



Roundtable Handbook

2012-2013

Roundtable Description & Purposes

Roundtable Description:

Every PRHS student will be enrolled in a Roundtable. The Roundtable is distinct from other courses in that students will stay with the same **small** group of students, and the same Roundtable advisor, for their entire PRHS career. Roundtables meet daily for one half-hour. All Roundtables will focus regularly on activities that help advisees answer the following questions:

- **Who am I?**
- **Where am I going?**
- **How am I going to get there?**
- **How am I doing?**

Purposes of Roundtable:

- to create a cohesive, ongoing community of learners
- to ensure that there is at least one teacher who knows the student well personally and academically, who is continuously engaged with the student and family/guardian about his/her learning, and who guides and advocates for the student from grade 9 through graduation
- to provide a means for addressing grade-level and school-wide issues
- to help students lead a more conscious, “examined” life
- to help students prepare for life after high school

Roundtable Purposes & Universal Outcomes

1) To create a cohesive, ongoing community of learners...

Students will:

- a) contribute successfully to daily group problem-solving tasks and activities

2) To ensure that there is at least one teacher who knows the student well personally and academically, who is continuously engaged with the student and parent(s) about his/her learning, and who guides and advocates for the student from grade 9 through graduation...

Students will:

- a) reflect on learning, the school experience and/or future plans through various means

Advisors will:

- a) complete an introductory letter and/or follow up call to parents
- b) serve as advisees' family/guardian's primary point of contact for the school
- c) monitor advisee progress and participation in academic courses, co-curriculars, and honors challenges, helping to ensure that students are on track for graduation
- d) identify advisees' strengths and strategize ways to make the most of them
- e) identify advisees' struggles and strategize ways to address them
- f) review advisees cumulative files, which are located in the Registrar's Office, as needed
- g) refer advisees for special services (tutoring, counseling, etc.) when circumstances warrant

3) To provide a means for addressing grade level and school-wide issues...

Students will:

- a) voice their concerns and propose ideas about school policy and philosophy, providing feedback to SRB and other governance representatives
- b) understand school rules and basic operating procedures

Advisors will:

- a) facilitate small group discussions of any pertinent information or surveys, or gather feedback

4) To help students lead a more conscious, examined life...

Students will:

- a) participate in regular activities that explore one or more of the following essential questions:
Who am I (as a learner)? Where am I going? How am I going to get there? How am I doing?
- b) share relevant aspects of Roundtable projects and activities with appropriate teachers
- c) reflect on Roundtable activities
- d) complete a culminating assessment related to the Roundtable Essential Questions at each grade level

Advisors will:

- a) facilitate regular activities that explore one or more of the following essential questions: Who am I (as a learner)? Where am I going? How am I doing? How am I going to get there?
- b) share relevant goals of advisees with the appropriate teachers
- c) coach students through the process of completing yearly culminating assessments related to the Roundtable Essential Questions (the 9th Grade "Who am I?" Exploration, the Sophomore Exhibition, the Junior Career Portfolio, and the Senior Celebration)

5) To prepare students for life after high school.

Students will:

- a) participate in regular activities that explore the following essential question: Where am I going?

Advisors will:

- a) facilitate regular activities that explore the following essential question: Where am I going?
- b) collaborate with school counselors to implement the approved Guidance curriculum.

10 “REMEMBER TOs” FOR YOUR ROUNDTABLE

At PRHS, ROUNDTABLE is considered a class – a class that requires preparation like any other.

1. New **announcements** in Infinite Campus must be read in Roundtable daily.
2. Advisors must **report progress** toward completion of Roundtable Core Expectations at each reporting period.
3. Advisors must ensure that there is a **daily plan of activities** suitable to the Roundtable Core Expectations. (A trip to the gym with advisees is suitable only once a week.)
4. **Attendance** must be taken in Roundtable on a daily basis and attendance records must be kept for the year. Advisors may keep attendance records in Infinite Campus or using a paper record sheet. Attendance does not need to be sent to the office, but Roundtable attendance records must be available upon request.
5. Roundtable advisors must **hold their advisees accountable for attending** and participating in their assigned Roundtable on a daily basis. Advisees who skip Roundtable should be reported electronically in Infinite Campus.
6. **Unofficial switches** (a.k.a. long-term visitors) of students from one Roundtable to another are not permitted.
7. Advisors must accompany and **supervise** their Roundtables on trips to the gym or elsewhere and for class meetings that take place during Roundtable.
8. Advisors must obtain written **permission** from parent/guardian and approval from the Principal for Roundtable field trips, including trips to Subway/DD during the Roundtable period. (A “blanket” permission slip for spontaneous trips to Subway/DD is acceptable.) Roundtables should not leave campus more than twice per year. Be sure to follow the proper sign out procedures.
9. Advisors must not leave their Roundtable unsupervised at any time. If you will be out, make sure there is a **plan for covering** your Roundtable and that an activity is provided for your “Roundtable Buddy” or for the substitute through JoEllen.
10. Lastly, remember to **eat lunch in the Café** with your Roundtable grade level.

