

9th GRADE PARENT EVENING PROGRAM

Presented by the School
Counseling Department

Tonight's Agenda: 9th grade...and beyond!

- ▶ The Department
- ▶ Credit Information
- ▶ Goals:
 - ▶ Communication
 - ▶ Time Management
 - ▶ Self-Advocacy
 - ▶ (Technology)
- ▶ Supporting School Success

The Department

- ▶ **Ms. Tracy Lenz, Director, A-C**
- ▶ **Ms. Jo Williams, D-Mi**
- ▶ **Mrs. Colleen Rodriguez, Mo-Z**
- ▶ **Mrs. Marci Kania, School Psychologist**
- ▶ **Mrs. Elizabeth Shoudy, School-to-Career**
- ▶ **Mrs. Glynis Houde, Department Secretary**

Other related resources

- ▶ **Advisory program**
- ▶ **High School 101—they see everyone!**
- ▶ **The Academic Success Center (TASC)**

So, what's a counselor for?

- ▶ Support personal/social, academic and career development
- ▶ Support planning and working towards life after high school
 - ▶ Connect electives and career exploration
 - ▶ Understand role of courses and grades regarding college admissions
 - ▶ Foster self-advocacy, independence, communication, time management
- ▶ Confidential counseling as needed
 - ▶ Unless hurting self, someone else or someone is hurting them

Getting there from here: Graduation Requirements:

▶ 23 credits total

- ▶ 4 English/Language Arts
- ▶ 3 Science
- ▶ 3 Math
- ▶ 3 Social Studies
 - ▶ .5 must be Civics
 - ▶ 1.0 must be US History
- ▶ 1 Art/Vocational
- ▶ 2.0 Physical Education
- ▶ 7 electives

Also NGSS (New Gen. Sci. Standards)
--practice in 10th
--official in 11th

SAT
--practice (PSAT) fall 9-11
--official spring 11 +
--Need 480 EBRW/530 Math
OR 3-4 years 70+ grades

Grade to grade promotion:

- ▶ Student must pass/receive credit for 5 credits to move to sophomore status.
 - ▶ A grade below 60 does NOT earn credit.
 - ▶ Excessive absences can also cause LOSS of credit (5,10) even if the grade is >60.
- ▶ Student must pass/receive credit for 11 credits to move to junior status.
 - ▶ Including 9th grade English
- ▶ Student must pass/receive credit for 17 credits to move to senior status.
 - ▶ Including 9th & 10th grade English

Summer School is not always the 'fix'

- ▶ A student must pass 2 quarters of the original course to be eligible to earn the credit in summer school.
- ▶ Summer school here is enrollment dependent.
- ▶ Other summer school programs can be viable options if we are not running the course your student needs.
 - ▶ We respect and accept area public school summer classes.
 - ▶ Private schools may be accepted if pre-approved here.

Colleges want more!!

- ▶ 2+ years of World Language
- ▶ 4 of the 'cores'
- ▶ Take more credits than the minimum to graduate
- ▶ "Highest" level at which student can succeed
 - ▶ L2 is college-preparatory
 - ▶ L1 is honors, 1.05 weighting in cumulative GPA
 - ▶ AP and ECE are college-level, 1.1 weighting in GPA
- ▶ Proof of Life Beyond the Couch

What Colleges Want...and a lot of Employers, too

- ▶ 1. Courses taken and grades received
- ▶ 2. Grade point average
- ▶ 3. Standardized testing results—ACT/SAT
- ▶ 4. Counselor and teacher recommendations

What Colleges Want...and a lot of Employers, too (continued)

- ▶ 5. Activities outside the classroom
 - ▶ Community service
 - ▶ Athletics, clubs, non-school interests
 - ▶ Work
- ▶ 6. Well-written application essays/responses
- ▶ 7. Check out the summer opportunities list on the school website! Never too early to start looking 😊

First, we get through this year with success!

- ▶ Goals for frosh year
 - ▶ Communication
 - ▶ Time Management
 - ▶ Self-Advocacy
 - ▶ (Technology)
- ▶ Signs of the Times
- ▶ How much independence?

Goals for 9th Grade...

- ▶ Inter-related!
 - ▶ Managing your time well includes communicating about your obligations, getting the information you need, sharing the information you should, knowing where you need to be, as well as assessing what you need to make time for, and how.
- ▶ Woven into curriculum of High School 101, as well as discussed directly
- ▶ CANVAS! Bring your charged laptop! Stay off your cell!

