



9th Grade Family Night: Class of 2027 Welcome!

Please grab a note card, a writing
utensil and your student's Indigo report.
Sign in next to their name and note
team color

Mary Campbell, 9th Grade Team Leader, Counselor and PAC sponsor

A person in a dark jacket stands on a rocky shore, looking out at a sunset over the ocean. The sun is low on the horizon, casting a bright orange glow across the sky and reflecting on the water. The sky is filled with dark, dramatic clouds. The person is silhouetted against the bright light of the sunset. The overall mood is contemplative and hopeful.

9th Grade: The roadmap to a successful high school experience



On your white notecard, reflect on
your 9th grader's year thus far:

Do Now

- 1) If you entered Peak to Peak high school 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?
- 2) 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 Peak to Peak.
- **Done?** Introduce yourself to someone nearby and share your answers.

FOR SURVIVAL:

- Friends
- Water
- Food/snacks for school
- Personal connections
- Get to school on time
- Kindness
- Phone
- Sleep
- Love/empathy

Fun singlets: An adult to talk to other than parents, positive attitude, perseverance, good balance, time for self

FOR SUCCESS:

- Organization
- Be a part of something
- Honesty
- Trust and be trusted
- Support passions/exploration
- Understanding adults
- Google calendar
- Rides to events
- Love

Fun singlets: “Dora, so she could tell me where to go”

“I don’t actually need my phone for success”

“I would also bring my dad because he is smart, oh and a pencil.”



Essential Questions

- ★ How can we help students thrive (and not just survive) at Peak to Peak High School?
- ★ How can we support 9th graders in celebrating their strengths, advocating for themselves, and taking healthy risks?
- ★ How can the Indigo assessment help me better communicate with my teenager?

Agenda

★ Peak to Peak

- 9th Grade Focus
- Trends Over Time
- College Prep

★ 9th Grader

- Unique Strengths & Needs
- Partnership & Perspective

★ Upcoming 9th grade events



9th Grade Focus

- The Basics
- Thriving vs. Surviving
- Wellness



9th Grade Basics

We asked 9th grade teachers what they wanted you to know as partners in learning this year. They focused on tips for further student support and success.

At your table, predict what they shared with us.



9th Graders

- Show up literally and figuratively
- Ask for help; attend office hours; take healthy risks
- Self advocacy!
- Plan your time- 9th grade has a lot of long projects
- Be kind to others
- Email us first!

Feedback

I want parents and guardians to know that their students will be required to fail (in a safe environment) this year. This is all in service of them developing their voice and their problem-solving skills!

I would encourage them to look at to-do lists in Google Classroom with their student and to always keep the lines of communication open with their educators (err on the side of too much communication).

High School Counseling Curriculum

This is part two of your 9th grade curriculum. Part 3 is Financial Aid in the spring

Part One Review:

What we focus on

Balance and Wellness

Graduation Requirements

Supporting your student

Fit + Funding = Finishing



The background of the slide features a low-angle, upward-looking perspective of several modern skyscrapers. The buildings are dark, with their grid-like window patterns clearly visible. The sky is a pale, hazy blue, creating a sense of height and urban density. The text is overlaid on this background in a clean, white, sans-serif font.

Peak to Peak P/G curriculum:

8th grade Spring: Introduction to high school

9th grade: Roadmap to high school (Sept), Intro. to College - Fit/Funding (April)

10th grade: Understanding What Colleges Want (Sept.), College Day P/G sessions, Case Studies (April)

11th grade: Junior Parent Night (Sept.), College Day P/G sessions, Junior College Kick-off, Junior Meeting

12th grade: Senior Parent Night (Sept.), FAFSA/CSS Profile sessions, College Day P/G sessions, Senior Meeting, Transition to College Night

Peak to Peak Student Curriculum

8th grade Spring: Introduction to High School (3 lessons), Course Registration

9th grade: Introduction to High School, Indigo, Balance and Wellness, Title IX training, Course Registration, CU Boulder Visit, CU Denver Visit and PSAT 9

10th grade: College Day, Introduction to College Fit lessons, career fit, PSAT 10, college field trip, Case Studies, college financing, Title IX training, suicide prevention, healthy relationships

11th grade: College Day, College Research Seminar, Strong Interest Inventory, Title IX training, Junior Meeting, college field trips, SAT

12th grade: Senior Boot Camp, Senior Meeting, College Day, Title IX training, Transition to College and Finding your resources

HOW MUCH DO YOU REMEMBER?

