



HALLSVILLE SCHOOL DISTRICT
PROGRAM EVALUATION REPORT

District program: School Counseling
Person(s) responsible: Katie Carroll, Kait Hall-Barbero, Codi Campos, Sarah Wulff, Rachel Sides
Submission deadline: December 10 **Date of Board presentation:** December 17

The Board-approved goals of this program are:

- 1. The professional school counseling program is an integral part of the instructional program.
- 2. The counseling department serves all students, early childhood through grade twelve.

The Board-approved objectives of this program are:

- 1. To continue working within the guidelines of the Missouri Comprehensive Guidance and Counseling Program, which include:
 - * identified competencies/learning objectives
 - * evaluation criteria for overall school counseling program
- 2. Provide instructional activities and resources across all grade levels which address the needs of students and counseling program objectives as indicated by needs assessments.
- 3. To provide an individual planning system to assist students as they develop educational and career plans. Planning is initiated no later than grade seven (7) and includes:
 - * assessment activities
 - * advisement activities
 - * identification of long- and short-range educational/career goals
 - * collaboration with parents/guardians
- 4. To provide students with access to responsive services that assist them in addressing issues and concerns that may affect their personal, social, educational/vocational, and career development.
- 5. To provide system support and management activities to ensure full implementation, evaluation, and continued improvement of the District's comprehensive school counseling program.

The data sources used to determine the extent to which the goals and objectives are being met include:

- | | |
|---|---|
| <input type="checkbox"/> Attendance/dropout/suspension rates | <input type="checkbox"/> Library media standards assessment |
| <input type="checkbox"/> Parent/teacher/student surveys | <input type="checkbox"/> State/federal program requirements |
| <input type="checkbox"/> Assessment statistics | <input type="checkbox"/> Longitudinal performance data |
| <input type="checkbox"/> College attrition/completion rates | <input type="checkbox"/> Finances—revenues and expenditures |
| <input type="checkbox"/> Long-term facility/maintenance needs | <input type="checkbox"/> Internal evaluations by district staff |
| <input type="checkbox"/> Participation in extracurricular activities | <input type="checkbox"/> External evaluations by others |
| <input type="checkbox"/> Participation in special/supplemental programs | <input type="checkbox"/> Other: |



EVALUATION RESULTS

Goals and objectives that were met:

District K-12:

- Facilities for school-based counseling- new offices created for Burrell, Compass, and FACE to serve grades 3-12 in one spot.
- Creating time for K-12 Counselors to meet vertically several times each year. We have not figured out how to meet monthly yet due to teacher leader positions and elementary/secondary meetings on opposite times during PLC Days, but we do have meetings scheduled several times this school year.

Primary School:

- School-Based/Outside Services Facilities-rooms were moved around so we now have a space for school-based and outside services to use consistently.
- Second Step Curriculum being taught to all classrooms K-2nd-We have finished the first two units for K-2 and have begun teaching the third unit. Zones of Regulation curriculum lessons were also taught K-2nd grade at the beginning of the year to focus on feelings and coping strategies.
- PBIS implementation for all three tiers—we received recognition for the Tier 3 Award of Excellence, meaning we are implementing all three PBIS tiers successfully.
- Continuing to be out of the specials rotation allows flexibility to teach counseling lessons but also help with crisis situations and provide more small groups/1-1 services

Intermediate School:

- PBIS implementation is in place for all three tiers at Hallsville Intermediate. The school has been recognized with the Missouri PBIS Tier 3 Award of Excellence for two consecutive years. This award honors schools that implement Positive Behavioral Interventions and Supports (PBIS) with high quality at the universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) levels.
- The Second Step Curriculum is taught bi-weekly in every classroom. Currently, students in grades 3-5 are working through Unit 2, which focuses on Emotion Management.
- Additional office space has been provided for School-Based providers. This improvement has helped prevent scheduling conflicts and ensured a private and confidential environment for serving students.
- The Student Support Center (SSC) has been a valuable addition at the Intermediate level. This dedicated space provides students with a quiet environment where they can take breaks, complete tests, or receive additional support as needed. The SSC ensures that all students have access to the resources and environment necessary for their academic and emotional success.

