Success in 9th Grade is a predictor of graduation!

This handbook is a tool for families to help you support a successful 9th grade year with your child and to help them stay on track to graduation.

Inside you will learn:

- About the kinds of supports your school provides [2]
- About important events at your child’s school [3]
- How to ask for an interpreter so that you can participate in school events and communicate with staff [4]
- English Language Learners and world language credits [4]
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- Some ways for parents/guardians to engage with their students [12]
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- High school highly capable pathways [16]
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Seattle Public Schools has a commitment to every student’s journey. We believe it is our responsibility to do whatever it takes to ensure that every child, regardless of race, gender, socioeconomic status, language proficiency, learning style or disability, achieves to their highest level. Families are our critical partners in this work.
Find Out About the Kinds of Supports your School Provides

Who to Contact at Your Child’s School

Ask your child’s school for a Contact sheet of important Resources in the school that will support your child’s success. These are resources that parents and guardians can contact when you have questions or concerns.

❖ Counselor

❖ Academic Intervention Specialist

❖ Assistant Principal

❖ Teachers

❖ After School Tutoring

❖ Teen Health Center

❖ Mentors
Find out about Important Events at Your Child’s School

Curriculum Night: Every year Curriculum Nights happen in September and October. Be sure to go to the Curriculum Night at your child’s school!

Reasons to Attend Curriculum Night at Your Child’s School:

- In most schools you will be able to follow your child’s class schedule and get to experience their learning environment firsthand.
- Get to know your child’s teachers and other important contacts at the school.
  - Learn the best ways to communicate with each teacher and you may be able to let them know the best way to communicate with you:
    - Such as emails, phone calls, etc.
    - What time of day is the best time to reach each teacher
  - Learn about the curriculum and classroom expectations in each of your child’s classes.
  - Let them know critical information that will benefit your child’s learning throughout the year.
- Network with other parents/guardians. You will be able to meet the parents of your child’s peers and participate in a group question and answer period. Sometime parents learn the most from the questions asked by others.
- Most importantly, the fact that you are attending this event shows your child that you are interested in their experiences as a student and what they are learning.

Ask for an interpreter, if needed, to help you navigate the Curriculum Night event and to help you understand all of the information.

Your child’s school will have other important events for you to attend to help you learn about the resources available at the school and how you can support your high school student.
Requesting an interpreter:

Seattle Public Schools welcomes and encourages all families to participate in their child’s education and school events. We cannot do this work without you!!

The Department of English Language Learners (ELL) & International Programs provides translation and interpretation to all families in Seattle Public Schools in our top nine languages: Amharic, Arabic, Chinese, Oromo, Spanish, Somali, Tagalog, Tigrigna and Vietnamese.

Other languages are available by request with the Bilingual Family Coordinator. Please call: 206-252-0072 or email: languages@seattleschools.org

ASL interpretation is available with the 504 Coordinator. Please email: 504coordinator@seattleschools.org

Contact your child’s teacher, counselor, principal, or case manager (for students with IEPs) to let them know if you will need or wish to request an interpreter.

English Language Learners (ELL) and World Language Credits

It is of high value for families to support your children in developing and maintaining their home language. Knowledge of more than one language can boost your child’s creative thinking and problem-solving skills, among many other benefits.

In spring 2011, Seattle Public Schools adopted a policy and procedure for assessing language proficiency and granting competency-based credits for students in their home language. If your child can speak, read, and write a language other than English, then they might want to consider participating in this program. Students may be able to earn from 1-4 high school world language credits. These credits can help meet high school graduation requirements for elective credits and 4-year college admissions requirements for world (foreign) languages.

Graduating seniors who have demonstrated their language skills through World Language Credit Testing (earning up to 4 credits) or by passing Advanced Placement (AP) or International Baccalaureate (IB) language exams will have the honor of receiving the State Seal of Biliteracy. The Seal is intended to highlight the benefits in today’s world of speaking, reading, and writing English and at least one other language.

The World Language Credit option recognizes students with knowledge of another language. One student who earned credits for his competency in his own language said, “The option to earn World Language credits honors my language and my people.” It builds positive identity.