Authority & Responsibilities of the Roundtable Advisor

Advisors WILL...	Advisors WILL NOT...
<ul style="list-style-type: none"> • Serve as the primary point of contact for the student, family/guardian, teachers, counselors, etc. • Facilitate student achievement of the RT grade-level core expectations • Coordinate & schedule meetings of students with teachers, family/guardian, counselors, etc. as necessary • Complete an introductory letter/follow up calls to home contact • Act as an advocate for the student's educational process • Monitor students' academic progress as well as ensure participation in required co-curricular activities and community service • Conference one-on-one with advisees • Communicate with family/guardians, teachers & counselors as necessary • Facilitate Student-Led Conferences, Sophomore Exhibition & Senior Celebration presentations • Refer advisees to Student Services Team when appropriate • Comply with the Family Educational Rights and Privacy Act (FERPA) • Follow through on mandated reporting 	<ul style="list-style-type: none"> • Function as a certified counselor and deal with "red flag" issues such as suicide, depression, self-harm, aggression, pregnancy, legal problems and abuse (physical, sexual, substance) • Act as a formal mediator • Take responsibility for an advisee's shortcomings or wrongdoings • Act as a friend and/or parent (see page on health, boundaries) <p style="text-align: center;">IF A STUDENT TELLS YOU ABOUT ANY OF THE FOLLOWING ISSUES, SEE A COUNSELOR IMMEDIATELY...</p> <ul style="list-style-type: none"> ➡ he/she is being physically, sexually or emotionally abused ➡ he/she is abusing someone else ➡ he/she is thinking of hurting him/herself

Authority & Responsibilities of School Counselors, Advisors & Roundtable Coordinators

School Counselors will:

- Provide individual and group counseling to students
- Provide crisis intervention as necessary
- Provide academic counseling and support
- Facilitate the course scheduling process w/ RT advisors
- Train RT advisors in various areas, such as the course registration process
- Monitor student progress towards graduation and participation in academic courses, as well as complete official credit check of academic graduation requirements
- Participate in meetings concerning students, family/guardian, etc.
- Work with students on post-secondary planning
- Act as a referral source to outside agencies
- Collaborate with RT coordinators to facilitate Guidance curriculum & presentations with students and/or RT advisors

The Roundtable Coordinator will:

- Help orchestrate the Roundtables at his/her grade level
- Facilitate monthly meetings of his/her team and collaborate with counselors regarding the agendas for these meetings as necessary
- Provide support for team members in Roundtable curriculum (but not plan lessons for others)
- Work with counselors to archive materials for use by future Roundtable coordinator(s) and advisors
- Coordinate curriculum and curricular coherence within his/her team and with other Roundtable coordinators and Guidance
- Oversee the completion of major Roundtable tasks by team members
- Help clarify expectations for big projects
- Coordinate Roundtable day schedules (such as PSATs, Celebration of Learning Days)

Activity	RT Advisor	Counselor
Co-Curricular	ensures completion	monitors
Academic Requirements	monitors progress	official sign off
Community Service	official sign off	monitors
Post-Secondary Planning	monitors progress	required junior & senior meetings with each student on caseload, required post-secondary application
RT grades	follow up on any old NCs	communicate with advisor about old NCs

RESOURCES FOR ADVISOR SUPPORT

Our aim at PRHS is to ensure that every student (and advisor) has a high quality experience in Roundtable, and that our advisories serve the purpose that we say they do. Being a Roundtable advisor can be challenging and is often a new experience for teachers. Advisors follow their advisees from grade to grade through graduation (and beyond!). Consequently, they rotate through the roundtable curriculum every four years. Advisors consistently work with students and their families who are changing and growing, good and bad, which can often present unique experiences within the field.

The following chart shows resources that are available to support advisors in this role.

Advisor

Roundtable Coordinators

(required activities, creative problem solving, general support)

Guidance

(print resources/website, specific student concerns, conflict resolution, mediation, curriculum)

Roundtable Team

(peer observations, problem-solving protocols)

Library: Print Resources

(team-building, fiction and non-fiction re: adolescent issues)

Student Services: nurses, social worker, etc.