Middle School:

- School-Based Services Facilities- new offices are being used by Burrell, Compass, and FACE.. A HUGE THANK YOU to MAINTENANCE and TECHNOLOGY for all their hard work in building these offices!!!
- Increased classroom lessons to support tier 1 interventions and curriculum
- Non-Counseling Duties: reducing subbing for classrooms helps increase direct services to students for mental health needs
- Continued attendance at ASCA and MSCA Conferences for school counselor-specific professional development
- Implementation of state mandated programs (Bullying prevention, suicide prevention, sexual abuse prevention)
- Addition of Lunch Bunch groups to provide more services to students and build better relationships with students, this has helped students feel more comfortable coming to the counseling office when they need help with something

High School:

- With the assistance of the amazing Codi Campos, we were able to offer additional food support to our MS and HS families starting in November. MS and HS students can go to the Intermediate Food Pantry to pick up items they need for themselves and their families.



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- Reduced Online Class sizes by allowing our Alternate Education teacher to supervise Online Classes while the Hallsville Learning Center Students are also working.
- The HS was able to bring back 2 sections of Study Skills with some adjustments to the requirements for students interested in Online Studies.
- The HS was able to utilize Infinite Campus for students to input their own course requests. A huge thank you to Heather Cummins for all of her help with everything Infinite Campus.
- High School Counseling Staff meets weekly with Building Administrators to discuss student concerns.
- Transition: 8th grade HS Orientation and ICAPs led by High School and Middle School Counselors
- HS Counseling folders were purchased in bulk from Amazon this year, which decreased costs significantly.
- Successful completion of individual meetings with students twice a year. We meet with all students in the Fall and Spring with a focus on Career and Course Planning.
- **We started tracking student visits to the Counseling Office and so far we have had over 900 student visits to our office this year.**
- Continued updating of our Google Sheet for every graduating class which includes students updated career focus. We share this with staff so that they can see what their students are interested in. We also use it as an easy reference when searching for students interested in a specific area (Military, College, Technical Training, Work)
- Moberly Area Community College (MACC) provides Dual Credit Opportunities for our students through their Dual Credit Online Program (DCON). These courses are each a semester in length, take place online only, and provide students with the opportunity to earn both HS and College credit.
- Our MACC DCON enrollment numbers for the Fall 2025 semester are:
 - 6 Seniors
 - 5 Juniors
 - 11 Total DCON classes
- The following In-Seat classes are offered for both HS and College credit.
 - College Composition I & II
 - Mythology / Public Speaking
 - College Algebra / Statistics / Trigonometry
 - Extended College Algebra
 - Calculus
 - American History to 1865 / American History from 1865
 - Psychology 1 (S1)
 - Human Lifespan Development (S2)
 - Advanced Biology
 - Human Anatomy
 - Computer Applications
 - Mrs. Madeline El-Kurbu is working on being able to offer Creative Writing and Short Stories for Dual Credit
 - Mrs. Snelling is working on offering Dual Credit Zoology
- In-Seat Dual Credit numbers for the Fall 2025 Semester are:
 - Seniors: 41
 - Juniors: 64
- Our Early College Program through Moberly Area Community College expanded this year. We had much more interest in the program and will have two students graduate this year with both a high school diploma and their associates degree.
 - Seniors in the Early College Program Fall 25 Semester: 8
 - Juniors in the Early College Program Fall 25 Semester: 8
- Both HS counselors attended the 2025-26 MSCA Fall Conference
- Implementation of state mandate programs / learning:
 - Suicide Awareness & Prevention (with the assistance of the BCMHC and FACE)
 - Bullying Awareness & Prevention
 - Sexual Abuse Prevention (Scheduled for April 2026)
- Earned all possible APR points for the High School during the 2025-2026 School Year
 - CCR Assessments: 10/10 - 100% earned points - Target
 - Advanced Credit: 10/10 - 100% earned points - Target



