



# LEARNING CENTER NEWSLETTER

BACK TO SCHOOL ISSUE FOR UPPERCLASSMEN  
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## LETTER FROM THE DIRECTOR

Parents and Students alike, welcome to the start of the 2017-2018 school year.

I find that the beginning of the year arrives full of contradiction. Summer freedom replaced by a standardized school day, the Class of 2017 replaced by the fresh faces of the Class of 2021, and the summer fog of SF will soon be replaced by the extended summer of the Bay Area and temperatures above 60\*.

Despite our physical updates to space, we remain somewhat status quo in the Learning Center: providing an adult presence to help all students, a testing room for students who need a quiet space, and a safe space for students to access supplies during the day. On the following pages you will be guided through a few of our standard day to day procedures and essentials to help you maximize your use of the LC. As you will also see we are committed to helping create strong self-advocates while at SI.

Finally, please take some time to read or listen to the research surrounding audio books as well as thoughts on creating resilience through failure.

We wish you luck as you begin your next great adventure!

- Amy Harms

### NEED HOMEWORK HELP? OUR NEW AVs ARE HERE FOR YOU!

This year we are welcoming Audrey Gomez and Dylan Agelson to the Learning Center. Audrey will be available every Monday and Tuesday to tutor math, while Dylan will lead Pop Up Workshops on Wednesday, Thursday, and Friday. Come say hi!

## ANNOUNCEMENTS

### IMPORTANT DATES

**AUG. 25.** First Day of School. [Link to the bell schedule is here.](#)

**SEPT. 4.** Labor Day (No School)

**SEPT. 8.** Mass of the Holy Spirit.  
Report to your 7th Period classes.

### REMINDERS

**ALL.** Remember to introduce yourself to your teacher and let them know that you will be using the LC.

**2021.** Discuss your learning profile with your teachers and ask for their signature by next Friday, September 2nd. You must also check-in with a LC member each week to complete your "Freshman 40," which is 40 minutes of dedicated study time in the Learning Center. Bring a friend!

**2020.** Copies of your Learning Profile are available upon request. See Ms. Harms or Ms. Marconi for more information.

**2019 & 2018.** SAT & ACT registration deadlines are fast approaching! Check in with Ms. Marconi if you have any questions about standardized testing with accommodations. Start early!

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# SAT & ACT

**Registration Deadlines, Application Instructions, and more!**

## CollegeBoard: SAT & SAT Subject Tests

SAT DATE	REGISTRATION DEADLINE	LATE REGISTRATION	DEADLINE FOR CHANGES
10/07/2017	09/08/2017	Mail: 09/19/2017 Web/Phone: 09/27/2017	09/27/2017
11/04/2017	10/05/2017	Mail: 10/17/2017 Web/Phone: 10/25/2017	10/25/2017
12/02/2017	11/02/2017	Mail: 11/14/2017 Web/Phone: 11/21/2017	11/21/2017
03/10/2018	02/09/2018	Mail: 02/20/2018 Web/Phone: 02/28/2018	02/28/2018
05/05/2018	04/06/2018	Mail: 04/17/2018 Web/Phone: 04/25/2018	04/25/2018
06/02/2018	05/03/2018	Mail: 05/15/2018 Web/Phone: 05/23/2018	05/23/2018

### SAT ACCOMMODATION REQUESTS

Test Coordinator applies for accommodations on the student's behalf using all paperwork we have on file. This process begins toward the end of the student's freshman year/early sophomore year. This process is expedited for students who are added to the caseload during their Junior or Senior year.

After the student is approved, he or she will be assigned a **SSD Number**. Students/parents will use this number to register for all SATs & SAT Subject Tests. Students **will not** receive their accommodations without this number.

[Click here to access our SAT FAQ's.](#)

## ACT: 1 Test, 5 Sections

TESTING WINDOW (3 weeks for special testers)	ACCOM. REQUEST DEADLINE* (Test Coordinator)	REGISTRATION DEADLINE (Student/Parent)	LATE FEE REQUIRED
10/28/2017 - 11/19/2017	10/06/2017	9/22/2017	9/23/2017 - 10/06/2017
12/09/2017 - 12/31/2017**	11/17/2017	11/03/2017	11/04/2017 - 11/17/2017
02/10/2018 - 03/04/2018	01/19/2018	1/12/2018	01/13/2018 - 01/19/2018
04/14/2018 - 05/06/2018	03/23/2018	03/9/2018	03/10/2018 - 03/23/2018
06/09/2018 - 07/01/2018**	05/18/2018	05/04/2018	05/05/2018 - 05/18/2018

### ACT ACCOMMODATION REQUESTS

Student/Parent will first register for an ACT test date online. During the registration process, the site will ask if the student requires accommodations on the ACT. Click yes.

Once the registration is complete, the ACT will email you an ACT-ID Number. **Please forward this email to Ms. Marconi along with your testing date. She cannot request accommodations on your behalf without this number.** The ACT can take anywhere from 4 - 8 weeks to process, so it's important to register as early as possible!

[Click here to access our ACT FAQs.](#)

**\*Test Coordinator Deadline.** Why is this important for you to note? This is the last day Ms. Marconi can "assign" a test to you in the online system. If you do not contact her by this date, the ACT will not mail your test and your registration will need to be moved to another testing date.

