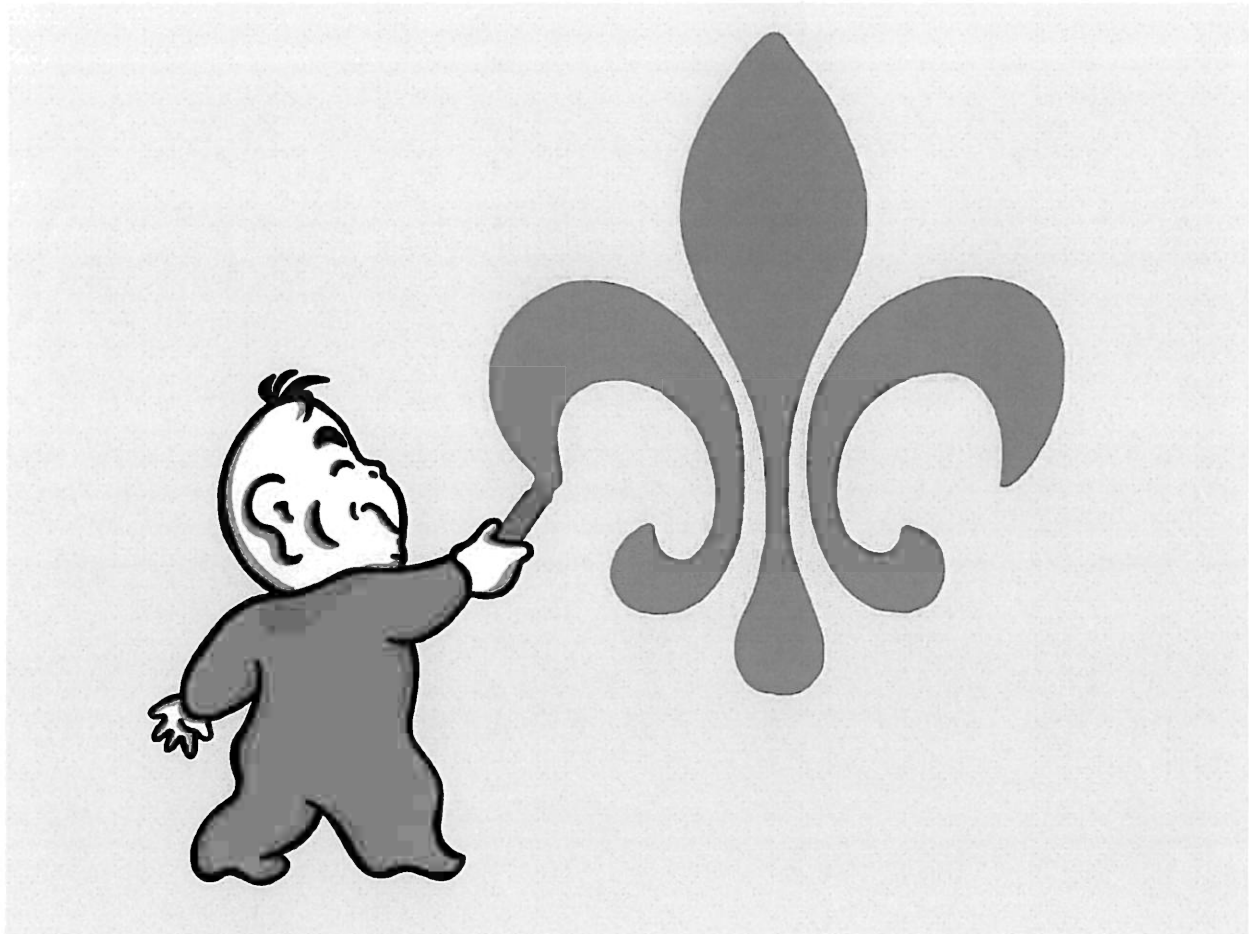




ST. LOUIS
UNIVERSITY HIGH

Freshman Parent Orientation





**ST. LOUIS
UNIVERSITY HIGH**

Freshman Parent Orientation

- ☐ **Prayer and Welcome: Father Matt Stewart, S.J.
and Mrs. Megan Menne**
- ☐ **Introduction to the Evening: Mr. Tim Curdt**
- ☐ **Student Counseling Welcome: Mr. Walt Kempf**
- ☐ **Student Learning Center Supports: Tim Curdt**
- ☐ **Key Dates to Remember and The Freshman
Transition: Mr. Tim Curdt**
- ☐ **Parent Opportunities for Engagement at SLUH
and Introduction to SLUH Parent Social: Mr. John
Penilla, Mrs. Susan O'Keefe, and Mr. Sean Agniel**