Go to Kahoot.it

[KAHOOT](https://kahoot.it)

Enter your first name- oh, and there are prizes!



Kahoot Review

- Talk with a neighbor
- What surprised you?
- What is something new you learned?
- What questions do you still have?



Peak to Peak Thriving Skills: The Essential Next Steps

- Understand the P2P environment
- Role of counselors
- Celebrate them
- Lower the pressure to achieve from the beginning
- Healthy risks
- Get involved
- Self-advocacy
- Modeling
- Three types of students/adults at Peak to Peak
- Kindergarten lessons
- College Landscape

Supporting your
student...

Goal = Independence

Reality = 14-year-old brains!

Mental Health Data





Wellness and Mental Health

[Back to School Toolkit](#)

[Mental Health First Aid](#)

[Youth Suicide Prevention](#)

[Setting Boundaries](#)

[Screenagers Resources](#)

Upcoming Counseling Lessons

- Power of words
- Positive coping skills
- Healthy boundaries

Understanding the changing college landscape

- 80% of colleges are STILL test optional
- Doing well in high school is most important factor then positive character attributes
- Most of our students take our advice and apply to a range of colleges
- 44% of the class of 2023 stayed in CO
- 5 went to Oregon State University
- 3 % of the class of 2023 went to International Colleges
- College Finances play a highly important role in college fit and finishing



Yearly Costs of Attendance (16 cr/sem) (2022-23 data)

Includes Room & Board, Tuition & Fees; does not include books, personal expenses or transportation (\$1500-\$4000)

CO Schools include [COF](#)

- Front Range CC (2-year) \$5,400 (live at home)
- Metro State U \$10,893 (live at home)
- U of Northern CO \$22,908
- Northern Arizona U (4-year) \$23,514 (WUE & \$6000 Gold schlshp--3.5 gpa)
- UCCS \$22,680
- Colorado State \$26,350 (+tuition differential in Jr/Sr year)
- CU Boulder (A & S) 4-year guar **\$30,544** (+\$5700 for business, \$4000 eng/sci.)
- University of Wyoming \$33,832 (without WUE or scholarship)

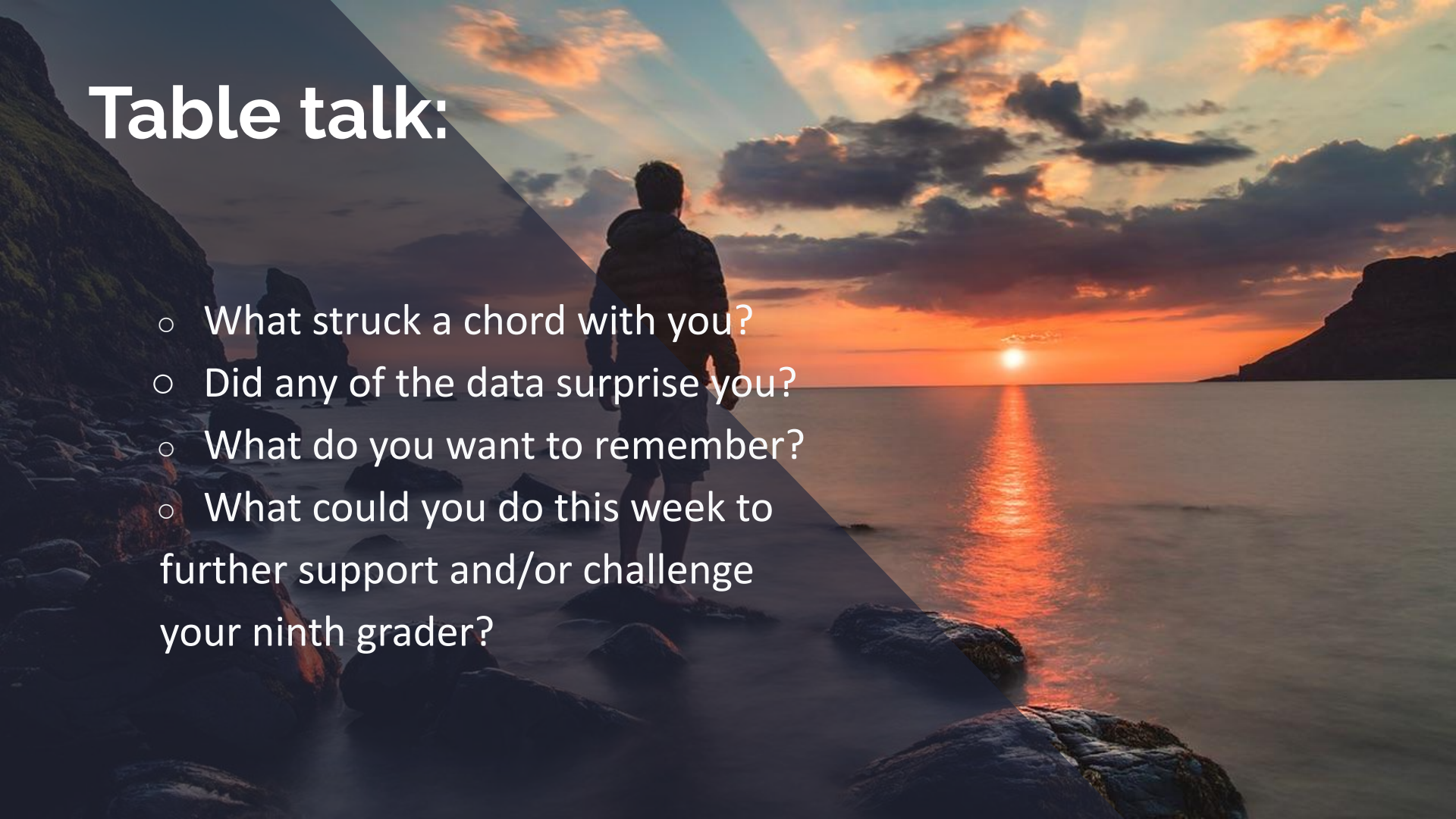
2022-23 Estimated EFC/SAI at various income levels (AGI)

