

2009 – 2010 GUIDANCE HANDBOOK

**New Hope-Solebury High
School**

Visit: www.nhsd.org

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PREFACE

The purpose of this Guidance Handbook is to acquaint you with some of the services that you can look forward to receiving throughout your high school career.

Your guidance counselor is a person who will act as a resource person for you. Information can be obtained about a wide variety of subjects. For example:

- ▶ ACADEMICS
- ▶ COLLEGE PLANNING
- ▶ STANDARDIZED TESTING SUCH AS SAT I/II, PSAT, ADVANCED PLACEMENT, ACT, TOEFL
- ▶ CAREER EXPLORATION
- ▶ STUDY HABITS
- ▶ TIME MANAGEMENT
- ▶ PEER LEADERSHIP
- ▶ COURSE SELECTION PROCESS
- ▶ TRANSCRIPT AND OTHER RECORDS
- ▶ SCHOLARSHIPS
- ▶ REFERRAL TO PUPIL PERSONNEL SERVICES DEPARTMENT
- ▶ FOR PERSONAL PROBLEMS
- ▶ HELP
- ▶ SCHEDULE CONCERNS
- ▶ SENIOR BULLETINS
- ▶ SUMMER OPPORTUNITIES
- ▶ FINANCIAL AID CONCERNS

Just as your counselor is a resource person for you to call upon, this booklet is for you to keep as reference material. Do not hesitate to come to speak with us. We are here to help you!

Sincerely,

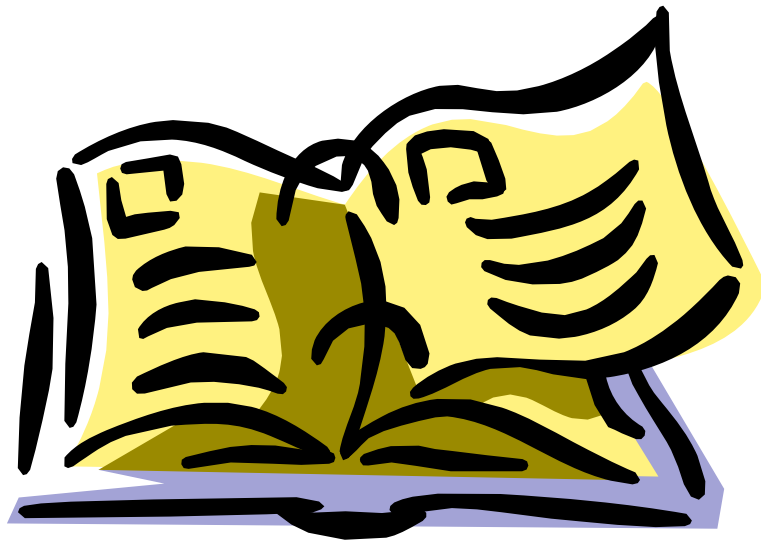
THE COUNSELING STAFF

The following ideas and tips have been compiled by the counseling staff from various publications over a period of numerous years and are worthy of your consideration. Such information is not meant to be construed as original material.

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CALENDAR OF MONTHLY GUIDANCE SERVICES



GUIDANCE SERVICES AND INFORMATION **FOR SEPTEMBER**

ALL STUDENTS:

- ▶ Adjust schedules to reflect proper placement, desired electives, if possible, and classes necessary for graduation. Changes will not be approved without a parental note. All students are strongly encouraged to take a demanding academic schedule, especially if they are college-bound.
- ▶ Special parental conferences will be held through the year, as necessary.
- ▶ Peer Leadership begins with freshmen students.
- ▶ Do class work and homework regularly. Study for tests diligently. Make up work promptly after an absence.

SENIORS:

- ▶ Seniors will meet in a large group setting with their counselor to review the college application process as well as review forms and procedures.
- ▶ Will have individual conference automatically scheduled with their counselor. The topic is to discuss their post high school plans. Parents are always welcome.
- ▶ Will review credits for graduation with counselor.
- ▶ Seniors and parents will begin receiving the senior bulletin at their home address. Bulletins are published and mailed home regularly. Topics include scholarship opportunities, testing deadlines, college visits by admissions counselors to New Hope-Solebury, and open house events.
- ▶ Register in August or very early September for the October SAT I. Registration is by mail or online at ***www.collegeboard.com***. Registration forms are available in the guidance office. Your registration bulletin will list the dates for all SAT I/II tests.
- ▶ Formulate college choices and send for applications. Arrange visits. Be certain to have at least one viable safety school. Counselors can help!
- ▶ Ask two (2) teachers for college recommendations and follow up with a thank you note. Allot three weeks lead time.