Contact your child’s counselor to find out more about the World Language Credit program.
High School Graduation Requirements Checklist

Students in the Class of 2021 and beyond must earn 24 credits to graduate. A student who takes 6 classes each semester can earn 3.0 credits per semester, to total 6 credits per year. Therefore, if a student takes a full schedule of six classes every year and passes all classes all four years, they would graduate with 24 credits. (Please see Explanation of Terms on the last page of this document.)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Completed</th>
<th>For 4-year college</th>
<th>Additional HS Requirements</th>
<th>Completed</th>
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<tr>
<td>Fine Arts</td>
<td>.50</td>
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<td>High School Beyond Plan</td>
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<td>Fine Arts</td>
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<td>Service Learning-60 hours Hours Completed</td>
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<tr>
<td>Fine Arts</td>
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<td></td>
<td>Students are encouraged to take state proficiency exams—though they are no longer required to graduate. Students may earn credit recovery credits for passing math, ELA and/or Science state tests. Tests may indicate whether a student needs more support or is on track to be fully college and career ready.</td>
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<tr>
<td>Language Arts 9A</td>
<td>.50</td>
<td>Language Arts - 4 credits.</td>
<td></td>
<td>Students are encouraged to take state proficiency exams—though they are no longer required to graduate. Students may earn credit recovery credits for passing math, ELA and/or Science state tests. Tests may indicate whether a student needs more support or is on track to be fully college and career ready.</td>
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<tr>
<td>Language Arts 9B</td>
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<td>Language Arts 10A</td>
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<td>Algebra 1A or Integ Math **</td>
<td>.50</td>
<td>Mathematics -3 credits</td>
<td>3 math credits plus senior year quantitative math</td>
<td>*** Students should take Algebra 1 or Integrated Math 1, and Geometry or Integrated Math 2, Algebra 2 or earn credits in OSPI approved equivalent career and technical education (CTE) courses</td>
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<td>Algebra 2A or Integ Math **</td>
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<tr>
<td>Science with a lab</td>
<td>.50</td>
<td>Science – 3 credits</td>
<td></td>
<td>* Students should complete Phys A/Chem A and Biology A and B. At least 2 of the 3 science credits shall be in a laboratory science, the third credit may be chosen based on the students' interest and may include a CTE science-equivalent course.</td>
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<tr>
<td>Science with a lab</td>
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<td>Physical Education (PE)</td>
<td>.50</td>
<td>Health and PE – 2 credits</td>
<td></td>
<td>PE Competency Test—happens in class. If student’s PE is waived, student must still pass test.</td>
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<tr>
<td>Health</td>
<td>.50</td>
<td>CTE – 1 credit</td>
<td></td>
<td>PE Competency Test—happens in class. If student’s PE is waived, student must still pass test.</td>
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<tr>
<td>Career &amp; Tech Ed (CTE)</td>
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<td>See official District course catalogue for approved CTE courses</td>
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<td></td>
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<td></td>
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<tr>
<td>WA State History ****</td>
<td>.50</td>
<td>(SPS) Social Studies – 3 credits.</td>
<td></td>
<td>****WA State History is usually taken in middle school. Students must complete an OSPI (Washington State) approved civics assessment in 11th or 12th grade.</td>
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<tr>
<td>World History 1</td>
<td>.50</td>
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<td>World History 2</td>
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<td>World History 3</td>
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<td>****WA State History is usually taken in middle school. Students must complete an OSPI (Washington State) approved civics assessment in 11th or 12th grade.</td>
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<td>US History 11A</td>
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<td>US History 11B</td>
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<td>American Govt</td>
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<tr>
<td>WL or Personal Path**</td>
<td>.50</td>
<td>WL or Personal Pathways-2 credits</td>
<td>2-3 years of one world language</td>
<td>**Personal Pathway may include World Language (WL), Career &amp; Technical Ed (CTE), Art, etc. –courses related to career goals</td>
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<tr>
<td>Electives as needed (4 credits)</td>
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<tr>
<td>TOTAL Requirements</td>
<td>24 Credits</td>
<td></td>
<td></td>
<td>Some 4-year colleges will require a Grade Point Average (GPA) of at least a 2.0, (a “C” average).</td>
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</tbody>
</table>

Every student is capable of passing courses and can graduate from high school. Please note that some are learning how to be high school students in 9th grade. With support from their families and school staff, it is possible for them to improve their learning skills as 9th graders and therefore improve their likelihood of graduating. To make sure you are seeing the most up to date information, see the online graduation bulletin: https://www.seattleschools.org/cms/One.aspx?portalid=627&pageld=18711
9th Grade is the most important year in high school

The top priority is for your child to graduate from high school with the skills and knowledge necessary to succeed in their career goals. Preparation for college must begin in middle school or even earlier. To graduate from high school a student must be on track in 9th grade by paying attention to these four areas:

1. Attendance Matters

If students are not in class, they are not learning. Research shows that students missing more than five days a semester are much less likely to pass the class and earn credits. These students are also much more likely to drop out of school.

How parents can help

➢ Talk to your student about the importance of being in school every day.
➢ Help your student get out the door on time each morning.
➢ Set bedtime and homework schedule for your student.
➢ Set screen time limits for your student.

2. Credits Count

Ninth-graders must earn at least six (6) credits to be on track for graduation (24 credits required). Students who do this are more likely to graduate on time than those who do not.