family of 4; 1 child in college full time; parents are married; oldest parent is 50; student income = 0; student assets = 0 ; College costs = \$35,000

| Income | EFC/SAI | Notes |
|-----------------|--------------|---|
| \$200,000 | 51,283 | <i>Note that the higher the income level, the less likely it is that parents have no assets, so the actual EFC will be higher than indicated</i> |
| \$180,000 | 44,126 | |
| \$150,000 | 33,333 | |
| \$120,000 | 23,055 | |
| \$100,000 | 16,205 | |
| \$80,000 | 8,794 | (Pell grant of \$692) Highest income Pell-eligible (Pell grant of \$3,645) (Pell grant of \$4,645) Qualify for reduced lunch (Pell grant of \$6,895) Highest income for full Pell (Pell grant of \$6,895) Qualify for free lunch |
| \$71,000 | 6,201 | |
| \$56,500 | 3,207 | |
| \$51,338 | 2,295 | |
| \$38,500 | 0 | |
| \$36,075 | 0 | |

Table talk:

- What struck a chord with you?
- Did any of the data surprise you?
- What do you want to remember?
- What could you do this week to further support and/or challenge your ninth grader?





Students took the Indigo 2 weeks ago and did a talk back lesson last week

Mary Campbell

Top 5 Skills

| | School | Personal Skills Ranking | outside of school |
|---|--------|-------------------------|-------------------|
| 1 | X | Presenting | X |
| 2 | X | Interpersonal Skills | X |
| 3 | X | Leadership | X |
| 4 | X | Goal Orientation | X |
| 5 | X | Personal Responsibility | X |

Strengths

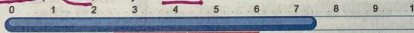
- Good at promoting causes that improve society.
- Demonstrates a will and desire to help others in the organization. *
- Always willing to share her ideas on how to enhance the surroundings.
- Will convey optimism for new ideas.
- Able to be a strong listener, who can become a lifelong friend.
- Highly in tune to the environment and synergy within it.

Motivators

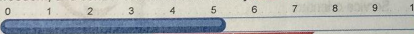
1. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



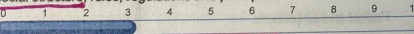
2. Aesthetic - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



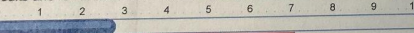
3. Individualistic/Political - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



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



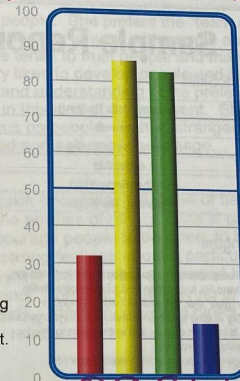
5. Utilitarian/Economic - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



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



Behaviors → what I agree with right now:



- optimistic
- enthusiastic
- patient
- Loyal

D = Dominance
I = Influencing
S = Steadiness
C = Compliance

- Good with people
- clarity
- calm under stress

High I's tend to be enthusiastic, persuasive, and optimistic.

