



THE SCHOOL FOR ETHICS AND GLOBAL LEADERSHIP

POST-GRADUATION GUIDE FOR PARENTS/GUARDIANS



CONTENTS

- I. THE TRANSITION HOME
- II. SEGL AND THE COLLEGE PROCESS
- III. STAYING INVOLVED: WAYS TO HELP

FALL 2021

I. SEGL: THE TRANSITION HOME

Transitioning home after SEGL is both a challenge and an opportunity for students and parents. SEGL works hard throughout the semester to make this transition as seamless as possible. Graduates and parents can take comfort in the success earlier graduates have had in reintegrating at their home schools.

ACADEMIC RE-ENTRY

SEGL sent several academic forms to each home school at the start of the semester. We have worked to cover the topics that each home school asked us to follow, and where necessary we have stayed in touch with school administrators and teachers throughout the semester. It is normal for an SEGL student to be at roughly the same point as her or his home school peers; with this in mind, you should expect your child's academic transition to be smooth. If you detect a glitch, please contact Christian Starling at christian.starling@schoolforethics.org.

THE SOCIAL VENTURE CAPSTONE

The Social Venture Capstone brings together a student's academic studies and developing leadership capabilities. It also represents the first major opportunity to fulfill the second part of a student's capstone Credo; that is, "Given the ethical questions that matter most to me, and my answers to those questions, how am I going to live my life?"

Chosen with the help of a student's advisor, peers, and teachers, the Social Venture Capstone allows a student to identify and confront a challenge in the local, national, or global community. In order to do this, a student might choose service, activism, or entrepreneurship; no matter the path, the project ensures that students will reach out to real people affected by the issues about which the student feels passionately.

Each student completes and presents a business plan for their venture while enrolled at SEGL; the goal is to implement this plan when the student returns home. SEGL partners with local and international social entrepreneurs to assist in this process, and provides opportunities for students to apply for grants. We have also encouraged students to seek out mentors and friends that will aid in this implementation.

Please remember that this is ***your child's*** project. It is not anyone else's responsibility to ensure it is successful (nor should it be!). Launching something new involves challenges and even failure; indeed, failure can be a great teacher. The students know this. We encourage you, as parents, to support and encourage them, but to let your child's leadership and initiative guide the project. Their ownership, investment, and hard work will both further their success and enhance their satisfaction when they achieve success.



Hutton Phillips (Spring 2012) taught a Genocide Studies class at her home school in Minnesota. Here they videoconference with SEGL guest speaker Carl Wilkens.

EMOTIONS

Each SEGL student mourns and/or celebrates the end of the SEGL experience differently. It is normal for students to cry, laugh, ask for space, ask for company, sleep, stay up late, talk less, talk more, feel lonely, feel connected, express anger, express happiness, spend hours video-chatting, ask to visit/host new friends, and suddenly have millions of ideas for changing the world. Again: all of this is normal!

We encourage you to hold your child to the same high standards as always, while allowing her or him time to honor and reflect on the SEGL experience.

STAYING CONNECTED

Your child will be entering a community of nearly 800 graduates that study and work in a variety of fields in the U.S. and abroad. As your child transitions away from the in-person SEGL experience, your child will gain access to a variety of resources, including networking events, mentorship opportunities, and a graduate directory. To learn more about SEGL's graduate community and resources, please contact Sirianna Santacrose, Director of External and Graduate Programs, at sirianna.santacrose@schoolforethics.org.

II. SEGL AND THE COLLEGE PROCESS

SEGL works to ensure that each of our students is empowered to guide her or his own college search. We believe our students should approach the college process like savvy consumers, identifying schools that meet their needs and align with their values, rather than choosing schools based on prestige. We also support most of our students' college applications with letters of recommendation, and provide information for undergraduate admissions officers about SEGL's distinctive character and selective nature.