How parents can help

➢ Make sure your student is taking courses required for graduation
➢ Make sure he/she is passing all 9th grade courses.
➢ Encourage your student to ask their teachers for help when they need it.
➢ Make sure you know the grading policies for each of your student’s teachers.
➢ Sign up for The Source, the Seattle Public Schools’ online tool to help parents monitor student daily attendance and grades.
➢ Get to know your student’s teachers and counselors. Encourage them to let you know if there is a challenge or problem that you can work together to solve.
3. Passing 9th Grade Courses Matters

Students can pass their courses and earn credits with a grade of 60 percent or above - but to be on track for college, your student should strive to earn the best grades possible. Students who earn low grades may not be prepared for the state exams (required for graduation) or qualify for college entrance requirements.

Earning all their credits the first-time students take a class will ensure that they have time in their schedule in 11th and 12th grade to take advanced classes which will help them be more prepared to apply for a 4-year college. But if needed, students may recover failed credits. Some schools offer opportunities for credit retrieval before/after school, with on-line credit retrieval, or during the summer. Check with your child’s school for more information if your child needs credit recovery.

How parents can help

➢ Make sure your student is doing homework every night.
➢ Set goals with your student and ask them about their progress.
➢ Encourage your student to ask their teachers for help when they need it.
➢ Make sure you know the grading policies for each of your student’s teachers.
➢ Ask your school to see a copy of your student’s High School and Beyond Plan.
➢ Encourage your student to use their electives to explore their interests and take advanced classes.

4. High School Proficiency Exams

Meeting proficiency on the Smarter Balanced Assessments (state exam for 3rd to 10th graders) is one pathway to graduation. Therefore, it is strongly recommended that 10th grade students take the Smarter Balanced Assessments (SBA) English Language Arts (ELA) and Math tests and that 11th grade students take the Washington Comprehensive Assessment of Science (WCAS).

For the class of 2021 and beyond, students take state determined exams or exam alternatives for state and federally funding purposes, but passing scores are not required for graduation. However, students may earn credit recovery credits for passing the math, ELA and/or Science state summative. Additionally, the state proficiency exams provide a way for students, families, and staff to track whether students need more support or are prepared for future academic success and able to be fully college and career ready. The tests are given each spring starting in 3rd grade.

How parents can help

➢ Make sure your student is ready on test day with enough sleep and a good breakfast.
➢ Make sure you review your students test results when they arrive. If your student does not meet standard on any section contact your school counselor.
The Source

For the most up to date information, go to https://www.seattleschools.org/cms/One.aspx?portalid=627&pageid=16245

The Source is a web resource for you and your child to monitor their attendance and progress in their courses, and to track missing assignments. Students can have their own Source accounts. Parents/guardians can have a separate Source account in order to track and support your children’s progress in school. Parents/Guardians can have one account which will give you access to each of your children’s information. The Source allows you to:

- See your child’s class schedule
- See and monitor grades
- View attendance records
- Track missing assignments
- Email teachers
- Access your child’s scores on standardized assessments
- In some cases, view upcoming assignments
- And more...

Click here to view your child’s scores on standardized assessments (tests)

Click here to view missing assignments.
Source Account Set up

1. Before you setup a Source account:
   a. For each of your children that is enrolled in Seattle Public Schools, you must be on record as the parent or guardian of that student.
   b. Your email address must be on record for each student. Please make sure you have provided the same email address for each SPS student in your family.

   Check with your child’s school to make sure you are on record as the parent or guardian and to make sure that you have the same email address on record for each of your children in Seattle Public Schools. Alternatively, if you have children in more than one school, it is advisable to update this information by calling Enrollment Services at 206-252-0760 to update the information for all of your children, making sure you have listed the same email address for each of them.

2. To setup a Source account:
   a. Please visit http://ps.seattleschools.org/ and click the Set up button.
   b. Type the email address on record at each student's school, then click Enter.
   c. Check your email for a message from sourcesupport@seattleschools.org
      If you don’t receive this email:
      1) Check your Spam or Trash folders.
      2) Contact the school(s) or Enrollment Services at 206-252-0760, to provide your email address.
   d. Open the email and click the link.
   e. Enter your Username (the email address on record at the school) and create a Password.
      1) Your password must be 5 or more characters long.
      2) Please do not use an apostrophe ' in your password.
   f. Click Enter to begin exploring the Source!

   For assistance, please contact sourcesupport@seattleschools.org
   OR you can contact the main office at your school.

In addition to or if you do not have a computer at home, you can access your Source account using a computer at:
- Seattle Public Schools’ FREE mobile APP
- A public library
- Your child’s school
- A community organization near you

Families often ask: “How often should I check the Source?”
   Answer: Most teachers update the Source approximately every two weeks, but this is not required. You are welcome to check as often as you feel necessary, but you may see most accurate data if you check the Source every two weeks. If you wish to monitor attendance closely, you can check the Source more frequently. You can email your child’s teachers if you are not sure the information in the Source is current.