(specific student concerns or issues, team building, curriculum, mediation, general support)

Grade Level RT Buddy

(co-planning, substitute help)

Supervising Administrator

(observations, problem-solving)

Procedure for Changing Roundtables

I. Safety Issue:

If the student has threatened the safety of another student or the teacher, or has been threatened by another, then the offender is immediately removed from that Roundtable. No one should be unsafe in this building.

- A. Student is referred to Student Services. An alternative plan will be made for the student.
- B. At an emergency meeting, we will consider an alternate advisor to take the offender (a teacher who knows the student and/or feels that they have a relationship).
- C. If there is no volunteer, then a team of at least two advisors researches the offender to get any history that could be relevant to a different placement. At a follow-up meeting the research team reports out and the advisory group then decides on a case-by-case basis where to place the student.

II. Student Requests the Move:

- A. Student sends a formal written request to the principal with written family/guardian approval.
- B. The Principal will notify the advisor, RT Coordinator, and school counselor of the request.
- C. The school counselor arranges and often facilitates a mediation for the student and the Roundtable advisor. If circumstances warrant, the RT Coordinator or an administrator may attend. The student's family/guardian is notified of the mediation by the student's school counselor and are encouraged to participate in this mediation. Prior mediations will be taken into account.
- D. If the mediation is not successful, the advisor, RT Coordinator, school counselor, and Principal determine whether a change is warranted based on the following criteria -
 - Legitimate: the success of the student; stress to the student; severe conflict with another student in the Roundtable; severe conflict with the advisor; mutual agreement of the advisor and student that a change is in the student's best interest
 - NOT: to be with friends; to be with a different advisor; to be with an advisor "cuz they do cool stuff"
- E. The student does not get to choose where they move! The advisor, RT Coordinator, school counselor, and possible advisors will determine placement; usually this will be made to maintain equitable Roundtable sizes and keep the student in a RT with the same school counselor.

II. Parent/family/guardian requests the move:

- A. Parent/family/guardian is referred to steps listed in section II and invited to participate in the mediation. Under some circumstances, a letter from a parent/family member/guardian will be accepted.

9th Grade Roundtable

At the ninth grade level, students will complete the following core expectations....

WHO AM I?

- ✓ establish norms; team-building activities
- ✓ write letter to your 12th grade self to be opened just before graduation
- ✓ HumanMetrics Personality Profile: www.humanmetrics.com
- ✓ Create a “Who Am I?” video
- ✓ Complete a Learning Style survey: www.literacyworks.org/mi

WHERE AM I GOING? HOW AM I GOING TO GET THERE?

- ✓ Complete a Myers-Briggs style inventory online and select 2 careers to research
 - include entry-level pay, college preparation & training needed and then create a household budget based on each career
- ✓ Participate in a mock college admissions activity and write a reflection
- ✓ Complete a 4-year academic and co-curricular plan
- ✓ Participate in the evaluation of a Sophomore Exhibition
- ✓ Complete a Job Shadow (optional)

HOW AM I DOING?

- ✓ Plan for and participate in 2 student-led conferences
- ✓ Meet with advisor to discuss academic successes/ challenges
- ✓ Plan for/participate in RT Community Service Project (optional)

10th Grade Roundtable

At the tenth grade level, students will complete the following core expectations....

WHO AM I?

- ✓ review norms; team-building activities

WHERE AM I GOING? HOW AM I GOING TO GET THERE?

- ✓ PSATs - Wednesday, October 17, 2012.
 - <http://www.collegeboard.com/student/testing/psat/about.html>
- ✓ Complete Choices Career Inventory
 - www.access.bridges.com
 - Click "site id" tab
 - enter site id: 1034738
 - enter password: Q3u3w7J6 (case sensitive)
 - in the "Home" section, click "Interest Profiler" in the work column
- ✓ Career Fair at Central Maine Community College
 - Usually the first week in January. Students will attend two presentations on career fields of their choosing. In October/November, students will be asked to identify which careers they would be most interested in learning about.
- ✓ Continue the post-secondary exploration process:
 - Lewiston Regional Technical Center - including a presentation about programs, visit to LRTC for those who are interested and application process. Process begins in late January and concludes in April.
 - <http://lewiston.maine.cte.org>
 - <http://teacherweb.com/ME/PolandRegionalHighSchool/GuidanceDepartment/t.aspx>
- ✓ Create a Sophomore Exhibition that addresses the essential question and is connected to future exploration, including plan for meeting high school graduation requirements
- ✓ Complete a Job Shadow (optional)

HOW AM I DOING?

