



Guidance News

October 2011

October aka “Testing Month”

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HOBY registration is now open. The program is open to sophomores and involves a 3-4 days leadership seminar in the summer. Interested students need to write a paragraph outlining what they hope to learn from the experience. More information may be obtained at www.hoby.org. We can send 1 student!

By: Carolyn Hinrichs

Things are beginning to settle in at Chadron High School! Students are now familiar with the expectations placed upon them by teachers, and they are getting used to the routine of homework and studying. Fall sports are in full swing and our performing arts department is gearing up for performances and concerts. It’s also time to begin our testing season.....

October is a VERY busy month in the Guidance Department. We have special projects planned for all of our students: ACT (juniors/seniors), PSAT and

ASVAB (juniors), PLAN (sophomores), and Explore interpretation/4-year plans for our freshmen.

Throughout this issue, I will attempt to shed more light on the various projects underway! Parents please visit with your students about these important assessments and encourage them to take the tests seriously and to do their best work. I do NOT believe that CHS “tests for the sake of testing”, but that we actually use the results to challenge your students and to help them plan for the future. For example, we are currently meeting with all of our sen-



ior students and we are pulling out old PLAN/ASVAB results. Students who are unsure of their future plans are encouraged to look at the results of these past tests to determine which career fields might be appropriate possibilities.

Hang in there students!

PLAN TEST—Wed., 10/19

IMPORTANT!!!! All sophomores will be taking the test and must report to the CSC Student Center by 7:30 a.m.! Please do not plan to park at the college, or you run the risk of getting a parking ticket. Plan to walk to the college. We will be testing all morning and will return for p.m. classes.

This test gives students a good idea of what to expect on the ACT exam, and also provides an excellent interest inventory for participants.

EDUCATIONAL PLANNING EVENT

Monday, 10/10 at Assumption Arena (1:30-3:00 p.m.)

We have almost 50 representatives who have confirmed their attendance at this event! Students are encouraged to visit various tables to learn more about the opportunities offered in our area. This year, students have created profiles and bar codes, which will enable them to spend less time on demographic issues, and more time on pressing questions! Permission slips are required and parents are encouraged to attend.

Upcoming "Outside" Events

CSC Open House—Monday, 10/10
Students have been encouraged to attend the Open House in the morning and the Educational Planning Fair in the afternoon! They will have another Open House on 2/20/12.

UNK Construction Career Showcase -Monday, November 7th—
Juniors/seniors are invited to learn about the exciting changes and opportunities in the construction industry. Please obtain registration form from Mrs. Hinrichs. Deadline: 10/17/11

Fort Hays State University offers "Tiger Day" on November 12, 2011. Events will include a Co-Curricular Fair, Academic Visits, Campus/Residential Life tours. FREE lunch, football ticket and t-shirt! RSVP to www.fhsu.edu/admissions/tiger-day by 11/7.

The Creative Center in Omaha is hosting an Open House on Saturday, 10/15. Please RSVP to 888-898-1789.

South Dakota State University is inviting seniors to attend SDSU Senior Day on Saturday, 10/15. Events will include an Academic Major Fair, Admissions and Financial Aid Sessions, tours, a barbeque and complimentary tickets to a football game.

Southeast Community College will have their Open House on Sunday, 11/6 from 11:00 a.m. until 4:00 p.m. They have campuses in Beatrice, Lincoln and Milford. You can register to win a Dell Mini Computer and learn about their various programs! Go to www.southeast.edu to register for the event.

Dakota Wesleyan University offers a visit day on Friday, November 11th. Designed for high school seniors and their families, this day provides an overview of the academic programs and student services offered at Dakota Wesleyan University, as well as a campus tour. Please call 800-333-8506.

Important!

Did you know that our daily announcements are available online? Just visit the CHS website and click on announcements for the High School. Stay in the loop!!!!

Important CHS Dates-

Educational Planning Event—Monday, 10/10 at Assumption Arena from 1:30 –3:00 p.m. We have almost 50 rep's who have confirmed their attendance. Parents are welcome.

PSAT Test—For high-achieving juniors who feel that they may qualify for the National Merit Scholarship Program, or ANY student who would like an idea of what the SAT test is like. Please stop by the Guidance Office if you'd like more information. Students must bring a \$14 check payable to PSAT/NMSQT. Test will start promptly at 7:45 a.m. on Wednesday, 10/12.