Schoology Some teachers may use Schoology to post assignments, messages, events, and calendar items. You can get access to Schoology through your Source account.
How Parents Can Support Homework Completion in High School

Research shows that the benefits of homework are even more evident at the high school level than at the elementary or middle school level. There is little question that parental involvement in homework has a strong positive effect. While parents may be tempted to throw up their hands when their teens resist homework or lack the skills to do it, school success may depend on parents’ willingness to help overcome obstacles to homework completion.

WHAT PARENTS CAN DO

Parents can help teens succeed with homework by providing clear messages about the importance of homework and specific support strategies. There are three key messages about homework that parents need to give their teens:

Homework is an important part of school. Expect teens to complete homework and hand it in when it is due. Holding teens accountable for homework builds responsibility and time management skills.

Parental or other support will be provided as needed. Some teens are genuinely overwhelmed by homework, either because they find it too difficult or because they don’t know how to work on their own. However, teens are less likely to become discouraged or frustrated when parents offer encouragement and assure them that help is available when they get stuck. You can help your child figure out which areas of their homework they are not understanding or having trouble with. If your teen needs more help with homework than you can provide, suggest that they or you can contact the teacher of the subject they are struggling with. Or you may contact the counselor to find out the best way to get additional help. Your child can practice asking questions with you to prepare them for a conversation with the teacher. Parents are encouraged to contact teachers directly if student initiatives are not working. Even the most successful students and smartest parents can sometimes benefit from the outside help of a homework center at the school or a tutor.

Parents will not do homework for their teens. This message lets teens know that the parent role is to encourage and to help them get unstuck, not to do the work for them.

Adapted from Homework: A guide for Parents
By PEG DAWSON, EDD, NCSP, Seacoast Mental Health Center, Portsmouth, NH
National Association of School Psychologists
Beyond these messages, there are important ways parents can help teens with homework:

**Check in with your teens every day.** Studies show that teens who have parental assistance in completing homework spend more time on homework. Parents can help motivate their teens and give them strategies for sustaining attention and combating the negative emotions often associated with homework. While some teens, particularly as they get older, resist help or supervision from parents, minimally parents can ask them about homework and plans for completing it. “What do you have to do and when are you going to do it?” should be a daily mantra for parents as they help their teens plan for homework.

**Establish clear homework routines.** Tasks are easiest to accomplish when they are tied to specific routines. By establishing daily routines for homework completion, parents will not only make homework go more smoothly, but they will also foster a sense of order that teens can apply to later life, including college and work. The steps to establishing homework routines include:

- Help your child create a productive learning space. Not all students learn and study the same way. Generally, a student is more motivated and able to concentrate in a study place free of distractions and interruptions, with good lighting and a comfortable chair.

- Make sure teens have all the materials needed to complete homework assignments (e.g., pencils, erasers, paper, dictionary, calculator).

- Decide on the best time to do homework (e.g., right after school, just before or after dinner).

- Make plans for completing homework (i.e., list all the tasks to be accomplished, identify when teens will begin each task, and have your teen estimate how long it will take to complete each task).

- Help teens establish and maintain organizational systems. Help your teens keep workspaces neat and set up systems to keep track of homework assignments.

Adapted from *Homework: A guide for Parents*  
By PEG DAWSON, EDD, NCSP, Seacoast Mental Health Center, Portsmouth, NH  
National Association of School Psychologists
Some Ways for Parents/Guardians to Engage with their Students

• Hold your child accountable for their actions. This simply means that each member of the family is responsible for their own actions, and each is expected to follow the rules and standards of behavior. The first step of holding your children accountable is being clear with them about what you expect.

• Ask your child about his or her academic goals and career interests. Assist in gathering various sources of information on college and career opportunities.

• Have your child select 5 words from their reading they do not know the meaning of and reread the sentence each word is in. Talk about possible meanings for each word based on how it is used in the sentence.

• When reading a social studies or science book, have your child keep a log of words that are important to understanding the text. They can add short definitions as they create their own content dictionary.

• Have your child keep a log of ideas for writing

• Discuss mathematical relationships you see in your life:
  o What things are contributing to our family’s electricity or water bill?
  o Collect data: time driven and distance travelled on a car trip.
  o How can we figure out how much paint it will take to paint our house?
  o When you see a list or table in the newspaper or magazine, ask your student what conclusions they can draw from the data.

• Talk about science at home. Can your child explain to the family what is being learned in science class? Look at your child’s science notebook together.

• Encourage your child to ask questions about the world around them. Help them answer a question through observation, exploration, investigation, or research rather than giving them an answer.

