

9th Grade

Parent/Guardian

Night

CAHS Steps to Success

- How much time should I expect for my student? Is homework assigned nightly?
 - The freshmen class will be assigned approximately 90 minutes of homework and 20 minutes of reading per night. This standard enables the students to invest themselves in their education and by extension their future. This equates to 20 minutes for core subjects and 10 minutes per elective courses. There are exceptions to this rule.
- Absence and Late Homework
 - Excused Absence- 1 day for everyday missed + 1 more day
 - All late homework- 50%

HOMEWORK

- Encourage your student to:
 - seek teacher assistance.
 - communicate with the teacher if you notice your student is overwhelmed.
- How should I help my student with homework?
- Encourage them to:
 - struggle with a concept and that is good.
 - Email a teacher or speak to them the next day.

Homework

- How can we reach a teacher?
 - Email– Please include your name within your email.
 - RenWeb
 - Phone
 - Study Hall, at Lunch or Before and After School*
 - Students are welcome to visit with teachers during the day. We ask that parents kindly request a meeting with us rather than a surprise visit.

Communication

• Should I expect contact from my child's teachers?

- Lesson plans are completed with due dates and homework at least on week ahead by Friday at 3:30 p.m. If there are changes, they will be updated throughout the week. If information or dates change, they are updated in RenWeb.
- All student work will be graded and entered within a week of the due date so that parents can keep track and students can remediate if necessary.
- There should be a minimum of 10 grades for the class in RenWeb by end of quarter.
- If students are missing three or more assignments or failing a class, the teacher sends an email, then a phone call, and then a conference if necessary.
- If there are behavior issues, the love and logic steps are followed and documented under behavior in RenWeb.

Communication

- Split according to grade level, but are provided the opportunity to visit with classmates on school work.
- Expected to come prepared with materials.
- Most teachers are available for students to approach with questions or concerns.
- Students are required to remain in their Study Hall Room for the first 15 minutes of Study Hall.

Study Hall

- Parent Opportunities
 - Keep an eye out for information in the following:
 - Newsletter
 - Constant Contact
 - Communique
 - Permission Slips
 - Big Events
 - Music Performances, Dances, History Day
- Student Opportunities
 - Student Government
 - NHS/NJHS
 - Sports
 - Fine Arts

Getting Involved

- High School students must complete 20 hours of community service (15 hours within the community and 5 hours on campus.) NHS students must complete 35 hours of service.
- High School parents are required to complete 10 hours of volunteer hours. Examples include: Dance Chaperones, History Days, Service Activities and on-campus workdays, helping individual teachers.
- Each grade level will be responsible for developing a community service project to participate in.

Community Service

- Students must earn at least 28 credits to graduate, but have the opportunity to earn 32.
 - English: 6 credits
 - Math: 4 credits
 - Economics/Personal Finance – 12th
 - Science: 3 credits
 - Social Science: 4 credits
 - Foreign Languages: 2 credits in consecutive years
 - Philosophy: 1 credit
 - Physical Education: .5 credit
 - Technology Education: 1 credit
 - Fine Arts: 2 credits (.5 credit every year)
- Community Service is reported on the transcript for colleges to see

Graduation Requirements

Do Now:

Write your answer to the following questions on one of the notecards at your table:

- If you entered CAHS as a ninth grader tomorrow, which three things (items, people, ideologies, etc.) would you bring with you in order to survive any situation you might encounter?
 - Would your answer change if you chose the three things that would help you succeed? Why or why not?
-

Do Now: Part Two

- On the back of your notecard, please guess which three things the typical ninth grader wrote down to survive vs. succeed at CAHS
 - Done? Introduce yourself to a parent/guardian nearby and share your answers.
-

For SURVIVAL

- My phone
- Chipotle and/or pizza
- My pet/friends
- Water
- Famous survivalist/fictional character (e.g., Bear Grylls, Harry Potter)

For SUCCESS

- Friends/family/pets
- Technology
- Water
- My music
- The ability to organize
- The ability to be content with exactly who I am

Class of 2019: Top Answers

The Essential Question: How can we help students thrive (and not just survive) at CAHS?