CALENDAR

JUNIOR FALL/SPRING

- Initial college counseling sessions
- Optional individual college counseling follow-ups
- AP Exams

JUNIOR/SENIOR SUMMER

- Optional individual college counseling follow-ups

SENIOR FALL

- Optional individual college counseling follow-ups
- Ongoing support for venture projects
- College Recommendations (with School Profile)

COLLEGE ADMISSIONS SURVIVAL GUIDE FOR SEGL GRADUATES

- 1. This is about you, and no one else.*
- 2. Be the consumer, not the consumed.*
- 3. Stay clear of the college gossip.*
- 4. Apply to a range of schools that each have qualities you value, and go to the best one that accepts you.*
- 5. It's not about getting in; it's about what you do once you get there.*

SENIOR SPRING

- Optional individual college counseling follow-ups
- Ongoing support for venture projects
- Wait list letters/calls

Colleges/universities most frequently attended by SEGL graduates include Brown, Claremont McKenna, Columbia, Duke, George Washington, Georgetown, Harvard, Pomona, Princeton, Tufts, University of Chicago, University of Pennsylvania, Wellesley, and Yale.

III. STAYING INVOLVED: WAYS TO HELP

1. ASSIST IN OUR ADMISSIONS PROCESS

CONNECT WITH ADMINISTRATORS

Did an administrator at your child's school help make it possible for your child to attend SEGL? Contacting that person and sharing information about your child's experience is an important way to help us maintain strong sending school relationships. Taking the time to say "thank you" can make a huge difference.

SPEAK WITH PROSPECTIVE FAMILIES

Families often have questions during the admissions process. It is sometimes helpful to link them up with graduate families who have already made their way through the SEGL semester. Would you be willing to speak to families in the future? Email Alexa Adams, Director of Admissions & Financial Aid, at alexa.adams@schoolforethics.org.

CONNECT US WITH NEW SCHOOLS/PROGRAMS

Do you have a relationship with another high school or program? Schools are more excited about the possibility of sending students to SEGL if someone they know and trust recommends it. Email Alexa Adams at alexa.adams@schoolforethics.org.

SERVE AS AN SEGL HOST FAMILY

From October-January our admissions team presents in-person at schools across the country. If you have a spare guest room with access to the internet and would be willing to host an SEGL faculty member's visit to your town, please email Alexa Adams at alexa.adams@schoolforethics.org.

2. SUGGEST GUEST SPEAKERS

Some of our most memorable guest speakers came to SEGL because a parent connected us. We can't fit in every guest speaker, but new introductions expand our options and increase our visibility. Email Caila Driscoll, Ethics & Leadership Coordinator (and Pre-Calculus Teacher) at caila.driscoll@schoolforethics.org.

3. GIVE US FEEDBACK

Once you have had time to reflect on your child's experience, we hope that you will take the time to share some feedback with us via email--through your child's advisor or any SEGL faculty member. This is an important way for us to make SEGL (and future students) more successful. Some key questions that will help us:

What were your greatest concerns when your child was deciding whether to attend SEGL? Were those concerns resolved? How? How did SEGL communicate with you before and during the semester? What might improve this communication? How did your child manage the transition home, academically and interpersonally? How can we improve this process? What other ideas do you have? What should we keep doing the same way, and what should we do differently?

4. FINANCIAL SUPPORT

We are at an exciting moment in SEGL's history. Past supporters have allowed us to purchase and begin renovating our residence, recruit strong teachers, and provide substantial need-blind financial aid. Our goals in the next five years include improving economic diversity even further, improving the faculty experience, and expanding the number of students we serve. Each of these goals requires the generosity of supporters, and our parent community is our core. This is true not only because of how generous our parents have been, but because high levels of parent participation often motivate larger donors and foundations to give. In addition, due to COVID-19, we are actively fundraising to respond to an increased need for financial aid and allow for an important buffer should we have lost revenue in the future.

Making a gift at any level makes a huge difference in the lives of future SEGL students and allows our organization to remain strong during this time. Thank you so much for your consideration. To make a gift to SEGL, please visit schoolforethics.org/support or contact Natalia Straus, Director of Development, at natalia.straus@schoolforethics.org.