PLAN Testing for Sophomores!

ALL SOPHOMORES!!!!

Wednesday, 10/19 at the Chadron State College Student Center. All sophomores will be involved! Arrive by 7:30 a.m. and do NOT plan to park at CSC (or you will run the risk of being ticketed).

ACT Prep—This Distance Learning class actually started 10/7, but students can still join in if they want to. Classes run from 7:05-7:50 a.m. daily, until the ACT test on the 22nd. Please have students sign up in the Guidance Office and bring their fee (\$10.00 payable to Scottsbluff HS).

ACT Exam—Saturday, 10/22

November events:

11/14—Field trip to WNCC for interested students. We will open this trip up to interested seniors and juniors. If we have room, we will take underclassmen as well. Please see Mrs. Hinrichs for additional information.

11/16—Annual CHS Blood Drive. Please call Mrs. Hinrichs for additional info.

11/17—E-compass test (given by WNCC). This test is primarily for students considering a community college. FREE!

ACT Test Dates

It's not too soon to register for the ACT! We recommend that students take the ACT as a junior. You may take the test as often as you desire, and colleges will accept your highest score on any ONE testing date (you cannot mix and match high scores from various testing dates).

Please register on-line at www.actstudent.org or stop by the Guidance Office. Please keep in mind

that you may qualify for a fee reduction if you are eligible for Free/Reduced meals at school. Ask Mrs. Hinrichs to check!!!

Remaining test dates for 2010-11 are as follows:

*12/10/11	Register by 11/4/11
2/11/12	Register by 1/13/12
*4/14/12	Register by 3/9/12
6/9/12	Register by 5/4/12

*Please be aware that the only dates offered at CHS are October, December and April. Chadron State College offers testing on ALL of the dates shown.

We have booklets called "Preparing for the ACT". Have your student pick one up today!!!

What are the 40 Assets?

You may have heard the recent “buzz” about 40 assets, which was developed by the Search Institute. The researchers at the Search Institute have identified 40 Developmental Assets representing common wisdom about the kinds of positive experiences and characteristics that young people need and deserve. The assets are divided into the following categories:

External assets - Support, Empowerment, Boundaries/Expectations, and Constructive Use of Time

Internal Assets - Commitment to Learning, Positive Values, Social Competencies and Positive Identity

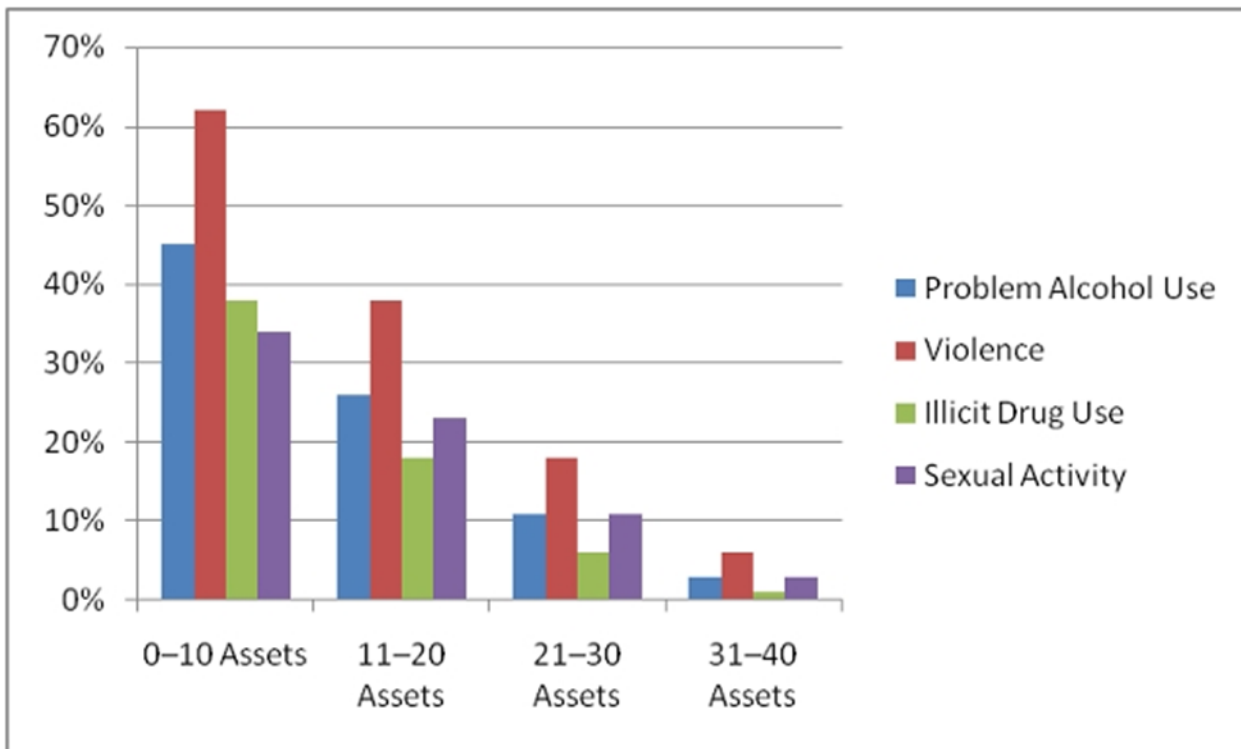
These categories are then broken down even further into specific assets such as a caring school climate, parent involvement in schooling, reading for pleasure and a sense of purpose.