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- 4-Year Graduation Rate: 20/20 - 100% earned points - Target
- Graduation Follow Up: 4/4 - 100% earned points - Target
- ICAP: 4/4 - 100% earned points
- Office space was created for our School Based Counseling Services
 - Compass Health, Burrell, and FACE now have individual offices and phones with extensions.
 - For the 25-26 School year we have 36 students (6-12) utilizing these services so far.
- Continued updates for our [HHS Counseling Website](#). Including a Mental Health Resources Tab.
- RootEd Advisor (College & Career Advisor) works with all seniors to help navigate their post-secondary plans.
- Our RootEd Advisor has already had over 200 student visits this year.
- RootEd Advisor has data benchmarks that are reported and evaluated.
 - As of 12/10/25, here are Hallsville's benchmark data points
 - 100% of all seniors have met with Mrs. Sides at least once.
 - The FAFSA opened early this year and students have been working with Mrs. Sides to complete their FAFSAs and apply to colleges.
 - 85.1% of seniors have applied to at least one post-secondary institution, including military and direct workforce.
 - Career Exposure Opportunities
 - Total of Seniors who have completed a Campus/Program tour, College/Career Fair, Job Shadowing or Internship = 94.3%
- Hallsville School District Program Evaluation Report
 - Class of 2026 - Senior Class Pathways Segmentation (**87 total seniors**) *subject to change as year progresses
 - 29.89% = 4-Year Bound
 - 41.38% = 2-Year Bound (2 year college or technical school)
 - 20.69% = Workforce
 - 1.15% = Apprenticeship Bound
 - 3.45% = Credential/Certificate Program
 - 3.45% = Military Bound
- Campus visits have included Mizzou and will include State Technical College, State Fair Community College, and a few others as they come up.
- 50 students attended the FTA State Convention and College Fair
- 3 Seniors met with representatives from Capital Academy.
- 15 Juniors/Seniors were taken to a Construction Industry Showcase through MATC.
- 20 Juniors/Seniors attended a Boone Hospital Health Care Expo Day and will return in the Spring for a Job Shadowing Experience.
- A "Senior Night" was hosted on October 20th to go over the college application process, scholarships, FAFSA, etc. Parents also had the opportunity to ask questions regarding their specific student. There were over 60 parents and students in attendance.
- Lunch Visits from multiple colleges and military branches happen monthly during the school year. (Missouri State, UMKC, NCMC, Army, Air Force, Marines, SEMO, Mizzou, Capital Academy, Missouri Valley, William Woods, MO National Guard, Missouri Welding Institute, Missouri Western).
- Upcoming Events include a tour at State Tech, tour at State Fair, and other opportunities as they arise.
- Started a new "Cadet Teacher of the Month" Program to highlight the amazing connections and contributions our cadets have made within their classrooms.

Goals and objectives that were not met:

District K-12:

- Aligning School Counseling Programs (K-12)

Primary School:



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Intermediate:

Middle School:

- The MS was unable to utilize Infinite Campus for students to input course requests
- Still challenging for master scheduling with shared teachers and 5 6th grade core classes
- Creating time for K-12 Counselors to meet vertically once a month- barriers include teacher leader positions and elementary/secondary meetings on opposite times of PLC Days

High School:

- The HS was unable to utilize Infinite Campus to create our Master Schedule.
 - Infinite Campus does not easily do what we thought it was capable of. We have to hand enter how many classes and sections are needed so it is quite time-consuming.
- Creating time for K-12 Counselors to meet vertically once a month. We have been able to schedule a few meeting times for the Counselors as a District-Wide Vertical Team this year, but they are not monthly.

Evidence of change in the past two years resulting from program evaluation:

Year of change

District K-12:

- Use of PLC days for K-12 Counselors to meet with School Based Services (Compass and Burrell) via Zoom for updates.

Primary School:

- We have the following number of students receiving school-based services as of 11/25/25
 - Burrell: 10 being seen, 2 being processed/scheduled
 - Compass: 2 (1 on waitlist)
 - MU Bridge: 3
 - Small Groups: 2 completed, 1 ongoing, 2 starting
 - FIS Students: 2 families
 - Check In/Check Out: 9 students on CICO
 - Outside of small groups and CICO students, I average between 15-25 student visits per day. I have had 910 student visits as of 11/25/25. Some of these are repetitive students who have a scheduled time to come see me, whereas some are just students who stopped by/asked to see me or were in a crisis counseling situation.
- We use the SWIS Program to track student behavior and analyze data. We use it for the PBIS team that meets monthly and for developing/implementing interventions during Care Team.
- Our Care Team meets monthly with teachers and other support staff. We set up specific interventions, look at student academic and behavioral data, and help teachers who need additional assistance with students' academic or behavior skills.
- PBIS meetings are held monthly and highlight monthly character traits, recognize student achievements, and encourage staff and family engagement.