Avoids Conflict → Adjust higher in system.

Value to a Team

Creative problem solving.

Builds confidence in others.

Optimistic and enthusiastic.

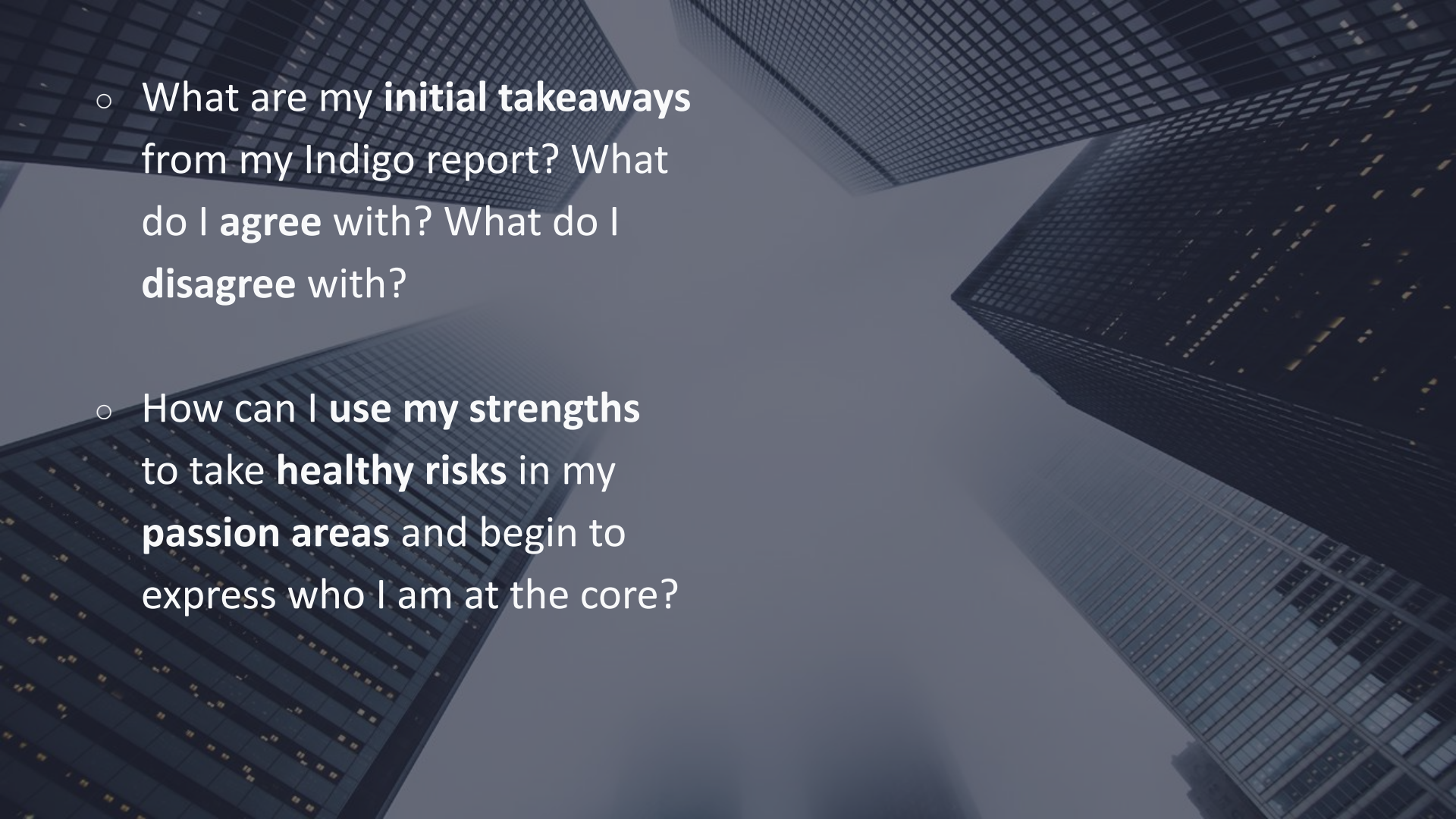
Bottom line-oriented.