Adapted from the 2014 Seattle Public Schools’ Family Literacy, Math, & Science Toolkits that were developed by the District’s Literacy, Math, and Science coaches and Family Engagement Office.
Most Frequently Asked Questions of School counselors

What can I do to help my child to be successful in high school?

Answer: Stay involved! High school students are moving towards independence. However, they still require parent involvement and supervision. This is not the time to let go!

Stay involved at home and school. Research shows that adult involvement often dips significantly as students move from middle school to high school. Remember that no one has more influence than you in setting the tone for the importance of school in your student’s life. Increase time for conversation at home. Discuss classroom assignments, activities, and homework. Ask your child how he or she is doing and/or what they are learning in class and how you can help.

Will counselors assist my child in college planning and applications?

Answer: this is an important and rewarding part of our job. We are able to be most helpful to you and your child if we meet and develop a working relationship early in high school.

My child is having trouble with a particular class/teacher. Can we have the class changed?

Answer: Direct contact with the teacher can resolve most issues. This is the place to start! Email can be an efficient method for contact, but sometimes messages for teachers may be left in the Main Office or on voice mail. Be sure to include a daytime phone number. If your child continues to have difficulty, let a counselor know.

If my child is sick, how can I get missing work?

Answer: You may send an email or call your child’s teachers directly to access missed assignments. You may access the Source and Schoology Pages to check for missed work. Also, you can encourage your student to contact a fellow student for the homework assignment.

If my student does not pass one of his/her classes, will summer school or credit retrieval be needed?

Answer: It depends on the course. It is best to talk to your child’s counselor.

If you are concerned about your child or if they seem changed and you don’t know why -- contact your family doctor for a possible referral. You can also contact the Teen Health Center, the school nurse, or your student’s school counselor.

If you have a general concern but do not know whom to call, please call your child’s school counselor.

Adapted from Seattle Public School’s Ballard High School “Welcome to 9th Grade Parent Orientation” Packet
Naviance: An Online College and Career Planning Tool

Naviance is available to all 8th through 12th grade Seattle Public Schools students and their families beginning Fall 2018. With Naviance, students can explore colleges and career paths, analyze skills and talents with career and personality assessments and help stay on track to reach academic goals. Naviance fosters post-high school planning communication and collaboration for students, counselors and families.

Student Benefits

Naviance helps students plan for life after high school by giving them the opportunity to:

- Explore college possibilities and career fields
- Create a 4-year course plan and stay on track for high school graduation
- Understand financial options for college including scholarship search
- Identify best-fit colleges, college majors and careers fields
- Develop resumes and portfolios for job and college applications including their transcript and letters of recommendation from teachers

Family Benefits

Naviance helps families plan for life after their student's graduation by giving them the opportunity to:

- Research career and college possibilities with your student
- Help your student take ownership of college and career planning process
- Help your student examine their strengths, interests and goals
- Explore financial options for college including scholarship search and financial aid information
- Stay up-to-date on time sensitive dates

Watch an overview of Naviance: https://www.seattleschools.org/academics/college_career_readiness/naviance

How Students Log into Naviance

Beginning September 2018, students in 8th through 12th grade can log into Naviance through the Seattle Public Schools’ student portal.

High School and Beyond Plan

The State of Washington requires all students to create a High School and Beyond Plan. Seattle Public Schools expects students entering grade 8 to begin to develop a 5-year plan including 4 years of high school courses, resume or activity log, and post high school career and college goals. The plan should be updated over time as the student develops high school plans. School counselors, staff and parents help students develop their individual plans in the district approved tools.

For additional information please go to the Seattle Public Schools website: http://www.seattleschools.org/cms/One.aspx?portalid=627&pagid=29495189
Supporting 9th Grade students who receive Special Education Services

Studies show that the incidence of chronic absenteeism and course failures is greater among students with special needs than it is in the general population of 9th graders.

It is important to look at and address the cause of absences. It is found that chronic absenteeism (missing more than 10% of the school days) does lead to course failure. What are the causes of absenteeism among students?

- Are absences related to the child’s disability?
- Are there chronic health conditions that need to be documented and addressed in the IEP?
- Is transportation an issue?
- Absences related to a student’s disability such as anxiety or depression that lead to school refusal should trigger a quick response.

As much as possible, involve students in developing solutions and strategies to improve attendance, including how to improve the climate at the school so that the student wants to be there.

Parents/Guardians can request an IEP meeting (for those with Individual Education Programs) or another school team meeting to discuss the best ways to address attendance and course passing issues. You may ask your child’s counselor or IEP case manager to set up the meeting. Be sure to ask in advance for an interpreter if needed to help you understand the information and communication at the meeting.

Preparing Students with Disabilities for Postsecondary Education

Here is a link to the WSAC/Gear Up Resource Guide: Preparing students with Disabilities for Postsecondary Education.