How to Use This Planner

Class Periods + Tasks

Plan when and where you will work + After School events

The diagram illustrates the layout of the planner and how to use it. It features a main calendar grid on the left, a central planning box, and a right-hand sidebar. Arrows point from descriptive text to specific sections: 'Class Periods + Tasks' points to the calendar grid; 'Plan when and where you will work + After School events' points to the 'Task/Event' section at the bottom of the grid; 'Mark Completion' points to a checkmark icon in the top header; 'Keep track of tests for the week and Long term project tasks' points to the 'Tests this week' and 'Long-Term Projects' sections in the top header; 'Ask yourself these questions as you plan your work time' points to the central planning box; 'Weekend Goals' points to the 'Goals for the Weekend' section in the sidebar; 'Weekend Tasks' points to the 'Weekend Projects/Classwork' section in the sidebar; and 'Upcoming Tests' points to the 'Tests Next Week' section in the sidebar.

This Planner belongs to:

THE SLUH SEVEN

SEVEN CORE ACADEMIC SKILLS FOR SUCCESS AT SLUH AND BEYOND

- 1. Academic Resilience/Mindset**
- 2. Materials Management**
- 3. Task Initiation/Task Completion**
- 4. Active Learning/Focus/Attention**
- 5. Metacognitive/Self-Assessment**
- 6. Self-Advocacy/Building Rapport with
Teachers**
- 7. Impulse Control/Responsible Technology
Management**

SLUH College Counseling 4-year Plan

SLUH will assign everyone an individual college counselor in their Junior year at the family college kick-off meeting (November). That doesn't mean that there isn't anything to do before then. We'll have lots of enrichment programming for you in addition to what is listed below. If you have questions before you are assigned, come see any of us!

Until then, here are some places to get started:

Freshman

Welcome to SLUH! For now, you have two big goals that are going to get you ready for college:

- **Get Good Grades!** (you'll thank yourself later when you have more opportunities and scholarships available)
- **Get Involved!** (Colleges care what you do with your free time. Find a new passion or develop an existing one. What you do outside the classroom matters a great deal)

Sophomore

The name of the game is early college exposure. We encourage EVERY sophomore family to **visit 1 or 2 colleges** if at all possible. Try to make them different types. For instance, you could visit a medium school (SLU, Bradley, Loyola Chicago,) and a large school (Mizzou, Kansas, University of Illinois). You're not making any choices yet, just exploring!

- Do an official visit and take an official tour
- Focus on how it feels (too big, too small, are students involved, etc.)
- Listen to how colleges sell themselves (athletics, study abroad, research, campus life)

Junior

We're going to dive deep into our programming this year.

Nov –**Junior Family Kickoff Meeting** // We'll cover the process and meet your counselor
Decr –**Getting to Know You Meeting** // Meet one-on-one with your college counselor to get to know them!

Jan–February –**Family College Meeting** // A sit down with your family and college counselor to discuss your specific plan

April –**ACT at SLUH** // Take your first ACT test during an in-school testing opportunity

May–July –**Check-in Meetings** // Check in with your college counselor to see how college planning is progressing.

College Visits – Juniors have some days to miss classes to visit colleges. Plan ahead and conduct visits while colleges are in session! See your handbook for details.

Senior

You're already meeting with us, but keep in mind we're continuing to meet:

Sept–Oct –**Senior Application Meetings** // 1-on-1 meeting to discuss your specific plans

Nov 1 –**Common Application Deadline** // Congrats! You're likely done applying by now.

SLUH SCHOOL COUNSELING CHECKLIST THROUGH THE YEARS

SLUH school counselors embody *cura personalis* (care for the person) for their students throughout their four years at SLUH. The following basic checklist can help the student and parent better manage their journey and relationship with his counselor. We encourage each student to review the checklist once a semester and to reach out to his counselor whenever he is in need of support.

Freshman Year: The transition to high school can be an exciting but also challenging time.

- _____ Do I have my appointment with my counselor and my parents scheduled by the end of the first quarter to discuss my transition and welcome to SLUH?
(Scheduling this meeting is mandatory for each student)
- _____ Am I making connections with teachers, classmates, and clubs/activities?
- _____ If I am struggling, am I getting help from my teacher and/or school counselor?

Sophomore Year: Since performance in sophomore year classes has a bearing on curriculum options available in junior and senior years, sophomores need to reflect carefully on their study habits, time-management, and priorities.