Positive sense of humor. → do like my freedom of schedule

Verbalizes her feelings.

→ LOL! Not sure but value social responsibility

→ In interest areas

- 
- A low-angle, upward-looking perspective of several modern skyscrapers with glass facades, creating a sense of height and ambition. The buildings are dark, and the sky is a pale, hazy blue.
- What are my **initial takeaways** from my Indigo report? What do I **agree** with? What do I **disagree** with?
 - How can I **use my strengths** to take **healthy risks** in my **passion areas** and begin to express who I am at the core?

★ Self-Advocacy Tool

★ Strengths-Based Insights:

- Communication styles, learning motivators, skills & more
- Synthesized “about you” paragraphs
- Helps educators differentiate instruction more effectively
- Helps adults start asking the right questions

★ How P2P Students Have Used Their Indigo Results:

- Communication & assignments
- Conflict management
- College, job & internship applications
- Personal reflection & growth

THE BIG “SO WHAT?!”



TRADITIONAL:

Beliefs, Values,
Family



INDIVIDUALISTIC:

Independence,
Recognition, Choice



SOCIAL:

Helping Others,
Making a Difference



UTILITARIAN:

Efficiency, Money,
Practicality



AESTHETIC:

Balance, Art, Music,
Beauty, Nature



THEORETICAL:

Knowledge,
Continually Learning

DISC

measures tendency; may shift over time
“the make, model & color of a car”



Two-Minute DISC Lesson

DISC History: Developed by Dr. William Marston in 1928, the assessment tool theorizes that human behavior can be divided into four distinct categories and, when measured, a prediction of behavior tendency and communication style can be made. It is currently the most widely used behavioral assessment tool based on several decades of validation and reliability studies (Smith, 2015).

Foundational Truths:

- ❑ There is no correct score for a person, profession, or relationship.
- ❑ **DISC** is not a fixed measurement. All four behaviors may flex and change as you grow older or experience new circumstances.
- ❑ Any behavior that exceeds 50 (out of 100) is considered to give a person more energy. Another way to look at it: the higher the behavior score, the easier it is for a person to exhibit this behavior. Focus on this concept as you explore each of the scores then determine if you agree with them right now or not.
- ❑ A score higher than 70 or lower than 30 is considered especially pronounced.

D: Dominance

Direct, Competitive, Results-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.



DOMINANCE (above 50)

- Direct
- Competitive
- Takes Initiative
- More Comfortable With Conflict
- Enjoys Challenge
- Opinionated

Classroom Example: competitive learning games; class debate

Communication Tip: Get to the point with “high D”s.

Myth Buster: You do not have to be a “high D” to be an exceptional leader!

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
decision-making*



INFLUENCING (above 50)

- Talkative
- Enthusiastic
- Optimistic
- People-Oriented
- Enjoy Cracking Jokes
- Enjoy Verbal Narratives

Classroom Example: class discussions; oral presentations

Communication Tip: Speak warmly and genuinely with “high I”s.

Myth Buster: The “I” score does not reveal whether a person is an introvert or extrovert. **DISC** measures *how you tend to do what you do*, not how you recharge.

Higher Steadiness: Snapshot

Supportive, Patient, Reliable

Communicate with high S's in a steady, consistent manner. Be as calm as possible.

Lower S superpower: flexible, enjoys changing environments



STEADINESS (above 50)

- Steady
- Patient
- Supportive
- Routine-Driven
- Structured
- Longevity of Commitment

Classroom Example: using lesson templates and activities that continue to produce desired results

Communication Tip: Speak calmly and clearly to “high S”s.

Little Known Fact: Those in public education tend to have high “S” scores - it takes patience to deal with the masses, yes?

Higher Compliance/Conscientiousness: Snapshot

Conscientious, Detail Oriented, Quality Control

Communicate with high C's in a factual, organized manner. Be as precise as possible.

Lower C superpower: focuses on bigger picture outcomes



COMPLIANCE/CONSCIENTIOUSNESS (above 50)

- Conscientious
- Detail-Oriented
- Systematic
- Logical
- Quality Control
- Appreciate Clearly Defined Parameters

Classroom Example: step-by-step analyses

Communication Tip: Be as accurate and realistic as possible with “high C”s.

