



Middle School Parent Academy

Setting Your Student Up For Success



November 11, 2025

Presented by the School Counseling Team

Meet the Presenters



Ms. Courtney Deloughery
6th Grade



Ms. Cassidy Sarka
7th Grade



Ms. Marykate Coakley
8th Grade

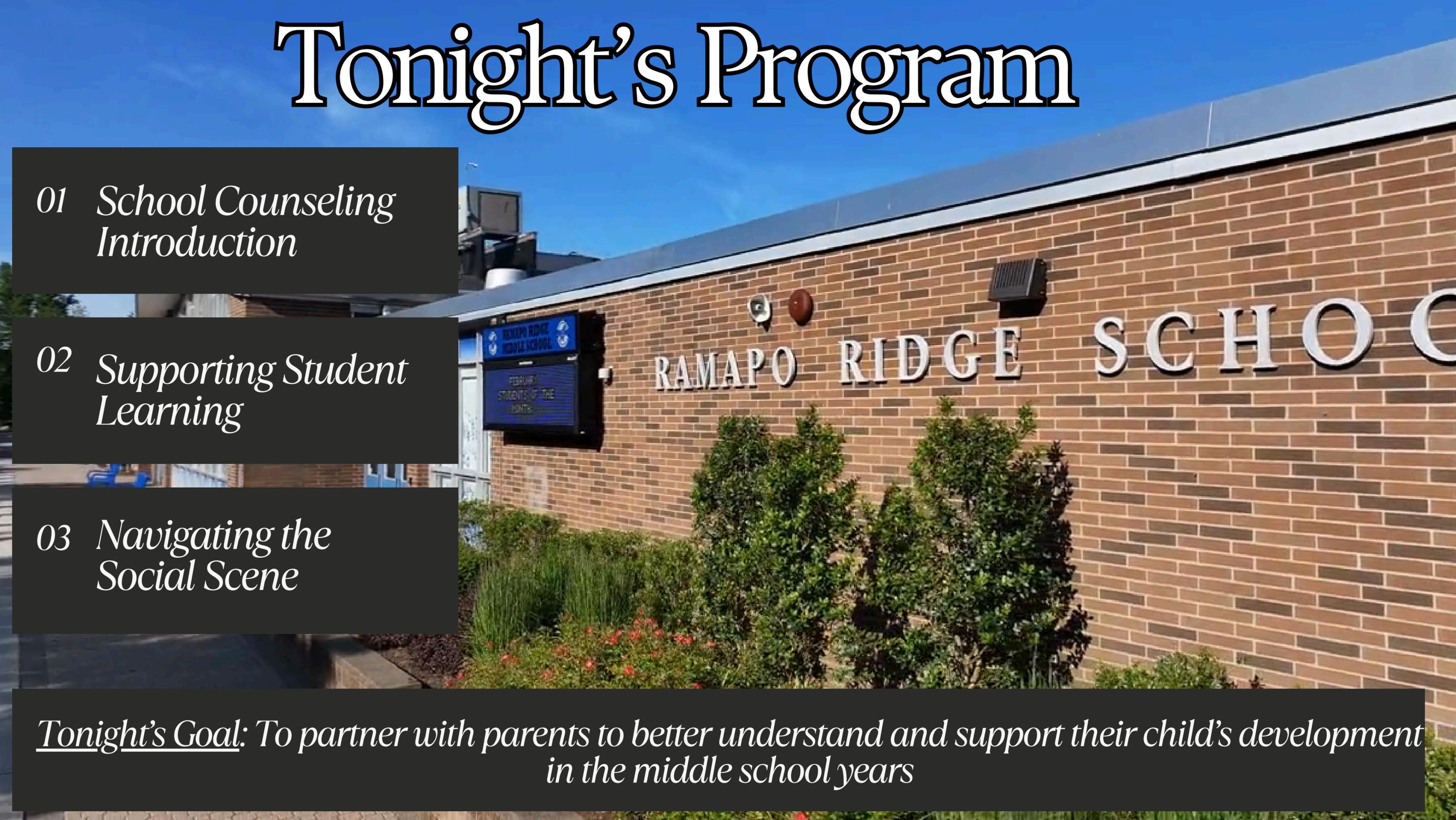


Mr. Jim O'Hara, Director

All students are assigned a School Counselor for their grade level. Their counselor will follow them through each year of middle school.

