

# ELECTION 2016

On one side of flashcard, please list the 3 issues that are most relevant/important to you as a **PARENT**.

On the other side of the flashcard, please list the 3 issues that you think are most relevant/important to you as a **STUDENT**.



# HOLICONG PARENT COUNCIL

October 20<sup>th</sup>, 2016

# Middle School Schedule Survey

## MS Survey

(Due October 21<sup>st</sup> by midnight)

Background/Purpose

Stakeholders

Next Steps

# Upcoming Events

Friday – PINK OUT DAY

Next Week – RED RIBBON WEEK

October 31<sup>st</sup> – HALLOWEEN

November 7<sup>th</sup> – End of 1<sup>st</sup> Marking Period

November 8<sup>th</sup> – Conferences

November 8<sup>th</sup> – Staff Appreciation Dinner!

# STUDENT COUNCIL

**September**

**SPIRIT DAY  
Results**

7<sup>th</sup> Grade – 1<sup>st</sup> Place  
8<sup>th</sup> Grade – 2<sup>nd</sup> Place  
Teachers – 3<sup>rd</sup> Place



**Yearlong Score**

**SPIRIT DAY  
Results**

7<sup>th</sup> Grade – 3 points  
8<sup>th</sup> Grade – 2 points  
Teachers – 1 point  
9<sup>th</sup> Grade – 0 points

# WHO

Students  
and  
Teachers of  
all Grades



# WHEN

October  
19<sup>th</sup>-20<sup>th</sup>



# WHY

To encourage students  
to get involved and  
increase school spirit

# WHAT

Students will work to  
paint the best pumpkin



# WHERE

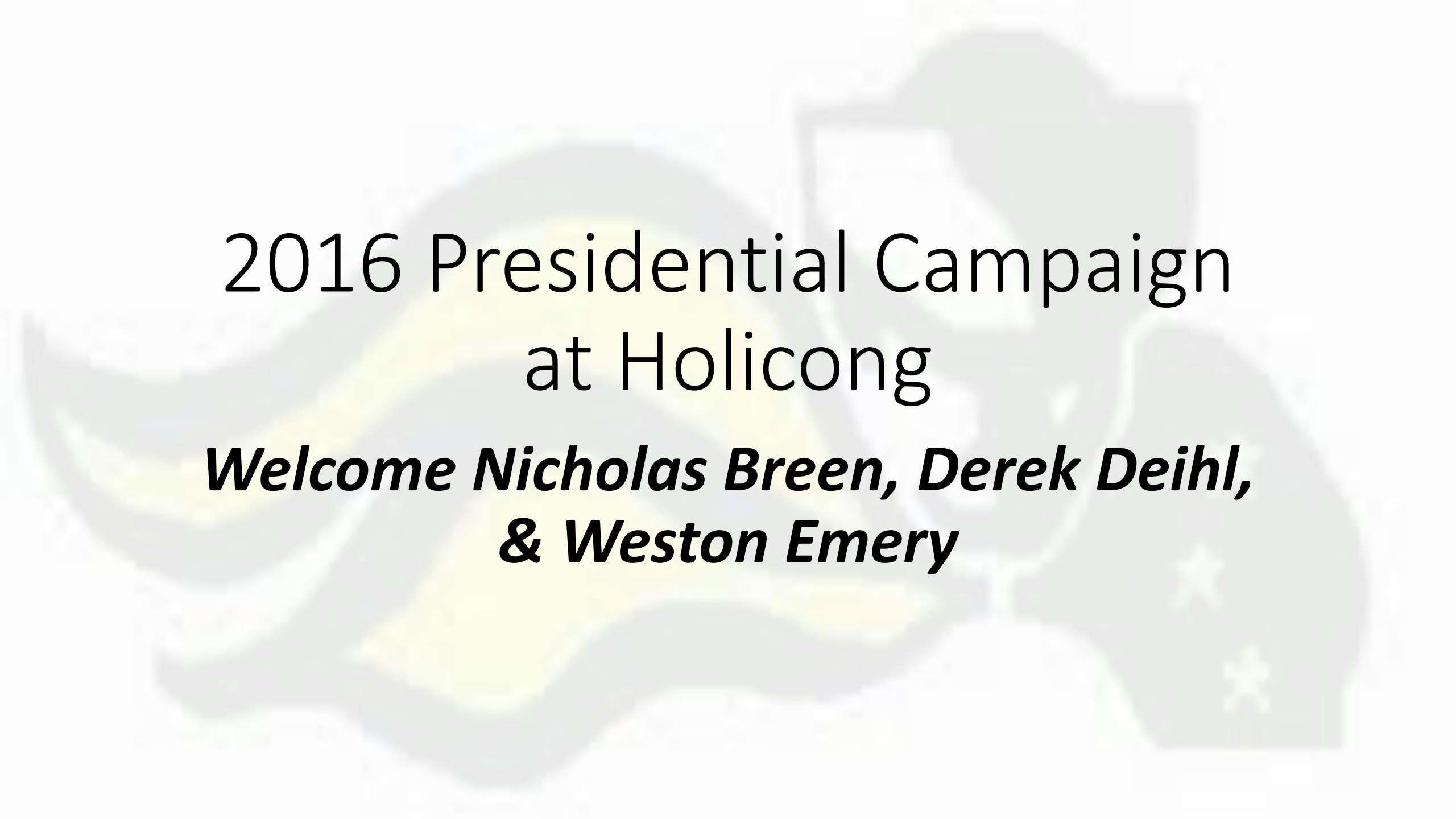
Pumpkin Painting  
is taking place in  
the art room