- ✓ Plan for and participate in 2 student-led conferences
- ✓ Meet with advisor to discuss academic successes/ challenges
- ✓ Plan for/participate in a RT Community Service project (optional)

11th Grade Roundtable

At the eleventh grade level, students will complete the following core expectations....

WHO AM I?

- ✓ Review norms; team-building activities
- ✓ Complete Career Portfolio
 - Cover Letter (to counselor or college)
 - Resume
 - Verification of request of letters of recommendation (3)
 - Brag Sheet
- ✓ Complete meaningful Community Service Experience (15 hrs)

WHERE AM I GOING?

- ✓ Post-Secondary Research Guide
- ✓ Mock Interview (weekly opportunities April - May)
- ✓ PSATs (Wednesday, October 17)
- ✓ SATs (Saturday, May 4)
- ✓ Complete Job Shadow & reflection (can be oral with advisor, written or RT discussion)
- ✓ Complete a practice college application (paper version) to be kept as a draft for senior year - Common Application or CMCC
- ✓ College Fair (usually in April)
- ✓ Sign up for college visits and/or Gran Turismo (optional)
- ✓ Identify ways to finance college costs
- ✓ Complete Junior Appointment with counselor (spring)
- ✓ Evaluate two Senior Celebration presentations

HOW AM I DOING?

- ✓ Plan for and participate in 2 student-led conferences
- ✓ Meet with advisor to discuss academic successes/challenges
- ✓ Plan for/participate in RT Community Service Project (optional)

HELPFUL WEBSITES

- www.collegeboard.com (PSATs, SATs)
- www.bigfuture.collegeboard.com (college search/info)
- http://www.famemaine.com/Education_Home.aspx (college financing)
- <http://teacherweb.com/ME/PolandRegionalHighSchool/GuidanceDepartment/t.aspx>

12th Grade Roundtable

At the twelfth grade level, students will complete the following core expectations....

WHO AM I?

- ✓ Review norms; team-building activities
- ✓ Update resume with senior activities/leadership including activities that you plan on doing this year
- ✓ Review college essay with advisor
- ✓ Complete Senior Celebration research & presentation

WHERE AM I GOING?

- ✓ Create post-secondary plan by the fall student-led conference (revise junior post-secondary research and create personalized calendar of important deadlines)
- ✓ Update Career Portfolio: follow up on letters of recommendation, resume, Brag Sheet
- ✓ Apply to at least one post-secondary education program (suggested deadline: December 1)
- ✓ Attend Senior Appointment with Counselor by October 15
- ✓ If applying to college, be sure to understand financial aid process

HOW AM I DOING?

- ✓ Plan for and participate in 1 student-led conference (fall) and plan for parent/guardian attendance at Senior Celebration
- ✓ Meet with advisors to discuss academic successes/challenges
- ✓ Successfully complete Senior Celebration research & presentation

HELPFUL WEBSITES

Guidance Website: Sr. Checklist, Scholarships, etc:

- <http://teacherweb.com/ME/PolandRegionalHighSchool/GuidanceDepartment/t.aspx>

College Board: SATs, College Search Info, CSS/PROFILE

- www.bigfuture.collegeboard.com

FAME - Finance Authority of Maine: college financing, scholarships

- http://www.famemaine.com/Education_Home.aspx



INSTRUCTIONS FOR USING CHOICES INTEREST INVENTORY

1. Go to www.aces.bridges.com
2. Under Student Sign In, click on the “**Site ID**” tab
3. Enter Site ID: **1034738**, Password: **Q3u3w7J6** (case sensitive)
4. Click on “**Choices Planner**”
5. Make sure you are in the “Home” section – background should be orange and the “Home” tab is raised.
6. Under the “Work” column, click “**Interest Profiler**”
7. Next, click on “**Create a Portfolio**”. This will allow you to save your information.
Be sure to record your portfolio name and portfolio password.
My portfolio name: _____
My portfolio password: _____
8. Click “**Start Answering Questions**”
9. Once you are finished, you will see your results. Careers are divided into 6 categories – see back for a description of each category.

You can view careers that match your top two interest areas, as well as careers that only meet one of your top interest areas. Click on the career name to learn more about it. Once you click on a career, a series of tabs will appear on the left side. These are “**What They Do**”, “**Is This For You**”, “**Skills You Need**”, “**What To Learn**”, “**Money & Outlook**”, and “**Connections**”. This will help you with your research.

You can save information about a specific career to your portfolio. The results of the interest inventory will automatically be saved to your portfolio.

