I "belong" at RMS.
6. There are adults at RMS that I would go to for help.
7. Advisory is a great place to get to know my peers.
8. I feel like my Advisory teacher knows me well.
9. We discuss issues that are important to me in Advisory.
10. I will go to my Advisory teacher if I need help.
11. Advisory helped me get used to RMS.
12. I have an easy time making friends at RMS.
13. The things we talk about in Advisory interest me.
14. I like school.
15. I look forward to Advisory.

Appendix I: Snowflake Plan

Year Two

The second year of advisory we will introduce **Snowflurries**, specifically for 6th graders. Snowflurries are fun, interactive evenings that delve a little deeper into the teambuilding activities and cooperative games introduced in Snowflake. Fun, refreshments and relationship building all in one night!

Year Three

Year three will begin to focus on 7th graders who have consistently demonstrated leadership qualities and who are interested in becoming student advisors for 5th grade advisories in their 8th grade year. Late in the school year we will have a **Snow Day** where student leaders will experience:

- Guest speakers
- Snowball training - effectively leading activities that teach
- Advisory training - facilitating the Circle of Power and Respect (CPR)

Year Four

Snowballers (8th Grade Advisors) will become a reality in year four of the advisory program. Every leader will continue to participate in their own advisory group as well as attend and co-facilitate in a 5th grade advisory. In addition, these advisors will lead activities at Snowflurries and assist in training sessions on Snow Days. 8th Grade Advisors who excel as leaders will be chosen to attend the Cebrin Goodman Teen Institute on scholarship the summer after graduation.

Appendix J: References

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