# SIGNUP

Students signed up  
during lunch





# 2016 Presidential Campaign at Holicong

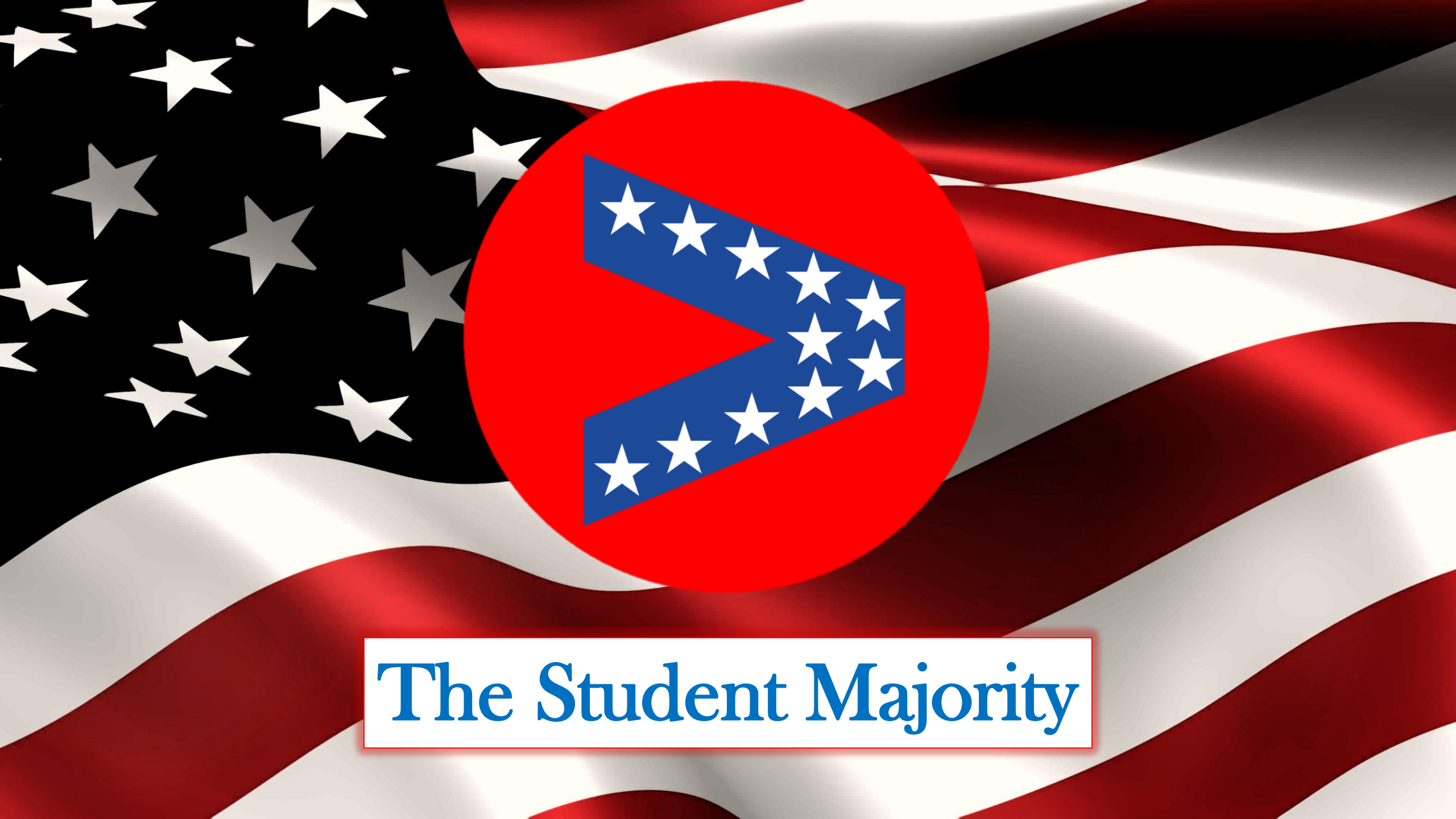
***Welcome Nicholas Breen, Derek Deihl,  
& Weston Emery***