Little Known Fact: “High C”s are sought after in the workforce today since they prove consistent, reliable and quality-focused employees (Smith, 2015). They can also be strategic risk-takers.

MOTIVATORS

trump DISC scores when a person is passionate about
a topic or under stress

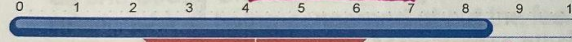
“the fuel in the car’s tank”



Motivators

Motivators

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



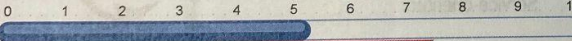
4.2* *→ Agree → educator!*

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



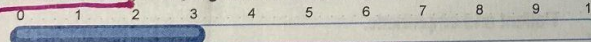
4.3* *→ Find balance in nature*

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



5.5* *→ Disagree - not individualistic → do like my freedom of schedule*

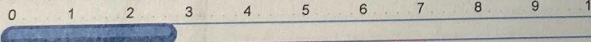
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4.7*

Not sure but value social responsibility

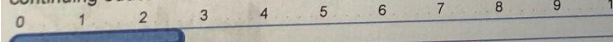
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5.3*

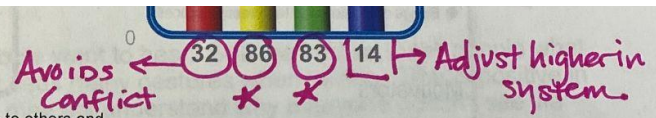
→ LOL!

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



6.0*

- In interest areas



Value to a Team

Creative problem solving.

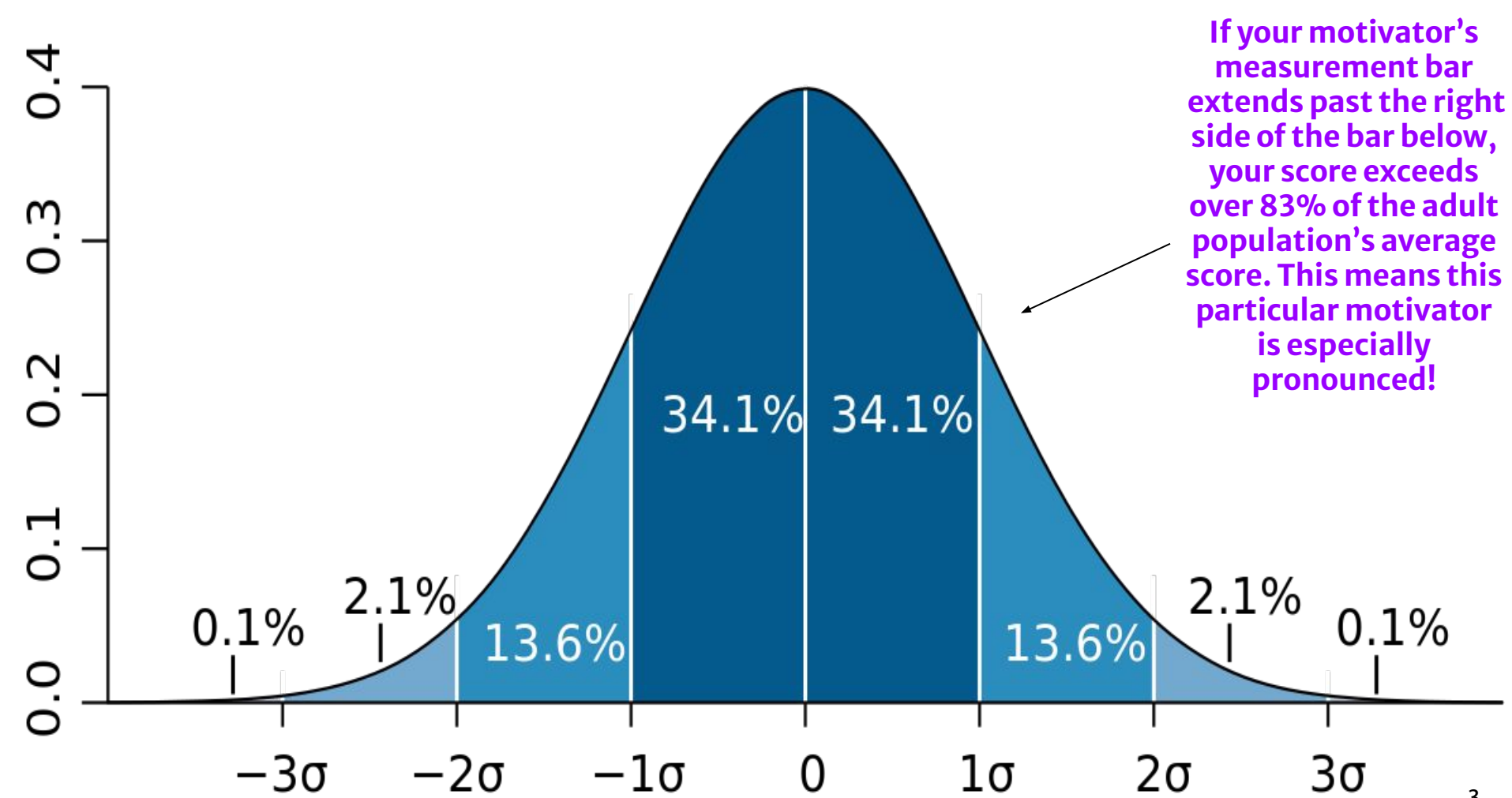
Builds confidence in others.