The next time you log into Choices, you will still need to use the Site ID and Password. You will use your Portfolio Name & Portfolio Password to log into your portfolio once you are on the Choices website.

Career Personality Outcomes from Choices

Realistic - Realistic occupations tend to involve concrete and practical activity involving machines, tools, or materials. The type of person attracted to realistic occupations is often described as genuine, frank, natural, persistent, practical, and thrifty.

Investigative - Investigative occupations tend to involve analytical or intellectual activity aimed at problem solving, trouble-shooting, or the creation and use of knowledge. The people in investigative careers are often described as analytical, curious, independent, precise, and rational.

Artistic - Artistic occupations generally involve creative work in the arts: music, writing, performance, sculpture, or other relatively unstructured and intellectual endeavors. People found in this type of occupation are described as expressive, imaginative, open, and original.

Social - Social occupations generally involve working with people in a helpful or facilitative way. The type of person most often found in a social occupational area is described as friendly, patient, responsible, tactful, and understanding.

Enterprising - Enterprising occupations tend to involve working with people in a supervisory or persuasive way to achieve some organizational goal. People attracted to this occupational area are often described as acquisitive, ambitious, energetic, self-confident, and sociable.

Conventional - Conventional occupations typically involve working with things, numbers, or machines in an orderly way to meet regular and predictable needs of an organization or to meet specified standards. People in this career area are often described as conscientious, efficient, practical, and persistent.

(Adapted from PAR, Inc., 1982)

My top 2 Interest Areas:

1. _____

2. _____

Careers I am interested in:

1. _____

2. _____

3. _____

10th GRADE CAREER FAIR REFLECTION

I attended the Career Fair at CMCC on _____

The workshops I attended at the Career Fair were:

1.) _____

2.) _____

(Check all that apply)

I found the first workshop to be:

helpful interesting ok boring not what I expected
 other (explain: _____)

I found the first presenter to be:

engaging interesting ok knowledgeable but not a good speaker
 boring other (explain: _____)

I would like to:

learn more about this career explore an internship in this field
 look at a college major related to this career take this career off my list
 other (explain: _____)

I found the second workshop to be:

helpful interesting ok boring not what I expected
 other (explain: _____)

I found the second presenter to be:

engaging interesting ok knowledgeable but not a good speaker
 boring other (explain: _____)

I would like to:

learn more about this career explore an internship in this field
 look at a college major related to this career take this career off my list
 other (explain: _____)

Overall, my thoughts from the Career Fair are:

1.) _____

2.) _____

3.) _____

Ice Breakers

Two Truths and A Lie

Time: 10-20 minutes

Description: Ask each student in the group to list 3 facts about themselves on a piece of paper. Two of those facts should be true and one should be false. Ask for a volunteer to read their three facts. Then, ask the other group members to guess which is false. After the student reveals which fact is false, have that person elaborate on their true and false statements to allow the rest of the group to learn more about them. Rotate until all group members have participated.

Finish This Sentence

Time: 5-20 minutes

Description: Go around the room and have each student complete one or more of these sentences (or create your own!):

The class I am most worried about this year is:

The class I am most excited about this year is:

The worst homework assignment I ever got was:

I usually feel stressed out when:

Map Yourself

Time: 20-40 minutes

Description: Using a map of the United States ask students to identify (using push pins or stickers) the following locations:

Where do you want to go to college & why?

Where is one of the coolest places you've ever visited?

Where is your dream vacation?

Multiple Choice Getting to Know You

Time: 10-30 minutes

Description: Hang a piece of paper in each corner of the room and label them A, B, C and D. Gather the students in the front of the room. Tell them that you are going to read some multiple-choice questions (see below or create your own) and they'll choose their answer by going to the corner of the room with the corresponding letter. Following the activity, you can discuss similarities and differences in how they answered the questions.

- If I had to see a movie, I'd rather see: a) Hunger Games, b) Spider Man, c) Katy Perry: Part of Me, d) Harry Potter
- If I could go out to eat, I would eat: a) fast food, b) Italian, c) Mexican, d) seafood
- My favorite thing about myself is: a) my personality, b) my looks, c) my talents, d) my brain
- If I had to give up one thing at home it would be: a) my ipod, b) my computer, c) the microwave, d) my bed
- If I could have one job it would be: a) pilot, b) webmaster, c) teacher, d) doctor

Partner Commercials

Time: 20-30 minutes

Description: Ask students to pair up with someone they do not know well. Instruct them that they have 2 minutes to interview each other (either with their own questions or ones you provide). After the interviews, give them one minute to come up with a quick TV commercial advertising their partners. They can then present their commercial to the group.