Intermediate School:

- Burrell: 8 students actively participating
- MU Bridge Program: 1 student involved
- Small Groups: 19 students served during Fall 2025
- Individual Counseling: As of 11/25/25, there have been 238 student visits for one-on-one counseling sessions.
- Classroom Lessons: As of 11/25/25, 102 Social-Emotional Learning (SEL) lessons have been taught across classrooms, and ensuring the effective delivery of counseling services.



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- FIS Families: 2 families supported
- Check In/Check Out: 7 students receiving this intervention
- PBIS meetings are held monthly with a focus on Tier 1 and Tier 2 interventions. Monthly assemblies highlight monthly character traits, recognize student achievements, and encourage staff collaboration.
- Attendance Initiatives:
- Attendance Club: Provides Tier 2 intervention for students with attendance below 85%
- Building-Wide Attendance Initiative (Tier 1): Monthly grade-level competitions and rewards to encourage strong attendance

Middle School:

- Middle school was awarded the DESE Gysbers Award for a fully implemented program in 2023. This is a 5 year designation that can be reapplied for. (2023-2028)
- Continuing to create a structured and cohesive annual scope and sequence for school counseling curriculum that addresses the Missouri Counseling GLEs and ASCA Student Goals and Mindsets (2023-present)
- Continuous improvement on establishing written procedures for school counseling programs (manual) and getting procedures down in writing for smooth transitions and guidance for procedures.

High School:

- Continued implementation of State mandated awareness programs
 - Suicide Awareness & Prevention, Bullying, Sexual Abuse
 - Evaluation of how these programs are presented continues each year in order to ensure the best possible experience for our students.
- The Counseling Department helped earn all CCR (APR) points for the High School during the 2024-25 school year.
- The Embedded Math Credit Pilot Program is in progress this year (25-26). This will allow students the opportunity to earn embedded Math credit within their Ag classes at the High School.

District K-12:

- Commitment from the District and all Buildings to allow School Based Counseling Services to work with our students.
- Compass school-based programs were at full capacity as of 12/10/25. Compass is in higher demand due to it being at no cost to families through grant-funding

Program Strengths:

Primary School:

- Referrals to school-based/outside supports continues to be a strength—primary kiddos are getting extra support needed (some do have to wait when the caseloads become full, but parents are utilizing resources and seeking support)
- Using SWIS Data, Mental Health Checklist Data, and Care Team to help match Tier 2 and 3 interventions to students' needs and to track student progress. Check In Check Out and small groups are the main Tier 2 interventions that we have been using, but we continue to add more to this list.
- Continued implementation of State mandated awareness programs—we have a primary-friendly Bullying Prevention and Suicide Prevention program that we use annually
- Full PBIS Implementation in all three tiers-recognition for success in all three tiers.

Intermediate School:



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- Full PBIS implementation at the Intermediate level, covering Tiers 1-3. The team meets monthly to review SWIS data, provide tailored “Cool Tools” for teachers based on behavior trends, conduct biannual staff and student bootcamps, and organize monthly assemblies focused on the character word of the month.
- Classroom lessons are delivered twice monthly in every classroom using the Second Step Social-Emotional Learning (SEL) curriculum.
- The Mental Health Survey is administered twice a year to identify individual student needs and align appropriate interventions and services.
- Strong partnerships are maintained with Burrell, Compass, and the MU Bridge Program to expand support and resources for students.
- Check In/Check Out (CICO) data is regularly reviewed and analyzed to evaluate student progress and inform decision-making. This ongoing analysis helps staff monitor individual student growth and adjust interventions as needed to support student success.