This resource guide is designed to assist families and those who work with high school students with disabilities who plan to continue their education in postsecondary institutions, including vocational and career schools, two- and four- year colleges, and universities. Because postsecondary institutions differ significantly from high school, it is imperative that students with disabilities know their rights and responsibilities and self-advocate in order to be successful.
HC High School Course Recommendations

As part of the 2019-2020 school year, which now includes three HC Pathway High Schools (Garfield, Lincoln & West Seattle), our aim is to create predictable, consistent and sustainable advanced course offerings at each of the HC Pathway high schools. Admissions is ready to help with the enrollment process and school counselors are ready to assist students with their individual needs once they have been assigned to a school. This sequence of coursework includes Honors Designation, Advanced Placement, and Dual Credit Courses. Some courses may be offered in a rotation sequence contingent upon student interest, enrollment and staffing as part of a 3-year roll out period beginning in the 2019-2020 school year.

For additional information about Highly Capable Pathways & School Assignments for grades 6-12, please visit the Advanced Learning 6th-12th Grade Students site. For your convenience, below are some responses to some Frequently Asked Questions (FAQs):

**FREQUENTLY ASKED QUESTIONS (FAQ)**

- **Does a student need to be eligible for Highly Capable (HC) or Advanced Learning (AL) services to enroll in advanced level coursework at SPS high schools?**
  
  All Honors, Advanced Placement, IB & dual credit courses are open to all students regardless of HC or AL eligibility. Students wishing to enroll in the International Baccalaureate Accelerated (IBX) program at Ingraham High School are required to be qualified for HC services.

- **Can a student take all the HC Pathway Course Recommendations at any SPS high school?**
  
  No. Students eligible for HC services can take the HC Pathway Course Sequence Recommendations at one of the three HC pathway high schools. During this transition process, some courses may be offered in a rotation sequence contingent upon student interest, enrollment and staffing.

- **If a high school student is currently enrolled at Garfield HS or Ingraham HS in 2018-2019, will the student need to change schools for the 2019-2020 school year?**
  
  No. All students currently in the HC pathways at Garfield and Ingraham will be grandfathered.

- **If a student designated as HC and is enrolled at Garfield HS in 2018-2019, can the student request a change to Lincoln HS in 2019-2020?**
  
  Yes. Students eligible for HC services entering 10th grade in 2019-20 may choose to apply to Lincoln if they are at Garfield or at their attendance area school and live within the Lincoln HC pathway, even if they were not in an HCC pathway school in 8th grade. Families must submit a Choice Form during the Open Enrollment period. Read more about Open Enrollment.

- **Are students eligible for HC services required to attend their HC Pathway High School?**
  
  No. While students identified in elementary or middle school as eligible to receive Highly Capable Services and pursue much of their coursework as a clearly defined Highly Capable Cohort (HCC), students identified as HC-eligible can choose their high school coursework based on interest and college and career goals. **The traditional HC cohort model is not continued at the high school level**; however, students that receive HC and Advanced Learning (AL) services will continue to have access to advanced level coursework.
• Does a high school diploma indicate a student’s HC or AL designation?
There is no indicator on a high school diploma that identifies a student’s HC or AL or any other special program designation. No special program designations may be listed on a high school transcript or diploma due to FERPA protection laws. The high school diploma is a document that confirms a student’s completion of state and district course/credit requirements.

• Does a high school student transcript list a student’s HC or AL status?
Special program and/or service designations may not be listed on any high school transcript or diploma due to FERPA protection laws. However, AP, IB, Running Start, Tech Prep and College in the High School Courses are all noted on the transcript.

• Can a high school student graduate early if all graduation requirements have been met?
Yes, if a student has met all state and district graduation requirements for their specific graduation year, the student can make arrangements with their school counselor to confirm the completion of credit requirements and graduate early. Students and families should check the Graduation Bulletin and with their school counselor to ensure that a student’s planned coursework meets all graduation requirements.

• If a student completed a course in middle school that is eligible for high school credit, what is the process for transferring those credits to a student’s high school transcript?
High school students that completed a middle school course that is eligible for high school credit can request a Middle School Course Credit Form from their high school counselor. Students and families should return the completed form to the counseling office for processing to determine if credit will be rewarded.

From the Seattle Public Schools Office of Student Support Services, Advanced Learning
Revised January 16, 2019
For updated information go to: https://www.seattleschools.org/cms/one.aspx?pagId=14554
(www.seattleschools.org > Academics > Advanced Learning)
State Testing and Graduation

Meeting proficiency on the Smarter Balanced Assessments is one pathway to graduation. Therefore, it is strongly recommended that 10th grade students take the Smarter Balanced Assessments (SBA) English Language Arts (ELA) and Math tests.