MINIMIZE v MAXIMIZE



Tips from the Class of 2019

- Our seniors answered the question, “What are the top three things you wish a teacher/counselor would have told your parents in ninth grade to help you be successful at CAHS?”
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CAHS Basic Survival Skills

- Study time, habits, skills, unplugging
- Sleep, eat, basics
- Helping manage time, homework



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- Understand the Caprock environment
 - Celebrate them
 - Lower the pressure to achieve from the beginning
 - Healthy risks (activity)

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- Get involved
 - Self-advocacy
 - Modeling
 - Three types of students/parents at CAHS
 - Kindergarten lessons

CAHS Thriving Skills: The Essential Next Step

According to D51:

- **13%** of D51 students grade 9-12 reported seriously contemplating suicide in the last 12 months.
- **6.5%** have attempted suicide
- **25%** have felt sad or hopeless

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- What to do with this data?
 - Model coping skills and healthy habits
 - Know what is happening online
 - Just ask!

Why it Matters?

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- What struck a chord with you?
 - What do you want to remember?
 - What could you do this week to further support and/or challenge your freshman?

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- What questions do you have of the teachers?
 - What advice can the teachers impart?

Table Talk



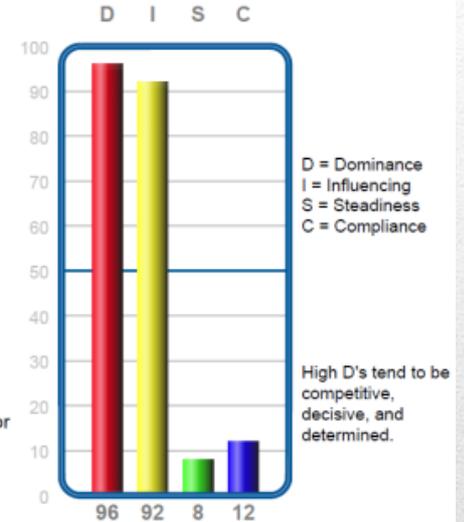
Clara Quinlan



Clara is driven toward goals completion and wants to be in a position to set policy that will allow her to meet those goals. She is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. She is often frustrated when working with others who do not share the same sense of urgency. She is deadline conscious and becomes irritated if deadlines are delayed or missed.

Top 5 Skills

	Personal Skills Ranking
1	Leadership
2	Written Communication
3	Goal Orientation
4	Persuasion
5	Interpersonal Skills

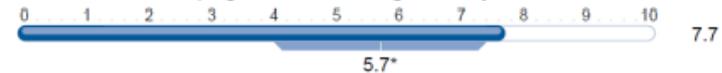


Strengths

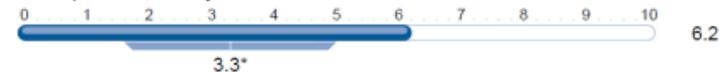
Tough but fair when others are involved.
 Initiates the activity of developing others.
 An independent self-starter who will refine and enhance her surroundings.
 May take a leadership position with ideas on protecting or preserving.
 Wants to be seen as a leader in humanitarian issues.
 Brings enthusiasm to the creative process.