Middle School:

- DESE Gysbers Award for fully implemented program (2023-2028)
- 6-8 SEL Curriculum aligns with K-5 SEL curriculum (SecondSteps)
- Partnership with Burrell that provides guest speakers on various topics like suicide prevention and bullying prevention, as well as other mental health topics for students and staff
- PBIS implementation in progress at the Tier 1 level
- Monthly board updates in middle school board report
- Referrals to school-based services continue to be in high demand, especially for programs that are at no cost to families.
- 8th Grade Orientation to high school and ICAP creation continue to be a strength with transitions and scheduling from middle to high school
- 5th grade tours and schedules run smoothly and are always being improved upon to help the transition from elementary to middle school
- Providing more time and opportunities for small groups in the secondary level
- Utilizing the FACE Mental Health Checklists from the Coalition to guide interventions

High School:

- RootED Advisor has increased college and career based fairs, tours, showcases, and job shadowing opportunities for our Junior and Senior students.
- Having a RootED Advisor has allowed both HS counselors to have more time to meet with students for crisis support, social-emotional counseling, and academic advising.
- School based Counseling referrals continue to increase yearly. Our partnership with Compass and Burrell has made this process smooth and effective for both students and families.
- Our Early College Program has seen an increase in interest and participation. We had 15 students participate in Early College this Fall.
- Individual College and Career counseling continues to be a strength of the HS Counseling Department. We meet individually with students at least twice a year to discuss their plans. This ties in well with our RootED Advisor and her work with our Seniors.
- We continue to provide opportunities for all students through various platforms.
 - Early College Program
 - Dual Credit
 - Job Point
 - Hallsville Learning Center (Alternative Program)
 - Missouri Options
 - Virtual Learning
 - Launch
 - Edmentum
 - MathXL



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- Moberly Area Career Center
- The HS Counseling Department continues to be an important part of earning all CCR points which helps our Districts APR scores.
- Continued effort to share information with our students, parents, staff, and community.
 - Consistently updated Counseling Website
 - Bulletin Boards throughout the HS
 - Parent Square messaging
 - Study Hall Announcements and monthly Mini Lessons (eHallpass, Code-Switching, e-mails, Google calendar)
 - HHS Counseling Facebook Page: Indian Insider
- Our availability for students to meet with and help them achieve their goals.

Program Concerns:

District K-12:

- Infinite Campus efficiency.
 - Not all staff have the same training, permissions, etc.
- District Social Worker or Crisis Counselor would be beneficial to K-12 students and families
- School-based counseling cost for families with private or no insurance is a barrier for mental health needs. Burrell is free for families with Medicaid. Some families pay Burrell out of pocket for school-based services. Compass is free for any family through grant-funding, but there is only one counselor and they are full as of 11/19/24.

Primary School:

- We have students on the waitlist for Compass and Burrell—great because families are utilizing this resource, but also a concern because the need is so high and they are having to wait for school-based options.
- As mental health needs increase, I have begun to have some difficulty with working through crisis situations and individual student needs, when I am also supposed to be teaching a classroom lesson at the same time. The primary teachers are super flexible and I am able to reschedule as needed, which is wonderful. Classroom lessons are so important for social-emotional learning. In the future, if we add additional classrooms/students, we may need to look at adding a part-time school counselor or staff member who could help at Primary/Intermediate to help teach lessons or aid in other areas.

Intermediate School:

- School counselor-to-student ratios across most district buildings exceed the American School Counselor Association (ASCA) recommendation. With district growth and rising mental health needs, consideration may be needed for adding a part-time school counselor/or social worker for Primary/Intermediate buildings to share. The current ratio at the Intermediate level is 350:1.
- Most departments in the district have a Director role. The Director of School Counseling oversees planning, development, implementation, and monitoring of the division's school counseling program. This position is responsible for staff development, supervision, and mentoring of school counselors, and ensuring the effective delivery of counseling services.

Middle School:

- Scheduling: Sharing staff between the middle and high school continues to create issues for scheduling. There are 7 elective teachers that are split between high school and middle school. This means there are less elective opportunities for middle school, like FACS, any STEM/coding classes, and offering more sections of current courses. The electives offered from HS teachers are only available at limited hours, which prevents some students from having the access or availability to take them. Having middle school-only elective teachers would solve this problem. Another way to help increase elective options and master scheduling issues would be to combine 6th grade Reading and Writing into one 6th grade ELA class. This would let 6th grade have schedules like 7th and 8th grade, allow more elective options, and help even out class sizes.



