

**NOTES FROM 2nd PTO MEETING
FOR SOPHOMORE CLASS OF 2012**

October 7, 2009
(7:00 PM in MLK Room)

SOCIAL AND ACADEMIC SUPPORT SYSTEMS AT BHS

-- Carol Levin introduces meeting at 7:05 PM

-- Marilyn Tressman re Celebrity Series

- Opportunity to get discounted tickets to good events/performances
- List of shows is on BHS website, as are instructions

-- Carol outlines some important dates

- 10/22 Thursday – Back To School night
- 10/23 Friday morning – PTO-sponsored Teacher Appreciation Breakfast
 - go to my signup.com to see list and to volunteer to bring food
- 10/23 – 21st Century Fund assembly
 - Tickets are \$5/students, \$10/adults
- 11/2 – next Sophomore Class PTO Meeting: “Finding Balance”

-- Karen Campbell re: B-PEN (co-organizer with June Harris)

- sponsoring 11/19 Sophomore Parent Network Meeting, moderated but casual
- B-PEN is a spin off from B-CASA (Brookline Coalition Against Substance Abuse) under a special grant
- brings together students, parents, teachers, health professional
- website is: www.B-PEN.org

-- Clifton Jones – Guidance Counselor

- Important to encourage kids to be part of community
- Activity fair was last Thursday
- Taking part in activities is enriching and part of civic responsibility
- We don't forget about sophomores (although they are not new to BHS and not facing SATs, etc.)
- We encourage kids to develop relationships with teachers and guidance counselors
 - parents should feel to follow up on this
- Counselors are here from 7:30 AM until all hours
 - Easy to get appointment; best way is for students to leave note for the counselor
 - Can get note to miss class, but best to use lunch time, free block
- We also have emotional counselors, alcohol/drug counselors; 7 or 8 social workers on staff;
- All work to help students access learning here at BHS
 - for more serious therapy needs, outside referral is used
- Ratios are very good: only 160 students per guidance counselor (vs 300+ at other schools); also limited to 2 grades at a time, so more specific developmental focus, and guidance counselors generally stay with their students throughout their time at high school
- Parents can contact Guidance Counselor to get good overview, feedback or input
 - E.g. could use “homework check in” schedule or other tools at guidance level

- See BHS Guidance Department pamphlet for list of all support personnel, what counselors do, credentials, what counselors can “help” students or parents with, etc.
- Dan Bressman adds that counselors are your kids’ allies, and having a good relationship with an adult is good for students

-- Dan Bressman – re: School Within a School (“SWS”)

- SWS has 113 students, 7 staff members; uses alternative approach
- students develop strong relationship with peers
- Take more responsibility for their own education
 - Weekly town meeting is centerpiece
 - Kids and staff vote on issues
 - Heavy emphasis on peer feedback
- Program has lasted for 40 years so far
- Entry is by lottery
- Only take two classes: English plus one other, and then can take other classes in main school (activities, AP classes, etc.)
- guidance and social support is mainly via small SWS community
- may be not best option for kids who are not set up to take more responsibility/initiative

-- Dean Diane Lande

- Many support systems at BHS
- Upper Class Math Center meets daily at 7:30 – 8:15 AM in Rm 131 w/ Mr. Friedland & Ms. Kanter Caruso
- World Language Support Center for Spanish & French w/ Ms. Green meets Mondays, 2:45-3:40, Tuesdays 7:45-8:20 and T block, Weds 2:50-3:40 & Thursdays X block
- Teachers are also available during free blocks
- Advisory Program
 - Meets once a week for 35 minutes with one faculty and two senior mentor advisors
 - E.g., does progress report review, activity engagement
- See attached list for list of various educational supports and help suggestions
- E.g., student’s use of free block can be tailored/limited pending targeted improvement
- Additional professional help is also available
 - e.g., Coaching, SAT prep, substance abuse intervention, career center, strategizing, etc
 - Can be shaped to fit students’ needs
 - “Coaching” program can help with, e.g., back pack organization, effective studying, reading strategies, etc.
- Best to start with call to Guidance Counselor or to teacher
- re: Tutorial
 - Non-special education support
 - Student needs to agree
 - 10 students per class, meets 4x per week, for credit
 - Good tutorial candidates are students with mild learning disability, difficulty meeting extra AP challenges, needing different helps
 - Usually in place of elective (but not necessarily)
 - See attachment for more detailed information re: Tutorial
- Still more focused problem-solving can involve, e.g., hiring a tutor, seeing other professional
- Support staff sees its role as problem solvers, looking to help kids get more out of high school

- Career center helps with finding work/volunteer opportunities for kids
- Program to help kids who had to miss period of school
- Guides for preparing for midterms, study tips, stress reducers
- All part of the “unified adult voice” approach, all working together: parents, town, school
- BHS and Brookline are blessed with so many resources, whatever the issue is

(Q & A Period)

Meeting adjourned at 8:30 PM.

A list of Fall Intramural Activities is also attached.

PTO website: www.bhs-pto.org

-- To subscribe to receive PTO emails, go to website, click on “Email lists” at the bottom of left hand column, then click on “Subscribe”

BHS Website: www.bhs.brookline.k12.ma.us

BHS INTRAMURALS Fall 2009

(For students who are not on BHS teams)

FALL

(Oct. 5 - Nov. 19) M,W,Th 3:00-4:30

Indoor Soccer and Frisbee - Pavilion

Mr. Graham

Fitness Center - Tappan Building

Mr. Thomas

Basketball - Schluntz

Mr. Jones

Rock Climbing - Tappan Gym 2

(November- days TBA)

Interested in Winter and Spring Intramural Activities?