So, why do we care? Evidence has shown that the developmental assets are powerful influences on adolescent behavior - both protecting young people from problem behaviors, while promoting positive attitudes and behaviors. This power is evident across all cultural and socioeconomic groups of youth.

Assets have tremendous power to protect youth from many different harmful or unhealthy choices. To illustrate this power, the chart shows that youth with the most assets are LEAST likely to engage in four different patterns of high-risk behavior, based on surveys of almost 150,000 6th to 12th grade youth. Basically, the fewer assets they have, the more likely students are to engage in high risk behavior; the more assets they have, the more “protected” they will be.

The Chadron Public School system has adopted the 40 Asset philosophy. Please watch for details regarding specific assets and the manner in which parents can promote asset development. Contact Carolyn Hinrichs at the high school if you would like additional information (432-0707).

Source: www.search-institute.com



40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as

Developmental Assets®—that help young people grow up healthy, caring, and responsible.

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External Assets

- 1. Family support**—Family life provides high levels of love and support.
 - 2. Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
 - 3. Other adult relationships**—Young person receives support from three or more nonparent adults.
 - 4. Caring neighborhood**—Young person experiences caring neighbors.
 - 5. Caring school climate**—School provides a caring, encouraging environment.
 - 6. Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.
 - 7. Community values youth**—Young person perceives that adults in the community value youth.
 - 8. Youth as resources**—Young people are given useful roles in the community.
 - 9. Service to others**—Young person serves in the community one hour or more per week.
 - 10. Safety**—Young person feels safe at home, school, and in the neighborhood.
 - 11. Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
 - 12. School Boundaries**—School provides clear rules and consequences.
 - 13. Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
 - 14. Adult role models**—Parent(s) and other adults model positive, responsible behavior.
 - 15. Positive peer influence**—Young person's best friends model responsible behavior.
 - 16. High expectations**—Both parent(s) and teachers encourage the young person to do well.
 - 17. Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
 - 18. Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
 - 19. Religious community**—Young person spends one or more hours per week in activities in a religious institution.
 - 20. Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.
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Internal Assets

21. **Achievement Motivation**—Young person is motivated to do well in school.
 22. **School Engagement**—Young person is actively engaged in learning.
 23. **Homework**—Young person reports doing at least one hour of homework every school day.
 24. **Bonding to school**—Young person cares about her or his school.
 25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.
 26. **Caring**—Young person places high value on helping other people.
 27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
 28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
 29. **Honesty**—Young person “tells the truth even when it is not easy.”
 30. **Responsibility**—Young person accepts and takes personal responsibility.
 31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
 32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
 33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
 34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
 35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
 36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.
 37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
 38. **Self-esteem**—Young person reports having a high self-esteem.
 39. **Sense of purpose**—Young person reports that “my life has a purpose.”
 40. **Positive view of personal future**—Young person is optimistic about her or his personal future.
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