

Transitioning to High School



Parents of the Class of 2018

Come join us to discuss....

- A timeline of important upcoming events
- How the articulation process works
- Helpful hints for a successful transition

Tuesday, November 7, 2017

7:15 –8 PM

Northbrook Junior High School

Small Gym

For additional information, please contact

Scott Meek

847-504-3501

smEEK@northbrook28.net

GLENBROOK NORTH HIGH SCHOOL

CONTACT INFORMATION:

Assistant Principal: Eric Etherton
847-509-2550
eetherton@glenbrook225.org

Instructional Supervisors:

Math: Dr. Maria Vasilopoulos
847-509-2690
mvasilopoulos@glenbrook225.org

Science: Mary Rockrohr
847-509-2631
mrockrohr@glenbrook225.org

Social Studies: Scott Williams
847-509-2639
swilliams@glenbrook225.org

English: Karen Cunningham
847-509-2501
kcunningham@glenbrook225.org

World Lang: Josh Morrel
847-509-2525
jomorrel@glenbrook225.org

IMPORTANT DATES TO REMEMBER:

November 11, 2017: Make up TerraNova testing for 8th graders who missed testing at their home school

January 10, 2018: Eric Etherton meets w/ students at NBJH: 10:15-11:15 am

January 18, 2018: GBN Academic Curriculum Meeting for parents and students @ GBN – 6:30 pm

January 18, 2018: *Request for Change in Course Level Placement* forms available in NBJH office

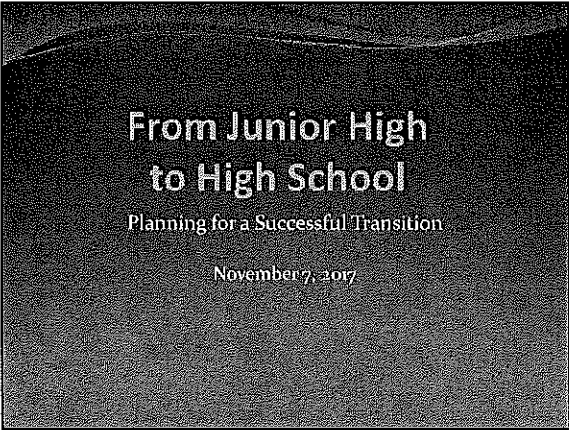
January 29, 2018: Bus trip to GBN for 8th graders; counselors meet with students individually to review & accept course registration; ID photos taken; tour of school led by peer group leaders

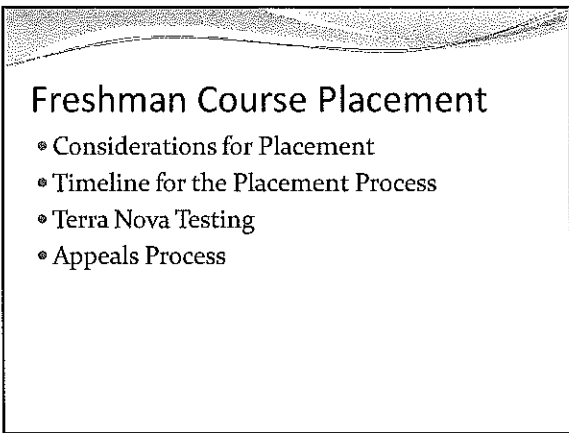
January 31, 2018: Deadline for submitting *Request for Change in Course Level Placement* forms to GBN Instructional Supervisors

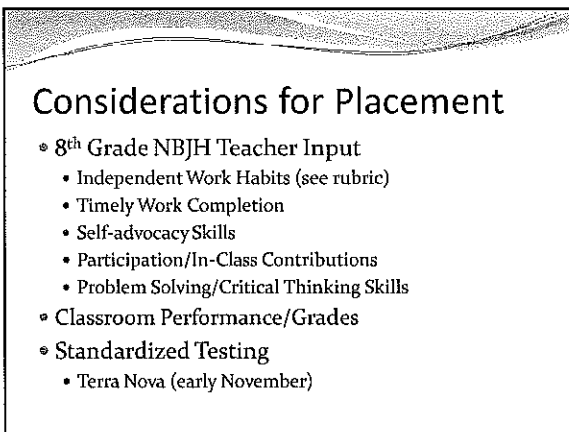
February 8, 2018: GBN Activity/Athletics Night for parents and students @ GBN – 6:45 pm (Team program orientation at 6 pm) * **Please note the date change.***