- _____ Am I managing my time well?
- _____ Am I making connections with teachers, classmates, and clubs/activities?
- _____ If I am struggling, am I getting help from my teacher and/or school counselor?
- _____ I will schedule my appointment with my school counselor in November.
- _____ Am I starting to focus on areas of involvement that I'm most interested in investing time in?

Junior Year: This is a time where you begin to consider your options after high school.

- _____ Am I being my best self/student?
- _____ Do I need help setting goals for my future?
- _____ Am I making connections with teachers, classmates, and clubs/activities?
- _____ If I am struggling, am I getting help from my teacher and/or school counselor?

Senior Year: The focus for this year is primarily on finishing your life as a student at SLUH strong as you look ahead to college and beyond.

- _____ Am I being my best self/student?
- _____ Do I need help setting goals for my future?
- _____ If I am struggling, am I getting help from my teacher and/or school counselor?

Practical Tips for Cultivating Ownership for Handling SLUH Academic Stressors

THE WEEKLY CHECK-IN

IF your son is struggling to meet REASONABLE academic expectations or if he is underperforming:

Schedule weekly academic check-in meetings if your son is struggling academically and needs more support from you. Unless it's an extremely rare situation, once a week should be enough for regular support, coaching and consultation.

Schedule the meeting during a **non-stressful** time when you and your son are more likely to **feel relaxed and calm** when confronting any potentially challenging issues. Schedule the meeting in a place where you can focus on **face-to-face interactions relatively free from distraction**.

HAVE YOUR SON RUN THE MEETING

Set the expectation that your son be the one to take ownership of the meeting by reporting on each one of his grades in Canvas and summarizing any issues with underperformance **BEFORE** the meeting *in writing (he could use the simple weekly grade-inventory form below)*

GET CURIOUS (NOT FURIOUS) AS A PARENT

Work hard to cultivate a calm, curious focus on **SKILLS** that your son can develop (*task initiation, task completion, organization, long-term planning, active learning, etc...*) rather than placing **BLAME** or **FINDING FAULT**.

Instead of saying to your son “YOU NEED TO DO...” ask him:

- “What do you need from me to support you in learning this skill?”

Instead of blaming your son (which ultimately lowers accountability) ask yourself:

- “What skill does HE need to develop to be successful in this situation in the future?”
- “How can I support *HIM* learning this skill?”

Some helpful sample conversation points that could be made while focusing on helping your son SCULPT HIS ADULT BRAIN WITH HIS OWN CHOICES!*

"I have confidence in your ability to make informed decisions about your own life and to learn from your mistakes."

"How will you know if your plan is working? How can I support you as *you learn to hold yourself accountable* for improvement?"

"I trust you to make a good decision, and this will ultimately be your call (for now), but I want to be sure you make the best decision possible, so I'd like to help you think through the pros and cons of either option. I also want you to talk to people who have more experience and to get their feedback. Finally, I think it's important that we talk about a possible plan B if your decision doesn't go the way you want it to..."

*These final three quotes are adapted from the book *The Self-Driven Child* by William Stixrud, PhD, and Ned Johnson



**ST. LOUIS
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Name: _____

Date: _____

WEEKLY ACADEMIC PERFORMANCE SELF-REVIEW (Freshmen/Sophomores)

Current grades in my courses:

_____ **Math (Algebra/Geometry)**

_____ **Modern/Classical Language:**

_____ **English**

_____ **Science (Biology/Chemistry)**

_____ **Social Studies (Human Geography/World History)**

_____ **Theology**

_____ **Computers (Fr)**

_____ **Health (Fr)**

_____ **Fine Art (Specify the class)**

Self-help Questions

1) What classes are going well for me right now?

2) What grades am I most confused (surprised) by? Why?

– Please see the next page. –

3) What courses am I struggling with the most? Why?

4) What can I do THIS WEEK to make concrete improvements in the courses I am struggling the most?



**ST. LOUIS
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SLUH LEARNING CENTER 2026-2027 ACADEMIC SUPPORT LABS BY SUBJECT

Days and Times

(Beginning Monday, August 24, 2026)

Math Lab

Meets **MONDAY, TUESDAY, WEDNESDAY AND THURSDAY** each week in room
M113

Math Lab meets from 3:15 - 4:30 p.m.

* * *

Science Labs

Meets **MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY** each week in room
S202

Science Lab meets from 3:15- 4:30 p.m.

* * *

English/Writing Support Lab

Meets **MONDAY** each week in the **M203**

English/Writing Lab 3:15 - 4:30 p.m.

* * *

NOTES