Communication

- ▶ **Crucial to self-advocacy**
- ▶ **In person, in class, after class**
- ▶ **High school websites**
- ▶ **High school e-mail**
- ▶ **Newsletters and bulletins**
- ▶ **Canvas and PowerSchool**
- ▶ **Two-way street!**
 - ▶ **Receiving information**
 - ▶ **Giving information**

Self-Advocacy

- ▶ Increasingly able to promote their interests
- ▶ Goes with the independence mentioned earlier
- ▶ Communicate needs/wants at school/home with confidence and respect
- ▶ Connects with confidence, self-value
- ▶ Connects with encouraging responsibility in communication

Time Management

- ▶ **Daily:** new rotating schedule
- ▶ **Weekly:** classes, activities, larger assignments
- ▶ **Monthly/Seasonally:** activities, projects, events
- ▶ **Annually:** scheduling, testing, planning for the future
- ▶ **Planners distributed to support this**
- ▶ **CANVAS supports this**

- ▶ ****Late bus Mon-Th, 3:45pm**

9th Grade Class Visits with Counselors

- ▶ **Via High School 101**
 - ▶ **Ice breaker**
 - ▶ Communication, advocacy
 - ▶ **Individual meetings**
 - ▶ Communication, advocacy, time
 - ▶ **Learning Styles Inventory**
 - ▶ Communication, advocacy, time
 - ▶ **4-year planning/keeping options open**
 - ▶ Time, advocacy

Here and at home...

- ▶ Adolescence is a **CONFUSING** time (both going through it, and being near it!)
 - ▶ **Physical Changes**
 - ▶ Health class vs. daily reality
 - ▶ Emotional regulation is different
 - ▶ **Emotionally driven, dramatic time**
 - ▶ Gossip! Social media! But mom.....!
 - ▶ Disproportionate importance can lead to disproportionate actions/decisions.

Adolescence, continued...

- ▶ **Social factors (aka, peers) become more important than adults**
 - ▶ Who will I turn to?
 - ▶ Listen to?
 - ▶ Spend time with?
 - ▶ Role of technology—good communication vs...
- ▶ **Impulsivity**
 - ▶ Decision making and time windows

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▶ **Striving for autonomy and independence**

- ▶ This does not need to be independence from everyone.
- ▶ Students can come to teachers, counselors, etc. with questions and issues to increase self-advocacy.

▶ **Ideal to encourage autonomy, but within limits and supports**

- ▶ Rules and consistency provide the safe setting for all this new growth.

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- ▶ **Expect different behaviors to go with striving for independence.**
 - ▶ Often students will not tell you as much as they used to.
 - ▶ Often only tell you what THEY think you need to know/hear.
 - ▶ Favorite response is now “I don’t know.”
- ▶ **Students need practice navigating more independently while still having the safety and support of the adults here and at home.**
- ▶ **Keep asking anyway— “What’s up?” “How was your day?”**
 - ▶ This is part of you being consistent.
 - ▶ Your values haven’t changed.

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- ▶ **Negotiate where possible.**
- ▶ **Neither too rigid nor too lax**
 - ▶ Too rigid can seem like a lack of faith in their growth.
 - ▶ Too lax can translate as apathy.
 - ▶ Honor Code
- ▶ **Know that it is OK to make mistakes**
 - ▶ It is important for students to experience bouncing back
 - ▶ “Growth Mindset”
 - ▶ Better to learn over missed homework missed application deadlines.
- ▶ **Role modeling**

Help your student succeed

- ▶ How you can learn what is expected of them:
 - ▶ *(Back to School Night, Th. 9/14/17, 6:30pm classes start)*
 - ▶ Report Card Night, Th. 11/8/18, 6:30pm
 - ▶ E-mail or call teachers (smithj@region18.org)
 - ▶ Review syllabi
 - ▶ Student Handbook, Program of Studies
 - ▶ PowerSchool and CANVAS for grades and assignments
 - ▶ Newsletters, online bulletins
 - ▶ Rubrics
 - ▶ Coaches

CANVAS

- ▶ On-line program, such as used by many/most colleges for sharing information needed for class
- ▶ Every class should have materials in there to some extent.
- ▶ Moving rapidly towards the expectation that all information (pre-grading) should be in there.
 - ▶ Syllabi
 - ▶ Assignments and necessary documents
 - ▶ Dates of tests/quizzes/projects/assessments

Supporting success, continued...

- ▶ **Share information with teachers/counselors that could be helpful**
 - ▶ Illness; Divorce; Stressors; Successes
- ▶ **Set order and routine**
 - ▶ Homework rules (clean study area, no interruptions, etc.)
 - ▶ Social media limits
 - ▶ TV/computer limits—consider “tech Sabbath”

Supporting success, continued...

- ▶ **Point out mistakes but don't correct them.**
 - ▶ Trust them to resolve the issue.
 - ▶ They gain experience by trying.
 - ▶ Lesson: they'll survive a mistake, fix it and out-plan it in the future.

- ▶ **Help your student set goals he/she can achieve.**
 - ▶ They are all unique; goals can and should differ.
 - ▶ Actively setting goals is new for most.
 - ▶ What does advancing in high school mean?

Naviance in High School

- ▶ **Research**
- ▶ **Exploring Future Options**
- ▶ **Learning About the Present**
- ▶ **College Applications**

emo Williams!

Colleges



Type a college name

18

ome to the Naviance Student

site

My Favorites



COLLEGES

I'm thinking about

COLLEGES

Questions and (h😊pefully) Answers