The background of the image is a stylized American flag with red and white stripes and a blue field with white stars. The flag is waving and has a slight 3D effect.

**WHAT DO YOU THINK THE TOP 5  
ISSUES CHOSEN BY STUDENTS  
ARE IN THE 2016 PRESIDENTIAL  
ELECTION?**





**The Student Majority**

# OUR GOAL

- Educate, not persuade the student body
- Dispel false political rhetoric from both campaigns
- Create interesting, deep videos about the opinions of each candidate
- Get students interested about a very important political process in our country



# OUR WORK

- So far, we have aired three videos
  - These have covered a set of topics chosen by the students
  - Quia survey - 1400 respondents
- These videos can also be found on our site or YouTube channel, [The Student Majority](#).
  - This is the place to find extended versions of videos
- We plan to have covered all student-chosen topics along with a Q&A and a finale video
  - Future topics include:
    - Military and War on Terror
    - Economy and Tax Plans
    - Gun Control



# NEXT STEPS

- We're open to continuing after the election
- Show would turn into a informative world-events type of show
- Objective is to spread current events awareness
- If well-received by students, this could turn to annual club



# ELECTION DAY

- On November 7<sup>th</sup>, students will...
  - Experience a realistic voting setting
  - Vote for their chosen presidential candidate
  - Watch live updates as we receive voting data from around the district



The background of the image is a stylized American flag. The top-left corner features a black field with white stars, while the rest of the image is filled with wavy red and white stripes. A white rectangular box with a thin red border is centered horizontally and vertically, containing the text.

**QUESTIONS OR SUGGESTIONS?**



The background of the slide is a faded, light gray image of the Texas state flag. It features a large five-pointed star in the upper left corner, with a vertical red stripe on the left side and a white stripe on the right side. The rest of the field is blue with white stars.

OneNote – Class Notebooks

***Welcome Mr. Novick***

The background of the slide is a faded, light-colored image of the Texas state flag. It features a large yellow five-pointed star in the center, surrounded by a blue field with white stars, and a red and white striped field at the bottom.