Optimistic and enthusiastic.

Bottom line-oriented.

Positive sense of humor.

Verbalizes her feelings.



Social

Desire to **help others**; want to support a cause, **solve global & social problems**, work with particular groups in need, etc. High Socials are **generous with their time, talents and resources**. Motivators



Social

Things to do: participate in activities that create a positive impact on others; tutor; peer mentor; community service

Question: Who do you want to help or what is your “cause”?



Theoretical

Driven by an appetite for learning and expanding their understanding of the world; High Theoreticals are curious and driven in their area(s) of interest.

Motivators



Theoretical

Things to do: find a project that piques your interest and explore learning in a way that feels meaningful to you; dive deep into a curiosity

Question: What topics or subjects interest you the most, and what would you want to be known as knowledgeable in?



Utilitarian

Desire to reach a goal and **reap the rewards**; **focused on results** High Utilitarians often desire to make money, build a business, etc. Motivators



Utilitarian

Things to do: find opportunities that deliver tangible returns/results that you desire; internships; build or invent something

Question: What kind of reward(s) motivate you?
How do you see doing well now helping you get what you want in the future?



Traditional

Desire to live by a certain set of standards or principles. High Traditionals are often in pursuit of the highest meaning in their life based on their beliefs and life ethics.

Motivators



Traditional

Things to do: seek opportunities that align with your personal values and principles; volunteer at local military, religious, cultural or governmental organizations that align with your core beliefs

Question: What system of living or belief(s) would you describe as your “North Star” for making decisions?



Individualistic

Desire to be independent; appreciate room to **do things their own way**; High Individualistics often thrive in environments that **honor differentiation** and **personal recognition**. **Motivators**



Individualistic

Things to do: find projects that provide freedom or decision-making power; participate in activities that honor the individual as well as the team

Question: What would you do with all the freedom and resources you needed to do what you most want in your life?



Aesthetic

Desire to experience form, beauty and harmony in the world through their own unique lens; sensitive to their environment; High Aesthetics often express that life is about the experience, not necessarily the result. Motivators



Aesthetic

Things to do: Work in an environment that appeals to you or seek to increase beauty in an interest area of your choice; create art; play or listen to music; volunteer outdoors

Question: What type of work and living environments are most appealing to you? If you could design or create anything in the world, what would it be?



Recommendations:

- Communicate with Michael by sticking to the facts and presenting your case in an organized, logical manner.
- Don't expect him to answer questions off the cuff and let him go as deep as he wants in areas of interest.
- he will do best when he knows what is expected of him and is given time to process on his own before having to provide a response. Give him space, time, parameters, and plenty of details to be successful.
- Michael will disengage if he does not feel intellectually challenged or feels restrained in areas of interest.
- Get Michael involved in a research project in an area he is interested in.