What's Your Slogan?

Time: 20 minutes

Description: Ask students to think about their personal lives and then write down 3 famous slogans, sayings, lines of poetry or song lyrics that describe their lives. Students can then share one or more of their slogans and describe why they chose those quotes.

KEEPING EVERYTHING ORGANIZED



Student					
email address					
locker info	number: combo:	number: combo:	number: combo:	number: combo:	number: combo:
cell phone number					
laptop cord					
College Board (SATs)	username: pw:	username: pw:	username: pw:	username: pw:	username: pw:
Common App	username: pw:	username: pw:	username: pw:	username: pw:	username: pw:
PSAT online access code					
Choices	username: pw:	username: pw:	username: pw:	username: pw:	username: pw:

RANDOM, BUT IMPORTANT, INFORMATION!

CLASS MEETING DAYS

MONDAYS - Sophomores
TUESDAYS - Juniors
WEDNESDAYS - Seniors
THURSDAYS - SRB Meetings
FRIDAYS - Freshmen

HOW TO RESERVE THE AUDITORIUM

1. Check the online auditorium calendar for conflicts
2. Email Larry Williams your request
3. If using the auditorium after school hours - complete a Building Use Form

RT COORDINATORS

9th grade: Michael Hayashida
10th grade: Skip Crosby
11th grade: Elaine Fryda
12th grade: Trevor Tidd

CLASS ADVISORS

9th grade: Derek Latham
10th grade: Liz Yindra
11th grade: Ken Chutchian
12th grade: Michelle Smith

LEARNING AREA COORDINATORS

Math: Jim Bywater (& M. Hayashida - sem. 1)
Humanities: Heather Manchester
Science: Dave Rawson
Wellness: Rick Kramer
Technology: Dawnie Hodgkins
World Language: Therese Tolliver
Visual & Performing Arts: Tom Chaisson

GRADUATION REQUIREMENTS



Humanities

- Humanities 1
- Humanities 2
- Humanities 3
- Senior English (or an AP English)
- Comparative Gov't & Economics

Science

- Science 1
 - Science 2
- plus you choose 2 additional science credits:
- _____
 - _____

World Language

- Spanish 1
- Spanish 2

Visual & Performing Arts

2 credits of vpa (usually 4 courses):

- _____
- _____
- _____
- _____

Mathematics

- Math 1
- Math 2/3
- Math 4

Technology

1 credit of technology (usually 2 courses):

- _____
- _____

Wellness

- Wellness 1
- Wellness 2
- Wellness 3

Roundtable

- 9th Roundtable
- 10th Roundtable
- 11th Roundtable
- 12th Roundtable

Co-Curricular Activities

4 co-curricular credits:

- _____
- _____
- _____
- _____



GRADUATION TRACKER

9th GRADE

Class	Sem 1 Grade	Sem 2 Grade	Credit Earned
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Roundtable _____ n/a

Total Credits: _____

10th GRADE

Class	Sem 1 Grade	Sem 2 Grade	Credit Earned
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Roundtable _____ n/a

Year Total: _____

Cumulative Total: _____

11th GRADE

Class	Sem 1 Grade	Sem 2 Grade	Credit Earned
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Roundtable _____ n/a

Year Total: _____

Cumulative Total: _____

12th GRADE

Class	Sem 1 Grade	Sem 2 Grade	Credit Earned
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Roundtable _____ n/a

Year Total: _____

Cumulative Total: _____



ROLES/CONFIDENTIALITY/FERPA/REPORTING

As an advisor, your role is different than as a teacher.

- You are NOT expected nor should you fulfill the role of counselor, "friend," parent, or guardian.
- You have 10-12 advisees to keep track of; counselors have lots of students in their caseload to keep track of.
- Advisors are the first line of contact and communication; counselors "back up" and support this role, always able to step in when needed or asked.
- You have daily contact
- Counselors are responsible for credit checks and schedules of each student in caseload, but students may choose to meet with a different counselor for personal issues.

CONFIDENTIALITY/FERPA:

- ★ Family Educational Rights and Privacy Act (FERPA) is the federal law that provides students and families with rights regarding the confidentiality, access, and dissemination of educational records. Advising folders are part of the educational records of a student.
- ★ Confidentiality must be maintained on copies of grades, transcripts, attendance, and behavior reports that are distributed to advisors - this means do not leave them out in the open on your desk!
- ★ Counselors operate under (many) strict codes of ethics and confidentiality. We have the right to share information with teachers on a "need to know" basis. Please trust our professional judgment on whether we feel that you need to know or not.
- ★ If a counselor shares something with you, do not assume that it is public information and proceed to share it! If a counselor specifically tells you that something is to be kept confidential, please respect our request!

