

9th GRADE PARENT EVENING PROGRAM

Presented by the School
Counseling Department

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

- ▶ **The Department**
- ▶ **Graduation Requirements**
- ▶ **Goals:**
 - ▶ **Communication**
 - ▶ **Time Management**
 - ▶ **Self-Advocacy**
- ▶ **Supporting School Success**

The Department

- ▶ Ms. Tracy Lenz, Director, A-C (10-12); A-G (9)
- ▶ Ms. Jo Williams, D-Mi (11-12); D-K (10th); H-O (9th)
- ▶ Mrs. Colleen Rodriguez, Mo-Z (11-12); L-Z (10th); P-Z (9)
- ▶ Mrs. Marci Kania, School Psychologist
- ▶ Mrs. Annie Fuller, 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 **post-Covid especially!*
- ▶ Counseling as needed to help support school success and overall wellness

Getting there from here: Graduation Requirements:

▶ 25 credits total

- 4 English/Language Arts
- 3 Science
- 3 Math
- 3 Social Studies
 - .5 must be Civics
 - 1.0 must be US History
- 1.0 World Language
- 1.0 Fine Art
- 1.0 Humanities elective
- 3.0 MORE STEMB electives
 - Science, Tech, Engineering, Math, Business
- 1.0 PE and Wellness
- 1.0 Health and Safety
- 1.0 Diploma Master Assessment(DMAs)
- 3.0 MORE electives

		9 TH	10 TH	11 TH	12 TH	NOTES
HUMANITIES	ENGLISH – 4.0					
	US HISTORY—1.0					
	CIVICS – .5					
	OTHER SOCIAL					
	STUDIES—1.5					
	FINE ARTS—1.0					
	WORLD LANG. —1.0					
	HUMANITIES ELECTIVES— 1.0					
STEM	MATH – 3.0	8 th =				
	SCIENCE – 3.0					
	STEM					
	ELECTIVES—3.0					
ALSO REQUIRED	PE—1.0					
	HEALTH—1.0					
	OTHER					
	ELECTIVES—3.0					
	DMA—1.0 (at 3 or +)	Credit awarded----->				
	Preparation/Organization	Subscores----->				
	Participation/Collaboration					
	Reflection/Adaptability Communication/Advocacy					
TOTALS PER YEAR						
CUMULATIVE TOTAL						
		Must have 5.5	11.5 + Eng. 9	17.5 + Eng. 9 & 10		25+ req. total

Graduation Requirements continued...

NGSS (Next Generation Science Standards)

- practice in 10th

- official in 11th

SAT

- practice (PSAT) this fall for 9th-11th

- official (SAT) will be spring 11th

- Need 480 EBRW/530 Math

OR 3-4 years 70+ grades

OR alternate assessment required through LOLHS

Graduation also...

- ▶ **Diploma Mastery Assessment (DMAs)**
 - ▶ Preparation/Organization
 - ▶ Participation/Collaboration
 - ▶ Reflection/Adaptability
 - ▶ Communication/Advocacy
- ▶ Goal is to earn 3 or better on 4-point scale; officially assessed in 11th.
- ▶ THIS is the “Mastery-based Diploma Assessment (Performance)” credit referenced on page 6 of P of S.

Standardized Testing and Services for Students with Disabilities (SSD)

- ▶ IF your student has a 504 or IEP, he/she/they may need testing accommodations.
 - ▶ Even if they are in the IEP, testers beyond 9th grade do not receive accommodations unless they are approved by the testing agency.
 - ▶ Collegeboard = SAT, AP
 - ▶ ACT
- ▶ See Counselor or School Psychologist if you are unsure where your student is in this process.

Grade to grade promotion:

- ▶ Student must pass/receive credit for 5.5 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 11.5 credits to move to junior status.
 - ▶ Including 9th grade English
- ▶ Student must pass/receive credit for 17.5 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 not guaranteed; last year we did not have any regular education summer school here.
- ▶ Other summer school programs can be viable options.
 - ▶ East Lyme, LEARN this past summer
 - ▶ Private schools may be accepted if pre-approved here.

Colleges want more!!

- ▶ 2+ years of World Language
- ▶ 4 of the 'cores'
 - ▶ *Math
- ▶ 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, employers, honor societies, scholarships, etc. want:

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

What colleges, employers, honor societies, scholarships, etc. want: (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
- ▶ 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
- ▶ Naviance: introduced through HS 101; use to explore!

Time Management

- ▶ **Daily:** new rotating schedule
- ▶ **Weekly:** classes, activities, larger assignments
- ▶ **Monthly/Seasonally:** activities, projects, events
- ▶ **Annually:** scheduling, testing, planning for the future
- ▶ **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
 - ▶ Emotionally driven, dramatic time
 - ▶ Social factors (aka, peers) become more important than adults
 - ▶ Impulsivity



▶ **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.
- ▶ Expect different behaviors to go with striving for independence.

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

- ▶ Rules and consistency provide the safe setting for all this new growth.
- ▶ Students need practice navigating more independently while still having the safety and support of the adults here and at home.



▶ **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
- ▶ Social Media—can be overwhelming, need some regulating

▶ **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 than over missed college application deadlines.

▶ **Role modeling**

Help your student succeed

- ▶ How you can learn what is expected of them:
 - ▶ E-mail or call teachers (smithj@region18.org)
 - ▶ Review syllabi & rubrics
 - ▶ Student Handbook, Program of Studies--online
 - ▶ PowerSchool and CANVAS for grades and assignments
 - ▶ CANVAS “before”—what is the assignment? When is the quiz?
 - ▶ PowerSchool “after”—what is the grade? What are the comments?
 - ▶ Newsletters, online bulletins, blog
 - ▶ Coaches
 - ▶ ****1st Progress Report 9/30/21**

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”

CANVAS

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

Naviance in High School

- ▶ **Research—**
 - ▶ **Careers**
 - ▶ **Colleges**
 - ▶ **Self**
- ▶ **Exploring Future Options**
- ▶ **College Applications**

Questions and (h😊pefully) Answers