It is strongly recommended that 11th grade students take the Washington Comprehensive Assessment of Science (WCAS).

*For the class of 2021 and beyond, students take state determined exams or exam alternatives for state and federally funding purposes, passing scores are not required for graduation. However, students may earn credit recovery credits for passing the math, ELA and/or Science state summative.

IF a student does not pass the SBA ELA and/or Math tests, the following pathways to graduation options are available starting in the 11th grade:

1. A student may retake the SBA tests in the 11th and/or 12th grade as needed (Fall and/or Spring).

2. A student may earn a passing score on the SAT or ACT test. The SAT is given during the school day at no charge to Juniors. Class of 2017-2020:

<table>
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<th>Graduation Assessment Requirement</th>
<th>SAT with Essay (March 2016 or later)</th>
<th>SAT (March 2016 or later)</th>
<th>ACT with Writing</th>
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<td>410</td>
<td>N/A</td>
<td>14</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. Students can earn credit in a high school transition course. In SPS, some high schools offer such a course called Bridge to College. This is a year-long course that meets specific requirements in ELA and Math.

4. A student can pass a dual credit option in ELA or math, such as Running Start or College in the High School (CIHS).

5. As another pathway, a student can earn high school credit, with a C+ grade, or receive a 3 or higher on the Advanced Placement exam, or equivalent, in specified Advanced Placement (AP) or International Baccalaureate (IB) courses in English Language Arts (ELA) and Mathematics or earn a 4 or higher on IB exams.

6. A student can complete a sequence of career and technical education courses, including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education, that meet specific criteria.

7. For students who receive special education services, there may be additional pathways available.

Contact the school’s counselor or academic intervention specialist to find out which options may be offered at your student’s high school.
Steps toward career and college

**College Bound Scholarship (sign up by 8th grade)**

By 8th grade, students have an opportunity to sign up for the College Bound Scholarship program. The College Bound Scholarship is an early commitment of state financial aid to eligible students who sign-up in middle school and fulfill the College Bound Pledge. As part of the college bound sign-up process, students must be income eligible and make a pledge which includes: to graduate from a Washington State high school with a cumulative 2.0 GPA. To find out more details about the College Bound Scholarship, go to: [https://www.seattleschools.org/district/calendars/news/what_s_new/college_preparation_events/college_bound_scholarship_conference](https://www.seattleschools.org/district/calendars/news/what_s_new/college_preparation_events/college_bound_scholarship_conference)

**Seattle Skills Center**

In the Summer Skills Center Program incoming 9th graders up to 12th graders can take FREE Skills Center CTE courses at a wide variety of locations. Students take an introductory CTE course and can earn a .5 credit or even a full CTE credit—before fall classes start. The Seattle Skills Center is a free program in Seattle Public Schools that prepares students for careers, college, and life. We do this by providing advanced Career and Technical Education (CTE) courses that give students options to continue to career-focused learning in four-year colleges, or earn post-secondary certification, or join the work force right out of high school. We provide this training through our regular school year courses and our summer program. For more information, please visit our [Skills Center Website](https://skillscenter.seattleschools.org/)

**Option High Schools**

SPS has Option High Schools with Continuous Enrollment that are an alternative to traditional high schools which are available to meet individual student needs throughout the year. Students may request assignment to one of these option schools and/or may be referred there and assigned individually as appropriate. Option High Schools offer a variety of programs and can include smaller classroom sizes, flexible schedules and unique learning methods tailored for each student’s personality and learning style to achieve success. Unlike attendance area schools, students may transition into or out of continuous enrollment option schools during the school year. To learn more about high schools with continuous enrollment go to: [https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=82351535](https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=82351535)

**Paying for College: FAFSA (Free Application for Federal Student Aid) and WASFA (Washington Application for State Financial Aid)**

Completing the FAFSA or WASFA is the first step in accessing college financial aid. It is required for most scholarships, grants, and loans. High school seniors should apply early to get all of the financial aid that they are eligible for.

- **FAFSA** is the application that citizens and eligible non-citizens (i.e. permanent resident card/green card, conditional permanent resident, refugee) complete to access financial aid. Apply online [fafsa.ed.gov](https://www.fafsa.ed.gov)
- **The WASFA** is the application undocumented non-citizens complete to access financial aid. Apply online [readysetgrad.org/wasfa](http://readysetgrad.org/wasfa)
Explanation of Terms

ACT and SAT College Entrance Exams
Many colleges require scores from the ACT or SAT exams as a part of the admissions process. They are entrance exams used by most colleges and universities to make admissions decisions. The purpose of the ACT and SAT exams is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. Most high school students take the ACT, the SAT, or both during the spring of their junior year or fall of their senior year. It's important to leave time to re-take the test if you need to raise your score before you apply to college.