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- Increase in student enrollment is also causing scheduling problems due to larger class sizes. Since 7th and 8th grade health is required, along with one semester of a physical education class (specifically 6th grade PE since it is only offered one hour per day), some of these classes sit at 30-33 students per class and will only get larger.
- Reading Success Plans: with these plans entering middle school (and soon high school), discussion needs to be had about a reading interventionist added to the middle school to properly implement these plans. Our current solution is to have ELA teachers do this instead of a Tribe Time class, which just increases the class sizes for other teachers and puts more workload on the ELA teachers. Our Advocate Teacher also helps implement these plans, which takes him away from other students needing assistance.
- DESE and ASCA recommend a counselor to student ratio of 1:250. As of 12/03/25, the MS's ratio is 1:346. As our district grows and our enrollment increases, we will need another school counselor for the middle school in the future.

High School:

- Continued employment of our RootEd Advisor
 - Loss of this position would have a negative impact on our students, building, and district. Specifically in the areas of A+, Cadet Teaching, Career Exploration, College Visits, FAFSA Completion, Scholarship Funds Awarded to HHS Students, Graduation Rate and our 180 Day Follow Up.
- Scheduling: The need for an additional Math instructor. Currently we do not have enough Math teachers / sections to serve all students effectively. The need for non-traditional math courses is high and we have a lot of students who would benefit from Financial Math, Trades Math, and other real-life focused math courses.
- Testing: The HS Counseling Department continues to have the majority of responsibility when it comes to District testing. This includes the PSAT, ASVAB, State ACT, and EOC's.
 - Administration helped with coordination and proctoring of the EOC's for the 24-25 school year and that was appreciated. However, this adds additional responsibilities to our Administrators and one of our Administrators is already shared and only available part-time to us .
 - The addition of a District Testing / Data Entry position will be helpful. This position could also help with the RSP paperwork as it is extensive.
- Scheduling: Sharing staff between the middle and high school continues to create issues for scheduling. There are 7 elective teachers that are split between high school and middle school. This means there are less elective opportunities for high school students since many electives can only be offered at certain times or we can only offer one section.

Future recommendations resulting from this evaluation:

District K-12:

- Start discussions of adding District Social Worker and / or Outreach Counselor.
- Creation of a K-12 Counseling Vertical Team so we can meet during PLC time.
- Start discussions of a standardized testing coordinator for MAP and EOC testing

Primary School:

- Continuing to be out of the specials rotation in order to meet students' needs in a timely manner and provide direct services

Intermediate School:

- Continuing to be out of the specials rotation in order to meet students' needs in a timely manner and provide direct services

Middle School:

- Reducing non-school counseling duties as much as possible. Current tasks assigned that are not school counseling tasks for middle school are MAP testing building coordinator and helping plan the master schedule.
- Start discussions of an additional school counselor to help reduce caseloads and increase student services.
- Start discussions for hiring a reading interventionist for the middle school to help with reading plans and reading interventions. OR combining 6th grade reading and writing into 6th grade ELA and having the other teacher be the reading interventionist. This would help tremendously with master scheduling.



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- Start discussions of hiring middle school elective teachers to reduce teachers shared between middle and high school in order to increase course options and reduce class sizes for middle school
- Continued evaluation and revision of the school counseling program for continued improvement to meet state and national standards for school counseling programs

High School:

- Continued funding for the RootED Advisory position so that our Seniors at HHS have what they need in order to plan for their postsecondary success. This position is a VITAL part of the HHS Counseling Office.
- FTE (or part time FTE) for Testing and / or Core Data entry. This position could be half Testing and Core Data and half RSP (Reading Success Plan) implementation and documentation.
- Discuss and plan for a full time Assistant Principal in the high school to assist with implementation and success of PBIS and overall student success.
- Discuss and plan for the addition of a Math FTE to support At-Risk or Workforce students for in person instruction to help them towards graduation as written in their ICAP's.
- Discuss and resolution of how to give students proper credit for the work they complete in 8th grade Algebra 1
 - The HHS Counseling Office recommends the following.
 - Algebra 1 counts for one of the three Math credits needed for graduation - not only as an elective.
 - GPA should NOT count for high school classes taken at the 8th grade level. This is on par with how surrounding schools operate.
 - Finalize what standard(s) 8th grade students must meet in order to have these classes count towards HS credit and graduation (grade, attendance, MAP/EOC score, Teacher recommendations, HS placement tests, etc)
 - Algebra 1
 - Spanish 1