See our website for contact info.

Tonight's Program

The background of the slide is a photograph of the exterior of Ramapo Ridge Middle School. The building is constructed of light brown brick and features large, raised letters spelling "RAMAPO RIDGE SCHOOL" on the wall. To the left, there is a blue sign with white text that reads "RAMAPO RIDGE MIDDLE SCHOOL" and "FEBRUARY STUDENTS OF THE MONTH". The sky is clear and blue, and there are some green bushes and plants in the foreground.

*01 School Counseling
Introduction*

*02 Supporting Student
Learning*

*03 Navigating the
Social Scene*

*Tonight's Goal: To partner with parents to better understand and support their child's development
in the middle school years*

School Counseling

School counselors are:

Certified educators who improve student success for ALL students by implementing a comprehensive school counseling program. School counselors work to maximize student success, promoting access for all students. As vital members of the school leadership team, school counselors are PROACTIVE and create a school culture of success for all.

School counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for future postsecondary options (higher education, military, work force)

(American School Counselor Assoc.)





Student



Family

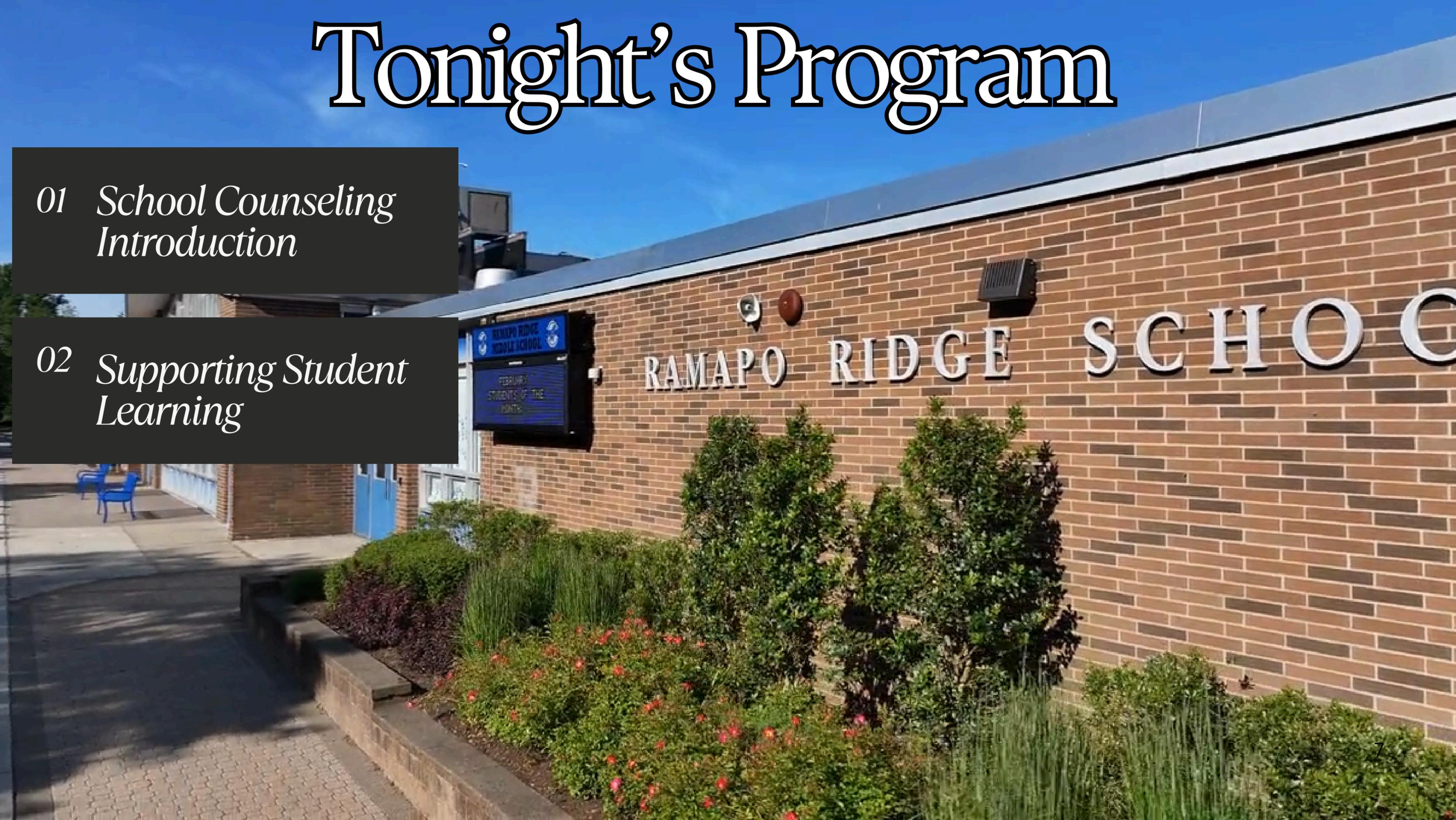
School



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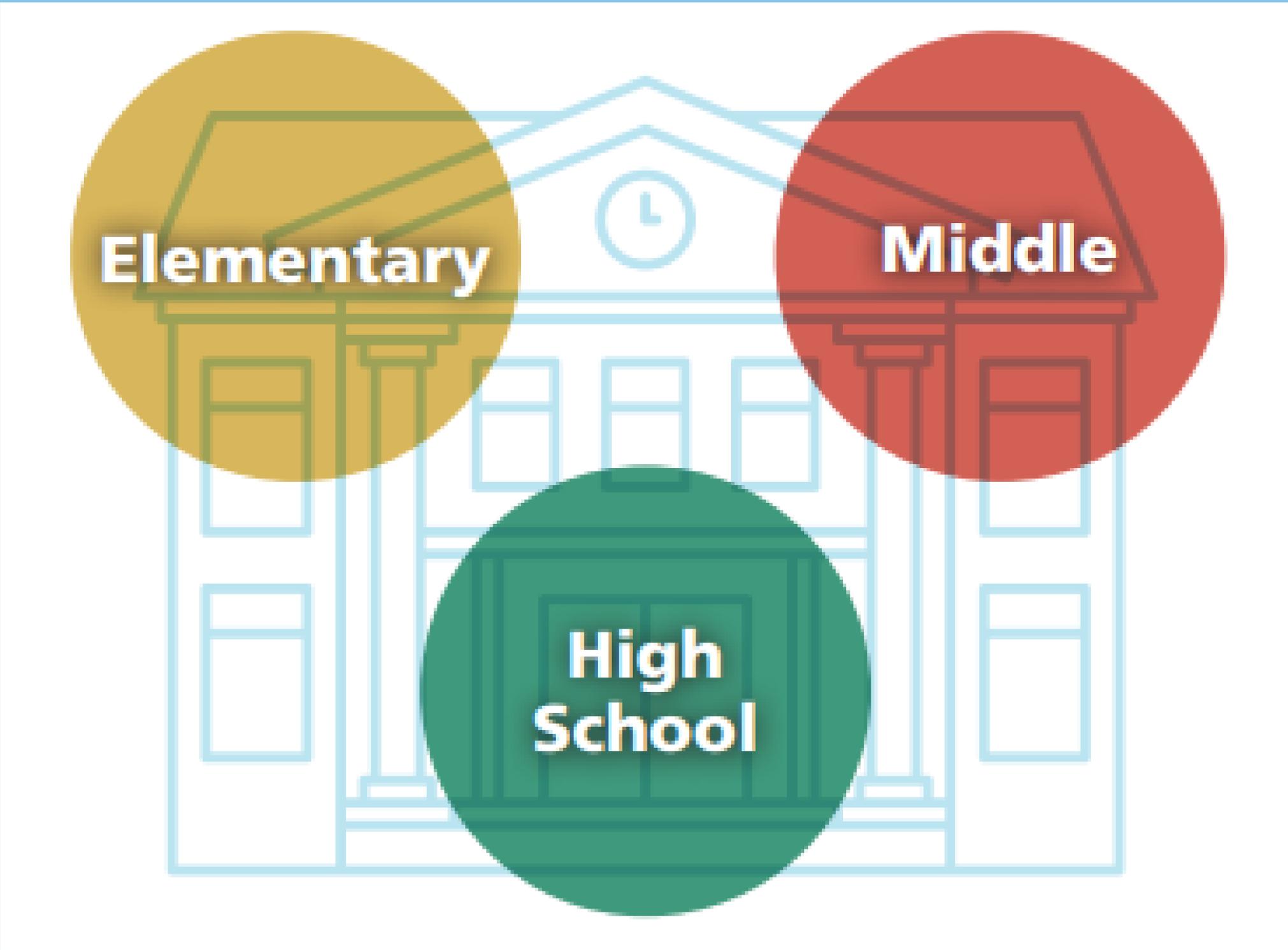