Advanced Learner (AL) and Highly Capable (HC) Pathway
Students demonstrating an exceptional ability to learn and reason beyond their same-age classmates, are identified by parents, teachers, other staff, or community members and referred by their parents to participate in the eligibility evaluation process. Delivery of advanced learning services includes students with disabilities (twice-exceptional students) and students with exceptional abilities or potential from all social-economic, ethnic and cultural populations.

Advanced Learner (AL) is an eligibility category for students in kindergarten through 8th grade, granted during the Eligibility Decision process. Referrals are made late in the school year and over the summer. Testing occurs in the fall of each school year.

Highly Capable (HC) Pathway, known also as the Highly Capable Cohort (HCC) offers a model of advanced instruction in both reading/ELA and Mathematics and is most beneficial for students who are currently performing significantly above standard in both academic areas. Advancement of two years in mathematics and up to two years in reading/ELA for some students is a researched-based model and can be very effective for students who benefit from acceleration.

Career Connected Learning/Career and Technical Education (CCL/CTE)
Career Connected Learning (CCL/CTE) credits may be earned in exploratory or preparatory CCL/CTE classes and certain approved non-CCL/CTE courses. See official district course catalogue for approved courses.

Credit
"What is a Credit?" Credits are one of the primary methods used to determine and document that students have met academic requirements, generally at the high school level. Credits are awarded upon completing and passing a course or required school program. Seattle Public high schools require students to accumulate credits to earn a diploma.

High School and Beyond Plan
The State of Washington requires all students to create a High School and Beyond Plan. Seattle Public Schools expects students entering grade 8 to begin to develop a 5-year plan including 4 years of high school courses, resume or activity log, and post high school career and college goals. The plan should be updated over time as the student develops high school plans. School counselors, staff and parents help students develop their individual plans in the district approved tools.

International Baccalaureate (IB)
Rigorous high school curriculum based on an internationally developed and reviewed curricular program that can lead to college credit.

Naviance
Naviance is a web resource that allows students to explore colleges and career paths, analyze skills and talents with career and personality assessments and help stay on track to reach academic goals.

OSPI (The Office of the Superintendent of Public Instruction)
The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing K-12 education in Washington state. OSPI works with the state’s 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students.
Personal Pathway
Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student’s interests and High School and Beyond Plan, that may include Career and Technical Education or World Languages and are intended to provide a focus for the student’s learning.

Running Start
Running Start is a recognized alternative course of study offered by community colleges and available to high school students who have earned sufficient credits to obtain at least 11th grade standing.

Seal of Biliteracy
Graduating seniors who have demonstrated their language skills through World Language Credit Testing (earning 4 credits) or by passing Advanced Placement (AP) or International Baccalaureate (IB) language exams will have the honor of receiving the State Seal of Biliteracy. The Seal is intended to highlight the benefits in today’s world of speaking, reading, and writing English and at least one other language.

Service Learning
Service Learning is a teaching and learning strategy which connects learning (classroom and community) to real world issues and meeting community needs. Seattle Public Schools requires students to complete 60 hours of service learning before graduation. Students often volunteer their service for something they believe in and then reflect on their experience.

The Source
The Source is a web resource that allows families and their students to: see the student’s class schedule, monitor grades, view attendance records, track missing assignments, email teachers, and in some cases, view upcoming assignments. Seattle Public Schools has an APP that can make it easy for families and students to access this information on their phones.

Schoology
Some teachers may use Schoology to post assignments, messages, events, and calendar items. You can get access to Schoology through your Source account.

Smarter Balanced Assessments (SBA)
Meeting proficiency on the Smarter Balanced Assessments (state exam for 3rd to 10th graders) is one pathway to graduation. Therefore, it is strongly recommended that 10th grade students take the Smarter Balanced Assessments (SBA) English Language Arts (ELA) and Math tests and that 11th grade students take the Washington Comprehensive Assessment of Science (WCAS).

For the class of 2021 and beyond, students take state determined exams or exam alternatives for state and federally funding purposes, but passing scores are not required for graduation. However, students may earn credit recovery credits for passing the math, ELA and/or Science state summative. Additionally, the state proficiency exams provide a way for students, families, and staff to track whether students need more support or are prepared for future academic success and able to be fully college and career ready. The tests are given each spring starting in 3rd grade.

World Language Credits
In spring 2011, Seattle Public Schools adopted a policy and procedure for assessing language proficiency and granting competency-based credits for native speakers of a language other than English. If your child can speak, read, and write a language other than English, then they might want to consider participating in this program. Students may be able to earn from 1-4 high school world language credits. For all students, taking courses in World Languages (like Spanish, French, etc.) for at least two years is recommended for students planning on attending a 4-year college or university for admissions purposes.