# 9<sup>th</sup> Grade Assessment

***Welcome Mrs. Dome***

## 21<sup>st</sup> Century Competencies/Skills Assessed with the 9<sup>th</sup> Grade Assessment

### **Critical Thinking and Problem Solving**

- Evaluate and effectively analyze information critically and competently
- Synthesize information and make connections in order to solve problems
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on past experiences in order to inform future progress

### **Communication and Collaboration**

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Assume shared responsibility for collaborative work, and the value of individual contributions made by each team member
- Use technology as a tool to research, evaluation, and communicate information

### **Self-Direction**

- Monitor, define, prioritize, and complete tasks without direct oversight
- Utilize time effectively and managing workload

# **Timeline:**

**1. Introduction – Mrs. Del’Rosario & Mr. Rittenhouse**

**2. Timeline**

**September – Self-assessment of the skills**

**February – Mid-Point progress**

**May – Final assessment in Sept, progress at mid-point in Feb, final in May in 9<sup>th</sup>**

**3. Reflection on progress of the skills in Core Assessments through discussions with content teachers**

**4. Additional class meetings throughout the year will connect the skills to resiliency**

**Duration: Entirety of 9<sup>th</sup> grade year**

# Reflection Activities

- Three advisory reflection periods during 9<sup>th</sup> grade year
  - September
    - Self reflect on starting point with each skill by using the electronic reflection checklist
  - February
    - Self reflect on progress made on each skill by using the electronic reflection checklist
    - Self reflect through a brief writing prompt.
  - May
    - Self reflect on progress made on each skills by using the electronic reflection checklist
    - Self reflect through a brief writing prompt. The writing prompt will require students to make a connection to the high school career plan.
    - Discuss progress on skills with class.

## Reflection Form

- Paperless
- Will be used in 9<sup>th</sup> grade Resource and may be used by core content teachers as the final page of core assessments to reflect on skills addressed by that core.
- Note the drop-down box for self-selecting the skill level



**Saving Directions:** Please save this file to your student I-Drive. You should save it as your *lastname\_teacher mentor name*. Example: Smith\_Mandes. The final completed form should be placed into your **9A drop folder**.

Name: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

### 9th Grade Assessment Reflection Form

This chart provides you with a chance to think about your strengths as a learner and helps you plan for improving areas of weakness.

Please select one of the following four words to describe how you rate yourself in reaching the goal listed to the left: Not Yet, Progressing, Acceptable, or Distinguished.

Critical Thinking and Problem Solving	September	February	May
I can look at written, audio, visual, and other information and determine if the information is useful, if the author is reliable, if the information is fact or opinion, etc.	Choose an item.	Choose an item.	Choose an item.
I can make connections between information from more than one resource to solve problems.	<div style="border: 1px solid black; padding: 2px;">           Select One            Choose an item. ▼            Select Item            Not Yet            Progressing            Acceptable            Distinguished         </div>	Choose an item.	Choose an item.
I can understand information well enough to draw sensible conclusions.		Choose an item.	Choose an item.
I have learned from past successes and mistakes.		Choose an item.	Choose an item.
I can apply the lessons I've learned from past successes and mistakes to things I'll be doing in the future.		Choose an item.	Choose an item.
<b>Communication and Collaboration</b>			
I can communicate thoughts and ideas by speaking, writing, or in another form so people understand me.	Choose an item.	Choose an item.	Choose an item.
I contribute equally when working on something with other people.	Choose an item.	Choose an item.	Choose an item.
I appreciate the ideas and thoughts shared by other people.	Choose an item.	Choose an item.	Choose an item.
I can use computer programs, the Internet, digital audio/video equipment, etc. to bring research, organize, and communicate information.	Choose an item.	Choose an item.	Choose an item.
<b>Self-Direction</b>			
I can organize and prioritize my work by myself.	Choose an item.	Choose an item.	Choose an item.
I can manage my time effectively by myself, without guidance from an adult.	Choose an item.	Choose an item.	Choose an item.