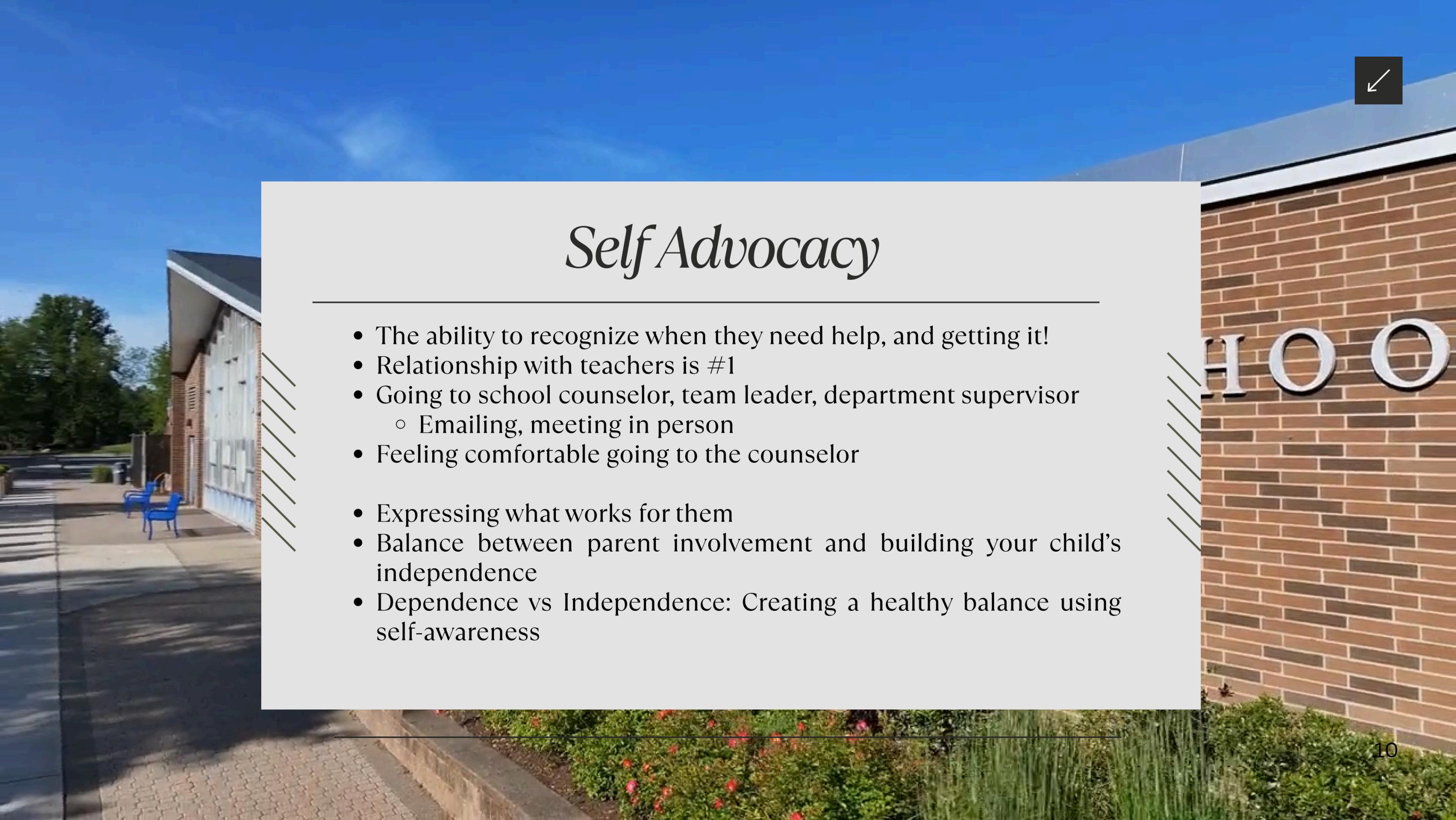
Support Student Learning



Marking Period 1 Check In:

- Common Challenges
 - Homework
 - Time Management / Organization
 - Study Strategies
 - Attendance
- When to Intervene and How
 - Realtime Portal
 - Self Advocacy
 - Resilience
- SEL Competencies
 - Self Awareness
 - Self Management
 - Decision Making





Self Advocacy

- The ability to recognize when they need help, and getting it!
- Relationship with teachers is #1
- Going to school counselor, team leader, department supervisor
 - Emailing, meeting in person
- Feeling comfortable going to the counselor

- Expressing what works for them
- Balance between parent involvement and building your child's independence
- Dependence vs Independence: Creating a healthy balance using self-awareness



Resilience

- Encouraging independence in work completion
- Keeping things positive, focus on their strengths
- Fostering a sense of self efficacy in your child (i.e. helping them to recognize their own abilities and positive outcomes of their effort)
- Helping your child learn to problem solve for themselves
- Allowing your child to feel natural consequences
- Growth occurs outside of the comfort zone



Time Management

- Use planner or visual calendars to keep track of long term assignments, project due dates, etc.
- Break long assignments into manageable chunks