MANDATED REPORTING:

- ✓ We are all mandated reporters, meaning that we must report disclosures of abuse (physical, sexual, verbal, neglect).
- ✓ This entails a call to Child Protective Services at the Department of Human Services in Lewiston and making a report (1-800-452-1999).
- ✓ RSU 16 has a DHS Reporting Form that should be completed prior to calling DHS. The DHS intake worker will ask many of the questions that are on this form so it is helpful to complete it before calling. Completed forms are turned into Cari.
- ✓ Teachers/advisors must make their own calls. Counselor offices are available for doing this. Teachers/advisors can request that their report be kept confidential.
- ✓ Counselors should also be alerted to the fact that a report has been made.
- ✓ Remember we are required to report, but investigating is left up to DHS.

RED FLAGS & MENTAL HEALTH ISSUES

Here are some “red flag” issues that you may see as an advisor / teacher:

- 🕒 Attendance dropping in RT, other classes and school all together
- 🕒 Grades dropping
- 🕒 Change in friends (may or may not be a drastic change)
- 🕒 Change in dress or appearance
- 🕒 Change in attitude
- 🕒 Consistent rumors from other students or faculty
- 🕒 Change in demeanor (from really outgoing to withdrawn and vice versa)
- 🕒 Over achievers – we should worry about them the most! “The Everything is Fine Syndrome!”
- 🕒 Mood swings – excessive swings up, down, crying, anger, depression, silent & anxiety
- 🕒 Loss of weight / Gaining weight (excessive)
- 🕒 Loss of interest in activities that they previously enjoyed
- 🕒 Self-injury (burning, scratching, carving, digging, picking and cutting)

WE’VE SEEN

- 🕒 Oppositional Defiant Disorder
- 🕒 Depression
- 🕒 Eating Disorders
- 🕒 Bi-polar Disorder/Mood disorders
- 🕒 Borderline Personality Disorder
- 🕒 Self-injurious behavior
- 🕒 Suicide ideation/attempts
- 🕒 Drug/Alcohol addiction
- 🕒 PTSD (Post Traumatic Stress Disorder)
- 🕒 Obsessive Disorder
- 🕒 Anxiety Disorders
- 🕒 Sexual Abuse/Physical Abuse/Verbal & Emotional Abuse

WHAT DO YOU DO IF YOU SUSPECT ANY OF THESE ISSUES?

- See the School Counselors: **Carrie A – F, Hillary G – M, Corey N – Z**
- See Pat, Elizabeth, Pam

We know that there is an extreme lack of resources in the surrounding communities due to ongoing issues with our students’ families regarding: lack of transportation, money, medical insurance, family support, etc.

As a result, we pick up much of the counseling, crisis intervention and management before, during and after the school day. This does take up a lot of our time and our appointments book up fast. It may be a little bit of time before we can see each student. We will do our best.

Adolescent Development

Early High School Years

Movement Toward Independence

- Struggle with sense of identity
- Moodiness
- Improved ability to use words to express, but still more likely to use actions
- Close friendships gain importance – influences their interests & clothing styles
- Realization that parents aren't perfect – show them less affection and are occasionally rude. Often feel their parents interfere with their freedom
- Feeling awkward/strange about oneself
- Tendency to return to childish behaviors

Career/Future Interests

- Mostly interested in the present, limited thoughts of the future
- Greater ability to do work (physical, mental, emotional)

Sexuality

- Girls develop sooner than boys
- Increased interest in opposite sex
- Concerns regarding physical and sexual attractiveness to others
- Greater interest in privacy

Morals, Ethics, Self-Direction

- Rule & limit testing
- Develop capacity for abstract thought
- More consistent evidence of conscience
- Experimentation with sex & drugs

Middle – Late High School

Movement Toward Independence

- Increased independent functioning
- Firmer, more cohesive sense of identity
- Lowered opinion of parents, conflict eventually begins to decrease
- Increased ability to delay gratification
- Increased emotional stability, concern for others, & self-reliance
- Effort to make new friends

Career/Future Interests

- Higher level of concern for the future
- More importance is placed on one's role in life

Sexuality

- Firmer sense of sexual identity
- Development of more serious relationships as their capacity to feel love, passion and tenderness increases

Morals, Ethics, Self-Direction

- Capable of useful insight, setting goals
- Increased moral reasoning
- Increased emphasis on personal dignity and self-esteem

Each teenager is unique and may vary from the descriptions above, but in general, these descriptions are considered normal for each stage. If a teenager displays characteristics that are greatly different than those listed here, please let a counselor know.