The “May” prompt example is shown below. There is a similar prompt for February. Note the connection from 9<sup>th</sup> grade assessment skills to the beginning of The Career Plan which starts in 10<sup>th</sup> grade.

**May:**

Throughout the year, you’ve completed the chart above to rate your strengths and weaknesses. Take a moment to review how you rated yourself in September, February, and May and reflect. Reflecting on your past experiences helps you to do your best in the future. As you transition to high school, what areas do you feel really good about? What qualities do you possess that will help you succeed in high school? What areas do you need to work on so you can continue to be successful when you go to high school?

[Click here to enter text.](#)

# Ninth Grade Assessment Connection to The Career Plan

- **Ninth Grade Assessment:**

- Reflection requires students to think about skills, capitalize on their strengths, and address their weaknesses as they move to high school.

- **The Career Plan – 10<sup>th</sup> grade:**

- Requires students to apply knowledge of their strengths or weaknesses in skill areas to possible career choices when they complete the following surveys in Naviance:
  - Do What You Are Activity
  - Career Cluster Finder
  - Career Interest Finder

# Additional Information

- 1. The credit value for 9<sup>th</sup> Grade Assessment is .25.**
- 2. Meetings with the 9<sup>th</sup> grade class will be held during the year to connect 9<sup>th</sup> Grade Assessment skills to Growth Mindset and resiliency.**
- 3. Selected Core Assessments in English, Science, and Social Studies will ask students to engage in written reflection.**

# New This Year...

- Use of OneNote
- Each resource has a class notebook
- Materials from presentations and reflections will be located on student pages
- Connects to our building goal of integrating technology and the use of One Note



SUPERINTENDENT PARENT  
COUNCIL REPORT

***Welcome Mrs. Farrior & Mrs. Grube***

# SUPERINTENDENT PARENT COUNCIL REPORT

## ***Mr. Kopicki's Report...***

\*Using the district-wide theme based on the book “Good to Great” by Jim Collins, a person goal of his is to go from “good communication” to “great communication”. His way of achieving this is to send out a survey asking for feedback and then follow up on the information from the survey.

\*Building maintenance issues: He is aware of poor field conditions – 18 month plan for improvements, air condition is needed in all school buildings (no time frame given), roof replacement at several schools

\*Technology Plan: a 5 year federal/digital promise for funding of upgrading/adding to the district's technology in all buildings



# SUPERINTENDENT PARENT COUNCIL REPORT

## ***Parent Concerns...***

- \*9th grade report card/grades not being weighted
- \*Lack of a ROTC program
- \*Band members not able to take as many AP classes due to scheduling conflicts
- \*Special needs students needs being met and at their “home” school, not being sent to another school away from siblings/neighbors
- \*National Honor Society application and requirements not the same at all 3 high schools

**QUESTIONS???**



# Academic Resources

- Patriot Tutors
- Teacher Sessions
- Working Lunch
- Resource
- NJHS
- Homework Club



# SCREEN AGERS



## GROWING UP IN THE DIGITAL AGE

November 1, 2016  
7:00PM  
Lenape Middle School

This event is part of the Parent Positive speaker series. Time for Q&A with a panel of local experts will occur immediately after the movie.

Register for this free event at [DoylestownHealth.org/ParentPositive](http://DoylestownHealth.org/ParentPositive)

[screenagersmovie.com](http://screenagersmovie.com)



Doylestown Health



CB CENTRAL BUCKS  
SCHOOL DISTRICT

## EXIT SLIP

Please choose 3-5 activities that you would like to see Holicong “run” after school (take transportation out of the equation).

# Homework

- 1) Read the article
- 2) Reflect on each discussion point
- 3) Choose 1 that you strongly agree with and 1 that you strongly disagree with
- 4) Be ready to respond/discuss at next meeting



The background of the slide features a faded, light-colored image of the Philippine flag on the left and a map of the Philippines on the right. The flag's yellow and blue wavy stripes and the map's outline are visible but semi-transparent.

# **HOLICONG PARENT COUNCIL**

**October 20, 2016**