- Create checklists and “to do” lists, estimating how long each assignment should take to complete
- Setting priorities
- Things to keep in mind: activities outside of your child’s school day (athletics, music, clubs, social-life, etc.)
- The balance between your family schedule vs work schedule
- What is your child spending their time doing?
- How much of this time is being spent on your child’s laptop, phone, video games?



Organization

- How to provide support at home to foster organization:
 - Talk to your child about their organization system
 - Build routines → creating a clutter free space to do your homework
 - Keep a homework folder and AM/PM binders to keep paper notes together for each class
 - Book bag clean outs



Parent Portal

<input type="checkbox"/>	Assignment Title	Due Date	Grade	Total Points
Category: Homework - 15%		Category Average: 73.3%		
<input type="checkbox"/>	9.1.1 HW	09/09/2025	2	2
<input type="checkbox"/>	Syllabus	09/10/2025	2	2
<input type="checkbox"/>	9.1.2 HW	09/10/2025	1	2
<input type="checkbox"/>	9.2 HW	09/12/2025	1	2
<input type="checkbox"/>	B9.3 HW	09/18/2025	2	2
<input type="checkbox"/>	9.3 HW	09/26/2025	2	2
<input type="checkbox"/>	C9 TR	09/29/2025	0	2
<input type="checkbox"/>	10.1 HW	10/06/2025	1	2
<input type="checkbox"/>	10.2 HW	10/08/2025	2	2
<input type="checkbox"/>	10.3 HW	10/10/2025	NW	2



Homework

Homework counts between 10-15% of a student's grade!