Questions to Ask:

- If you could spend all day learning about something, what would that be? How can we provide more opportunities for you to explore your interest areas?
- Do you have all the information necessary to feel successful?
- How do you prefer to be communicated with?
- What happens when things feel chaotic or out of control?
- What is your current planning process?

| | Dom | Inf | Ste | Com | The | Uti | Aes | Soc | Ind | Tra |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Ultra-High | | | 90 | 81 | 8.7 | | | | | |
| High | | | | | | | | | | |
| Moderate | | | | | | 5.7 | 4.7 | | | 4.7 |
| Low | 22 | 28 | | | | | | 3 | 3.3 | |

Print

Close

Mary Campbell



Top 5 Skills

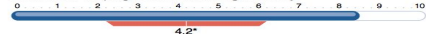
| | Personal Skills Ranking |
|---|-------------------------|
| 1 | Presenting |
| 2 | Interpersonal Skills |
| 3 | Leadership |
| 4 | Goal Orientation |
| 5 | Personal Responsibility |

Strengths

- Good at promoting causes that improve society.
- Demonstrates a will and desire to help others in the organization.
- Always willing to share her ideas on how to enhance the surroundings.
- Will convey optimism for new ideas.
- Able to be a strong listener, who can become a lifelong friend.
- Highly in tune to the environment and synergy within it.

Motivators

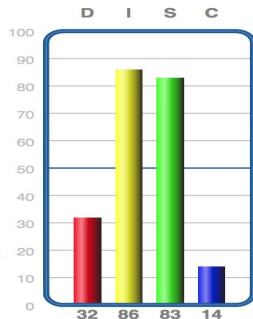
1. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



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



Behaviors



D = Dominance
I = Influencing
S = Steadiness
C = Compliance

High I's tend to be enthusiastic, persuasive, and optimistic.

Value to a Team

Creative problem solving.

Builds confidence in others.



Kristie Letter



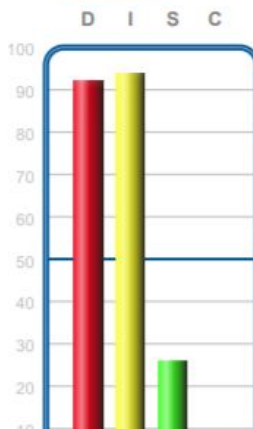
Top 5 Skills

| | Personal Skills Ranking |
|---|-------------------------|
| 1 | Creativity/Innovation |
| 2 | Written Communication |
| 3 | Presenting |
| 4 | Continuous Learning |
| 5 | Persuasion |

Strengths

- Looks for the positive side of every situation.
- Volunteers her knowledge on many subjects.
- Being an optimistic leader.
- Positively promotes the image of the organization.
- Thrives on the challenge of solving problems.
- Bottom-line focused when leading others.

Behaviors



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Mary Kathryn Wood



Top 5 Skills

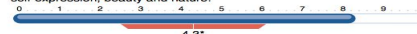
| | Personal Skills Ranking |
|---|-------------------------|
| 1 | People Advocacy |
| 2 | Empathy |
| 3 | Interpersonal Skills |
| 4 | Mentoring/Coaching |
| 5 | Presenting |

Strengths

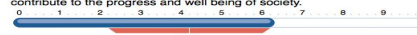
- Expresses and strives for a balanced team.
- Always willing to share her ideas on how to enhance the surroundings.
- Sings the praises of peers and the contributions others make.
- Wants to be seen as a leader in humanitarian issues.
- Highly in tune to the environment and synergy within it.
- Accommodating and pleasing others is one of her natural talents.

Motivators

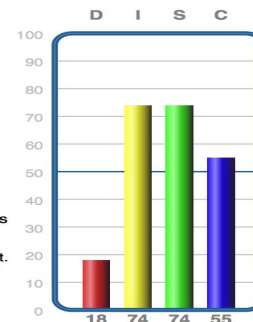
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Behaviors



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High I's tend to be enthusiastic, persuasive, and optimistic.


Value to a Team

Optimistic and enthusiastic.

Adaptable.

Initial Indigo Takeaways

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

The background of the slide features a close-up photograph of autumn leaves, likely Japanese maple, with vibrant shades of red, orange, and yellow. A diagonal line splits the image from the top-left to the bottom-right. The area to the left of this line is a solid dark grey, providing a high-contrast background for the white text. The area to the right shows the detailed texture and colors of the leaves.

More Indigo to come. There are a lot of resources on YouTube and the Indigo website that explain DISC and motivators. Hopefully your student shared their report with you!

Upcoming Events and Reminders

- Chuck the Chicken- MONDAY @ 5:45
- La Foret Field Trip October 9-11
- Packing list reminders
- Behavior Contract
- Cell Phones!



Closure: Talk to Us

<https://url.peaktopeak.org/27P>

Head to the NE Gym for our
9-12 presentation

Turn Anxiety Into Your
Superpower