Top 2 Motivators

1. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



2. **Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



Value to a Team

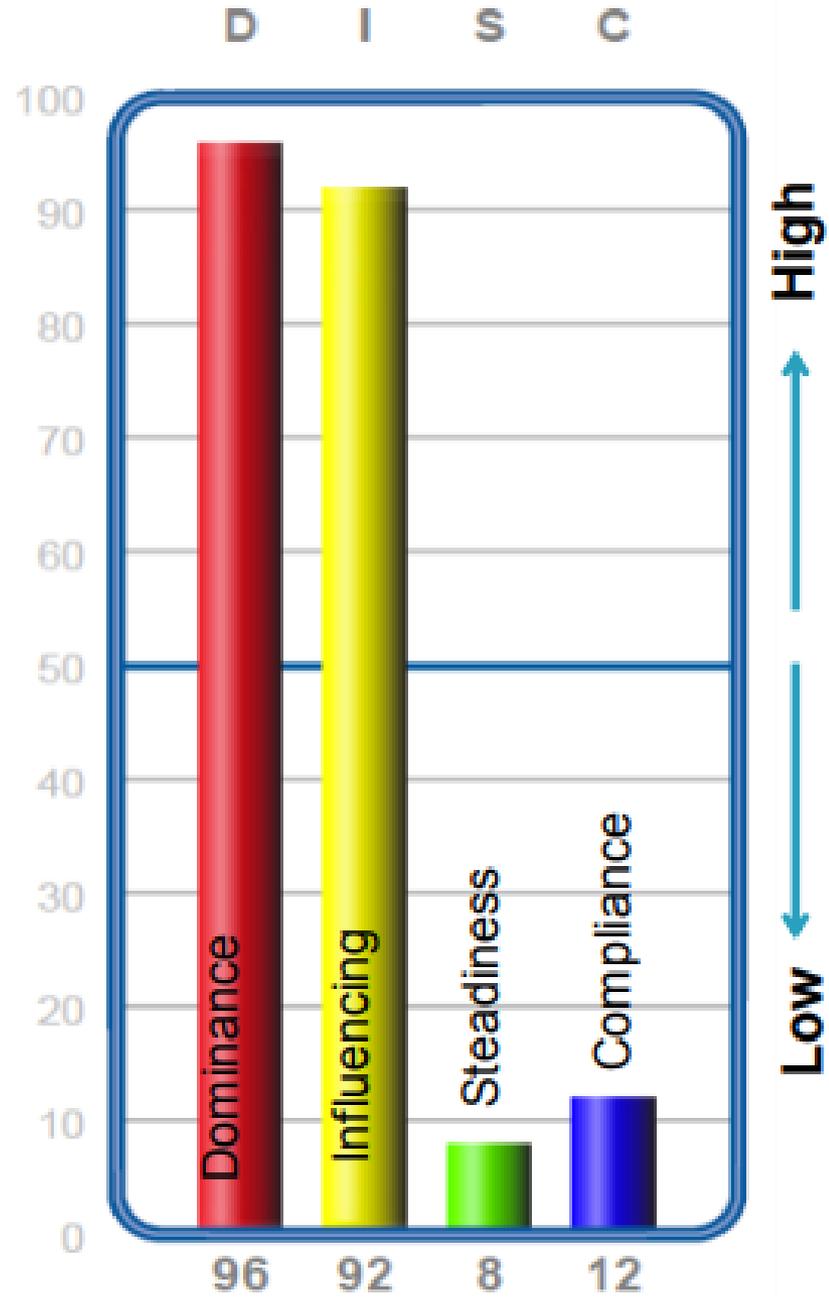
Challenges the status quo.
 Team player.
 Self-starter.

Change agent--looks for faster and better ways.
 Usually makes decisions with the bottom line in mind.



Focus on your child's strengths

Behaviors



Direct, Competitive, Result-oriented

- Communicate with your high D's in a clear, concise manner.
- Get to the point.
- Understand your low D's desire to avoid conflict.

D: Dominance

off the mark.com by Mark Parisi



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I: Influencing

Friendly, Talkative, Enthusiastic

- Communicate with your high I's in a friendly, warm manner.
 - Allow them to talk it out.
 - Understand your low I's desire alone time.
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Patient, Supportive, Reliable

- Communicate with your high S's in a steady, consistent manner.
- Be as calm as possible.
- Understand your low S's desire change.



S: Steadiness

Conscientious, Detail-Oriented, Cautious

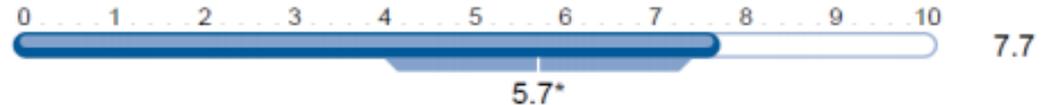
- Communicate with your high C's in a factual, organized manner.
- Be as precise as possible.
- Understand your low C's desire freedom from detail and control.



C: Compliance

Motivators

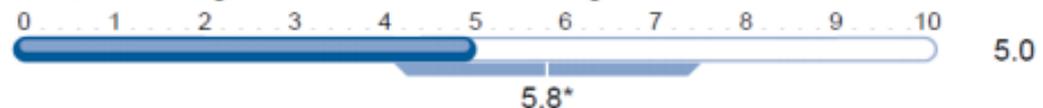
1. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



2. **Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



3. **Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



4. **Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



5. **Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



6. **Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



- In a perusal of your ninth grader's Indigo summary page and communication tips, which 1-3 items speak to you the most? Star/highlight these items.
- How might you apply these insights to an upcoming communication, conversation, family event, etc., with your ninth grader?

Initial Indigo Takeaways

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- Privilege
 - What example are you setting?
 - Student average
 - Think about your “why”

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- Ask
 - Define family rules
 - Establish incentives and consequences
 - Make a contract

Introduction to Screenagers

- Place your student's name in the center of another note card. Circle it.

- Indigo strength/ability/motivator
- Healthy change or risk
- Stress-reducing technique
- Question/conversation you want to commit to this month

Tonight's Takeaways