- Not doing homework assignments has a significant impact on your child's grade
- Ask to see your child's Google Classroom to see current assignments
- Encourage your child to use their daily planner
- Homework club offered Tuesdays and Thursdays until 3:30
- RRMS National Junior Honor Society Peer to Peer before school
Wednesdays & Fridays 7:30-7:50
- Have your child set physical and virtual reminders (post-it notes, phone/watch reminders, outlook calendar on their school issued device)



Study Strategies

- Chunk studying
- Use flashcards
- Highlighting/Underlining
- Reading aloud
- Audiobooks or recording yourself reading your notes
- Rewriting class notes
- Supplemental information online (Quizlet, Kahoot, etc.)
- Ask to see your student's study guide

Study Strategies

- Assessments typically range from 30-50% of your child's grade.
- Seeking extra help from their teacher
- Child and teacher decide best time - typically before/after school or at recess
- Attending review sessions
- Taking time to review study guides/coursework prior to the assessment.
- Self Care - monitor



Attendance

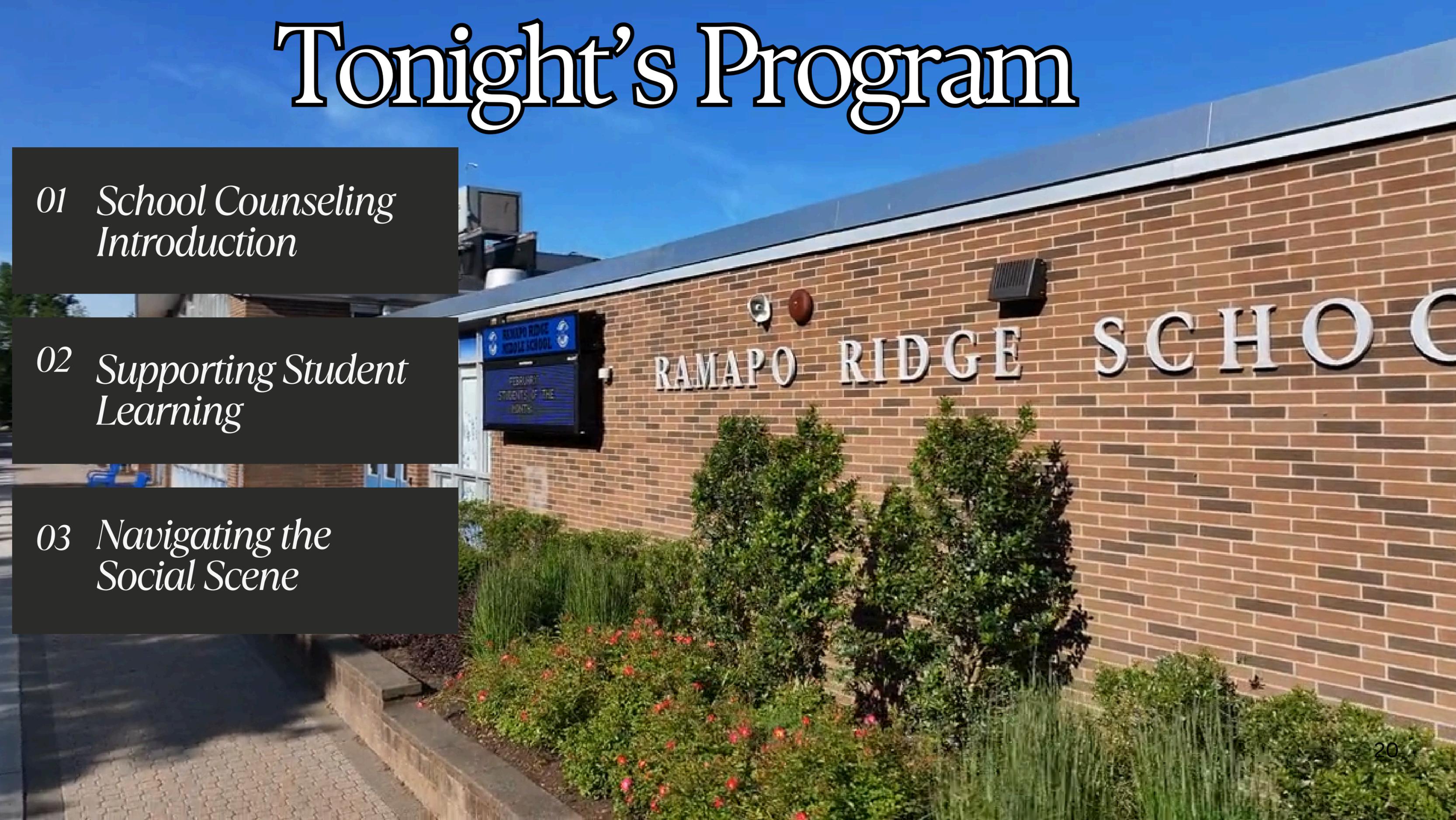
- Being on time and present daily supports learning and confidence.
- Establish routines, schedule appointments outside school hours, and communicate challenges.
- Chronic absenteeism = missing 10% or more of school days.