Announcements are posted on the BHS weblab (bhsweblab.net) and placed in the bulletin (announced M,W,F) before activities begin. Or... check with the Health and Fitness office (Rm. 291 above Schluntz)

BROOKLINE HIGH SCHOOL

EDUCATIONAL SUPPORTS

Student Self-Help:

- Work in a quiet, organized area
- Study a minimum of two hours a night, at a set time
- Use an assignment notebook
- Maintain organized notebooks
- Study two to three nights ahead for major tests, one to two nights for quizzes
- Begin long-term assignments shortly after assigned, make intermediate due dates
- Review wrong answers on tests and quizzes and keep them for mid-term and final exam review.
- Attend study sessions before tests
- Work with peers to study and review class work
- Arrange for extra help with teachers

Parental Help:

- Designate study times, at least two hours per night
- Check assignment notebooks
- Contract regarding completion of homework for weekend or other privileges
- Communicate regularly with teachers, guidance counselor, mentor, and/or dean
- Establish curfews
- Set limits on TV, computer time, cell phone, video games, etc.
- Provide positive encouragement, support, assistance
- Find your kids doing things right

Teacher Help:

- Office hours
- Regular check-in time
- X and T Blocks extra help
- Before and after school support
- Special subject support centers
- E-mail updates
- Phone calls

Dean, Counselor, Mentor Help:

- Regular review of progress
- Homeroom Advisory sessions
- Schedule and class level review
- Parent meetings
- Student-Centered meetings
- Regular support meetings
- Homework monitoring with teacher and/or parent signature
- Peer Tutoring
- Behavioral and/or academic contract
- After-school academic support center
- Study hall support during school day (METCO, Steps to Success, 9th grade, ...)
- Closed campus

Additional Professional Help:

- Coaching
- SAT prep
- MCAS tutoring
- Counseling: social workers, outside therapists
- Substance Abuse Intervention
- Private tutors
- Brookline High School Tutorial
- Student Support Team Referral
- Student Teacher tutoring
- Summer Employment Help
- Career Center
- BRYT

Other:

ACADEMIC SUPPORT

World Language Support Center

Room 245

Ms. Green

Monday 2:45-3:40

Tuesday 7:45-8:20 and T block

Wednesday 2:50-3:40 Thursday x block

Upper class Math Center

Room 131

Mr. Friedland & Ms. Kanter-Caruso

Every morning from 7:30 to 8:15



A Guide to Brookline Tutorial

What is BHS Tutorial?

Brookline Tutorial is a one-credit course offering content area academic support for 9th through 12th grade students with the overarching goal of maximizing student achievement. Each class section (comprised of ten students and two content area teachers) meets four times a week in a supportive learning community.

How is the course structured?

In collaboration with their Tutorial teachers, students identify specific focus areas for improving academic performance and receive individual guidance in developing effective study strategies. Class time is divided between personalized consultation (in which a Tutorial teacher assists the student in identifying more effective and efficient study habits) and independent practice (where the student implements recommended strategies).

Although homework is often the vehicle for strengthening underdeveloped academic skills, completing homework is not the *only* objective of this class. Test preparation, reading comprehension, composition development, and organization skills are often identified topics for the teacher/student collaboration time.

Tutorial teachers communicate regularly with the student's teachers, parent/guardian, and guidance counselor to monitor student progress.

Who is an appropriate candidate for Tutorial class?

Brookline Tutorial is designed to provide support for students with the following academic profiles:

- Students with a mild learning disability who do not meet the criteria for special education services
- Students needing assistance to meet the course expectations in an Honors or Advanced Placement class
- Students with organizational difficulties inhibiting them from achieving their academic potential
- Students needing additional review of course content to gain mastery of the material
- Students operating "under the radar" who would benefit from the support of a strong adult relationship
- Successful tutorial students are those willing to be engaged in the process of becoming a more successful learner.

Which fundamental characteristics do not constitute an appropriate reason for a Tutorial referral?

- Behavior or discipline problems
- Attendance issues
- Remedial instructional needs
- Resistance to adult assistance
- A need for specialized instruction e.g. specific reading techniques
- Cognitive impairment

What is the process for admission to a Tutorial class?

Students may be recommended for the Tutorial classes through one of the following routes:

- As part of an IEP initial assessment, re-evaluation, or other student centered interdisciplinary meeting - a student may be recommended for Brookline Tutorial as one of several possible options for academic support. The student's guidance counselor or Learning Center teacher fills out a referral form including teacher assessments of academic needs, current performance, and a history of academic support.
- Individual teachers are also encouraged to recommend Tutorial support for a student they feel could benefit from the additional support. The guidance counselor will follow up by compiling reports from all the student's teachers to ascertain the pervasiveness and severity of academic difficulties.

Referrals will be prioritized at the Dean's team meetings and placement will be initiated as openings occur.

Whom do I contact with further questions about Brookline Tutorial?

For general questions about the program:

Sally Noteware, Program Leader
617-713-5178

sally_noteware@brookline.k12.ma.us

For specific questions about a student's acceptance into the program,

please contact his/her guidance counselor