February 5-12, 2018: Content area appeals tests after school at GBN

May, 2018: Make appointment to get physical exam for GBN *after the fourth week of May*







Various support programs

- G level classes
 - Limited to math and Spanish
 - Teacher and assistant; slower pace
 - General education
- Team classes
 - English and SS: co-taught w/ 3rd special ed teacher
 - Biology: co-taught w/ a special ed teacher
 - Algebra: co-taught w/ spec ed; meets daily (90-45)
 - Team classes are phased out by junior year

Placement Process Timeline

- DECEMBER/JANUARY
 - NBJH core academic teachers meet with GBN IS's (Dec)
 - GBN distributes course registration materials to NBJH students on *January 10, 2018*;
 - Academic Curriculum Meeting for parents and students on *January 18, 2018* at 6:30 pm
 - Terra Nova results and course recommendations are mailed to each student's home mid-January
 - 8th grade students visit GBN on *January 29, 2018* to meet with counselors and complete the registration process

Placement Process Timeline

- JANUARY/FEBRUARY
 - Information/forms regarding the appeals process will be made available in the NBJH office by *January 18, 2018*.
 - *Request for Change in Course Level Placement* forms must be returned to GBN by *January 31, 2018*
 - Questions regarding this information should be directed to the high school instructional supervisors
 - GBN departments administer placement/appeal tests *February 5-12, 2018*
 - Activity/Athletics Meeting for parents/students on *February 8, 2018* at 6:45 pm

Placement Process Timeline

- MARCH
 - Course selections mailed home for parent review/approval

Ensuring a Successful Transition

- Why is the transition to ninth grade difficult for many students?
 - Educational environment changes dramatically
 - Rules and routines are unfamiliar
 - Students may lose a sense of school attachment and connectedness, at least temporarily
 - Heavier workload and increased pressure to do well
 - Increased social-emotional stressors

Ensuring a Successful Transition

- What traits in middle school youth appear to be related to a successful transition?
 - Strong academic achievement, good school attendance and a sense of scholastic competence;
 - Strong time-management, planning and study skills;
 - Healthy strategies for coping with problems/challenging situations;
 - Accurate expectations about high school and what is needed to be successful;
 - Effective strategies for achieving a balanced academic and social life.

Ensuring a Successful Transition

- What can middle schools (and parents) do to ease the transition to high school?
- Strengthen academic performance, behaviors and attitudes
- Get involved and stay connected! Review all the clubs, activities and sports offered at GBN
- Stay informed during the process – attend informational meetings, review the GBN handouts, ask questions

Questions?

Study Skills Rubric for Teachers of Incoming Eighth-Grade Students

The rating scale for assessing study skills is provided below. It is designed to parallel the skill levels of high-school students at the Glenbrook high schools. Application of these standards ensures that incoming students' skills are being assessed consistently.

5 – Very Good

- Always completes homework. Assigned work is correct and shows evidence of mastery
- Always completes assigned work on time
- Excellent attendance
- Inquires about missed work when absent and completes independently within established timelines
- Demonstrates thoughtful participation that is relevant - completes in-class assignments
- Consistently shows initiative without adult direction or intervention

4 – Good

- Completes homework with rare exceptions. Assigned work is usually correct and shows mastery
- Meets deadlines with few exceptions
- Excellent attendance
- Makes up missed work if absent within established timelines when provided by teacher
- Participates in class and completes in-class assignments
- Requires only minimal adult support in preparation and organization

3. – Average

- Completes homework better than 80% of time
- Meets deadlines with occasional exceptions
- Attendance is satisfactory
- Makes up missed work if absent when provided by teacher – needs occasional reminders
- Completes in-class assignments
- Requires some adult supervision to assist in preparation and organization

2. – Poor

- Completes homework less than 80% of the time
- Meets deadlines inconsistently (less than 70%)
- Attendance is poor
- Rarely makes up work
- Inconsistent participation and completion of in-class assignments
- Requires adult supervision and encouragement to assist in preparation and organization

1 – Very Poor

- Does not complete or attempt homework
- Does not meet deadlines
- Attendance is poor Does not make up work
- Limited participation – may negatively impact classroom environment
- Requires adult supervision and encouragement for work output