Who to Contact

- Start with the classroom teacher for academic or classroom concerns.
- Next, contact the content area supervisor for curriculum/instructional issues.
- For overall progress, reach out to team leaders, counselors, or case managers.
- respectful communication and proactive outreach are key!

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Support Students Socially

Marking Period 1 Check In: How are we adjusting socially?

- Independence
- Decision Making
- Relationships
- Managing Conflict
- Digital Citizenship
- Activities

- SEL Competencies
 - Relationship Skills
 - Social Awareness



Independence

- Struggling is part of the process
- Opportunities and responsibilities at home
- Identifying and considering options to challenges and problems
- Creating routines and basic expectations
- Expanding freedom gradually through earned trust
- Increasing student control and ownership

Decision Making

- Providing guidance and facilitate brainstorming
- Defining healthy/future-supporting choices
- Involve child in home/family decisions
- Debriefing when necessary
- Supporting student's decisions/plan to follow through
- Action steps towards the decision



Relationships

- Working to be aware of your child's relationships
- Communicating with other parents/guardians
- Asking questions and gathering information from various sources
- Managing changing relationships in the middle school years
- Relationships with adults as well as peers
- Healthy vs Unhealthy

Conflict

- Conflict: It is part of human development
- Take a step back (pause)
- Work to find/create a calm moment before responding
- Details matter; get a clear picture of what the conflict is
- Pinpoint the source/context of conflict
- Brainstorm key players to include for conflict resolution
- Model appropriate responses

Specific Conflict / HIB

- HIB: Any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:
- A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- Has the effect of insulting or demeaning any student or group of students; or
- Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.
- Egregious threats or safety concerns may warrant a higher level of response

Digital Citizenship

- What is your child using, and what are they using it for?
- Who are they connected to? Where are they going?
- Influences (negative trends, cyber bullying, hate, recruitment, etc.)
- Content accessed/received/absorbed (developmentally appropriate?)
- Raising awareness about privacy settings - who is seeing their posts?
- Digital footprint
- Different ways to monitor online activity
- Blue light can affect sleep hygiene



Activities & Positive Connections

- School (classroom, lunch/recess, clubs/sports, bus transportation, walking to/from school)
- Beyond school (lessons, recreation, travel teams, dance groups, scouts, Moe's)
- Religious activities
- Digital
- Balancing and prioritizing activities
- Do their activities support their happiness and healthy development?
- Rolling enrollment in clubs
- 412 out of 617 - 67% of students connected to an activity!

Parent Resources



Our Collaborative Support System:

- Grade-level teams support academic, social, and emotional growth.
- Team meetings coordinate interventions and communication with families.
- Counselors connect staff, families, and students for shared solutions.

Supporting Emotional Wellness at Home:

- Normalize conversations about stress, anxiety, or frustration.
- Encourage help-seeking behavior
- Recognize early signs when a student may need additional support
- Create predictable homework and bedtime routines.
- Encourage use of planners or calendars
- Ask questions that go beyond grades and celebrate effort.

As we head into Marking Period 2:

- Recommit to routines and communication.
- Encourage your child to set short-term goals.
- Model perseverance, optimism, and a growth mindset.

Thank you for attending!