Stages of Group Development

Being part of a group can sometimes be a tumultuous experience, but that is normal! Here are the stages of group development to help you gauge where your Roundtable is.

Forming

In the beginning of a new group, members are often unsure of what to expect and what their role will be. Emotions run from excitement to confusion to uncertainty. It's hard to accomplish a lot when a new group is formed – you're just getting started. Forming naturally occurs for all new 9th grade Roundtables, but expect to see some of this in 10th, 11th, and 12th grade as well since you have not been a group for almost three months. As the group gets older, however, the time spent in the forming stage will decrease.

Storming

At this stage, teams often find themselves organizing, re-organizing, and then organizing again. Struggles over roles and power might occur and it may be a very difficult, uncomfortable time in Roundtable. This conflict, however, is necessary for groups to move on.

Norming

After all that struggle in the storming phase, norming will occur. This is often when a group will find a common ground and ways to make progress. Agreement to ground rules for Roundtable is a sign of reaching this phase. Most importantly, members will find that they are able to give and receive criticism without getting too discouraged.

Performing

Not to discourage new 9th grade advisors, but most performing does not happen until 12th grade! You will see performing every now and again in the years leading up to senior year, but it is only then that you will normally see consistent performance. Trust and confidence has been established within the group and work towards goals can occur.

This is not a 1-2-3-4 developmental phase. Groups will often slip back to an earlier phase. Paying attention to norms and establishing trust within the group will help you get back to where you were.



Walking a Fine Line – Keeping Healthy Boundaries with Students

We wouldn't work in education if we didn't value the relationships we have with students. Advisors should be clear in their role as a resource and "go to" person, not friend or parent. Here are some tips on finding the balance of nurturance and separateness in our relationships with students.

ONLINE/EMAILS/CHATTING

- How do you know who you are really talking to?
- Potential misunderstandings
- Email conversations can be saved/edited/forwarded
- Students communicate with their friends online. So if they communicate with you online, there is potential that the student could see you as a friend
- Communicating online reduces student inhibition/anxiety and can lower/blur boundaries
- Starts friendly but could lead to other conversation

COMMUNICATION TOPIC	WHAT TO DO
Student sends you an email asking for clarification on a homework assignment	Respond accordingly – provide necessary clarification
Student sends an email raising an issue he/she has with another student in the class	Acknowledge their concern and set up a time to talk in person
Student starts a personal conversation	Establish your policy not to discuss such matters online. Offer to be a listener for the student while he/she is in school and invite counselor if needed.
Student forwards you one of those "you are my friend so forward this to 12 people and send it back to me and you'll be granted your deepest wish within 48 hours" emails	Explain to student that it is not personal but you will not reply to these types of emails.

SHARING PERSONAL INFORMATION WITH STUDENTS

It's impossible not to share parts of our personal lives with students.

OK TO SHARE	KEEP IT TO YOURSELF
Prior work experiences – "I remember when I started working minimum wage was 5 cents!"	The time you got fired from the part-time job you had in high school for showing up high
"I used to fight with my parents, too"	Sharing techniques for sneaking out of the house
"Lots of people suffer from depression. Let's go see if your counselor is available"	"I'm on Prozac – you should try it!"
"Fighting with your boyfriend/girlfriend is rough"	"Well, let me tell you about the huge fight I just got in with my significant other"

A good teacher-student relationship includes strong boundaries:

- Maintain your personal space
- Avoid double entendres
- Don't discuss sexually explicit topics
- Don't be alone with a student – keep classroom doors open
- Don't transport a student alone
- Don't become friends
- Don't socialize with students

Dangers of crossing boundaries:

- ➔ Student begins to take on the teacher's issues
- ➔ Student begins to see the relationship as a "friendship" and then may feel violated/ betrayed when disciplined by the teacher
- ➔ Other students sense a teacher is "playing favorites"
- ➔ Liability issues
- ➔ Depriving student of a strong, healthy relationship with their teacher
- ➔ Roundtables become unhealthy

When in doubt if something is crossing a boundary, ask yourself the following question:

Whose needs are being met through this interaction/by this relationship?

**If you are feeling a bit uncomfortable with a student/situation, it is a good sign that you may be crossing a boundary...
stop the conversation!**

Or feel free to check in with a counselor or administrator.

Sources: www.advocatweb.org and www.heyteach.org