**\*\*Limited Testing Dates.** December dates: 12/09 & 12/10 ONLY. June dates: 06/09 - 06/15 ONLY. If these dates don't work for your schedule, please register for another testing window.



## HOW TO TALK TO YOUR TEACHER: SEEKING HELP & BUILDING CONNECTIONS

### PROCESS:

1. Resource rooms are staffed with teachers who teach that particular subject. Need help with math? Talk to a math teacher in the library. Need help with an essay? Go to the English Resource Room.
2. Follow the appropriate check-in procedures for each resource room.
3. Hours: 8:20 until school ends.
4. Don't be afraid to seek help from a teacher you may not recognize.
5. Are you too busy during the school day? Try making an appointment directly with your teacher. Don't wait until after a test or quiz to seek help! Get a head start on tough concepts – it will save you time and test points later!

### QUESTIONS TO ASK YOURSELF BEFORE YOU CHECK IN:

Have your “game plan” ready before testing day. Ask yourself:

1. Do you share a resource period with your teacher?
2. Do you have specific questions in mind? Teachers will be more willing to help you if you can identify exactly what you need. A general “I need help” will not yield the same results as “can you explain the role of the mitochondria in the cell?”
3. Do you need to make up a test? Oftentimes teachers will leave your test in the Testing Room instead of the LC. If your teacher has left your test in the wrong testing space, just let one of us know and we will grab it for you.



## A LESSON IN SELF-ADVOCACY: COMMUNICATION IS KEY

**FIND COMFORT IN THE TOUGH TALKS.** Talking to an adult on campus about your diagnosis can be tough, especially if you are having this conversation for the first time. If you are feeling particularly anxious about articulating what you will need in the classroom, try coming up with a “script” ahead of time. You can practice this “script” with a parent, friend, or other trusted adult to build your comfort level. If you feel yourself getting nervous before meeting with your teacher, you can even share your discomfort so they know where you stand.

**KNOW YOUR LIMITS.** Articulating what you need, especially in the classroom, takes practice. Don't be afraid to explain 1) how you learn, 2) what you look forward to in the classroom, and 3) why certain

activities gauge your interest more than others. Be ready for some of these specifications to change as you become a better student, and update your teacher if you notice any changes. Communication is key. Your teachers don't want you to fail – speak up when you need them!

**BE KIND TO YOURSELF.** Your parent/guardian/teacher can't read your mind. It's up to you to speak up for what you need. In doing this, it's important to acknowledge your strengths and weaknesses. Weaknesses can become sources of strength, if you understand and ultimately work with them. No one is perfect; strive to be the best of yourself, however you define that.



## BOOKS ON TAPE: BENEFITS FOR ANY DIAGNOSIS

### *Why should I explore audiobooks?*

1. **ENGAGEMENT.** The more you can incorporate your senses into your learning, the more likely you are to retain the information. This is referred to as “active” vs. “passive” studying, meaning you are interacting with the information in more ways than one. Listening to a book on tape while reading forces you to engage in the material and provides you with both visual and auditory memory cues.
2. **OPTIONS.** Don't want to pay for a subscription for a site like Audible.com? Try searching for readers on sites like YouTube. Find a reader you can listen to for an extended period of time. If you don't like the reader's voice, find someone else whose voice is more interesting to you.
3. **SIGHT WORDS.** Looking at your text while reading will help you improve not only your pronunciation, but also the number of sight words you can commit to memory. Sight words can also help you break down and decipher more difficult words in the future. This is especially helpful come SAT/ACT time!
4. **PROCESSING.** Audiobooks can help you improve your reading speed and overall processing of new information.
5. **MINIMIZES DISTRACTION.** Do you find that your mind wanders while you read? Do you remember everything that you need to do for your other classes? Listening to a book while also actively reading it can help minimize these “wandering thoughts.” Taking breaks as you go is easy too – just press *pause*!
6. **COMPUTER VOICE vs. READER.** YouTube videos or Audible.com readings can often have more easy listening voices than the “computer voice” generated by your iPad. Both “voices” can be beneficial to your overall learning; however, audiobooks give you more ways to explore what works best for you.



## A NOTE TO THE PARENTS: ALLOWING YOUR KIDS TO FAIL

The following videos serve as resources for parents to learn how to teach children to fail, while instilling an understanding of the importance of overall effort and gradually accumulated self confidence.

Ramy Mahmoud, TedxPlano

<https://youtu.be/IJs-RiPOKVY>

Topics: high fear quotients, “failing forward,” valuing effort over final result

Jim Harshaw, TedxCharlottesville

<https://youtu.be/J9zjMTf4o0>

Topics: overcoming personal failure, using failure for success, teaching failure to children

Amy McCready, USA Today on NBC

[https://youtu.be/uQFxfd\\_g95c](https://youtu.be/uQFxfd_g95c)

Topics: intrinsic motivation in kids, dangers of helicopter parenting

Dr. Ivan Joseph, TedxRyersonU

<https://youtu.be/w-HYZv6HzAs>

Topics: the skill of self-confidence, how to train self confidence

All 2017 – 2018 newsletters are written and/or compiled by Katie Marconi, Learning Center Coordinator