GUIDANCE SERVICES AND INFORMATION

FOR OCTOBER

ALL STUDENTS:

▶ Continue your positive work habits. Study a little bit each night. Buy a calendar and post all tests, quizzes, and long-range assignments. If you are having difficulty, see your teacher for after school help. Review all of your progress reports and follow up on the teacher's suggestions.

INTERESTED SOPHOMORES AND JUNIORS:

▶ You will register for the PSAT with the administrative assistant in the guidance office. The PSAT test will be offered on a Saturday in October at the high school. The length of the test is about two hours. Bring two #2 pencils and a calculator. Arrive early and eat breakfast before you arrive.

SENIORS:

▶ Formulate or finalize college selections.

▶ Consider using the Common Application, if applicable - it is a timesaver! Also, applying online is preferred by many colleges.

▶ Visit schools, take a tour, and ask questions of the admissions counselors and students.

▶ Your counselor will review your credits and necessary classes for graduation.

▶ Follow all steps so that all of your applications will be sent properly and promptly.

▶ Decide if you are applying as an EARLY DECISION applicant, discuss this option with your counselor.

▶ Read all Senior Bulletins that are mailed to your home on a regular basis. If you see opportunities or scholarships which appeal to you, stop by the guidance office for additional details.

▶ By now, you should have requested two teacher recommendations necessary for college applications. Follow up with a thank you note to the teachers.

▶ Work hard to write a top-notch essay. Write an outline - check it with a teacher, peer, or parent for ideas.

▶ Are you planning to pursue ART as a major? Work on your portfolio and get professional assistance from your ART teacher. Drama? Work on your audition.

▶ If you are interested in a vocational-technical school, working full-time after graduation, or joining the military, please mention these interests to your counselor so that special assistance can be given to you.

GUIDANCE SERVICES AND INFORMATION

FOR NOVEMBER

ALL STUDENTS:

▶ Should continue working diligently academically and seek help from their counselor and/or teacher, when necessary.

SENIORS:

▶ Your applications should be sent by THANKSGIVING. Send all applications with the essay, transcript, and non-refundable fee.

▶ Your Transcript Request Form will give you the space to update any activity that you would like typed on your record. ANY work experience, school activity or travel or special summer opportunity is appropriate. Feel free to add a separate resume of activities instead. We will mail this along with your transcript.

▶ Teacher recommendations will be sent separately. Provide all teachers will pre-addressed, single-stamped, legal size envelopes.

▶ If you are unhappy with the transcript, SAT results, or had any special circumstances throughout your high school program, feel free to submit a PERSONAL STATEMENT with your application. Explain your feelings or factual information. The admissions counselors will be interested and take this under consideration.

GUIDANCE SERVICES AND INFORMATION **FOR DECEMBER**

ALL STUDENTS:

▶ Should continue working diligently academically. Help is available from your counselor and by seeing your teacher for after school help.

▶ Review all of your progress reports and take suggestions seriously.

STUDENTS WHO TOOK THE PSAT IN OCTOBER:

▶ Your counselor will meet with you in a small group setting to distribute your results and to interpret the meanings. Results are **not** added to your transcript. However, they may be added if a parental note of request is sent to your counselor.

SENIORS:

▶ Follow up with any of the colleges who may need further information from you.

▶ If you have not applied to schools or if you need further help formulating goals, see your counselor NOW.

▶ Financial Aid Forms have been received. Stop by for a copy.

▶ Continue reading Senior Bulletins and apply for all scholarship opportunities which appeal to you.

GUIDANCE SERVICES AND INFORMATION **FOR JANUARY**

ALL STUDENTS:

▶ Continue your academic progress and seek help, as needed.

▶ Counselors have a list of tutors (professional and/or peer), but talk to your teacher for after-school help first.

10TH AND 11TH GRADERS:

▶ Should feel free to make an appointment with their counselors to discuss any area of concern.

SENIORS:

▶ Should continue working hard in their classes. Mid-year grades will be sent to all colleges. This is in the form of your REPORT CARD. Your counselor will distribute a form in homeroom so that you can indicate which schools should receive your report card. Don't forget - we need a single-stamped, pre-addressed envelope for each school named!

▶ Financial Aid forms should be sent in this month.

GUIDANCE SERVICES AND INFORMATION **FOR FEBRUARY**

ALL STUDENTS:

▶ Should continue their good efforts academically. Need help? See your teacher or counselor for direction.

- ▶ Summer opportunities are plentiful! See your counselor for a wide variety of options.
- ▶ Should feel free to make an appointment with their counselor to discuss any concerns.
- ▶ GPA's and ranks are available now and in June (each semester).
- ▶ Students who have special testing accommodations may be eligible for extended-time on SAT's. Please check with your counselor now. The College Board reviews and decides these issues based on a formal request.

SENIORS:

- ▶ Seniors' seventh semester G.P.A. and class rank are available.
- ▶ Mid-year reports will be mailed to colleges IF YOU SUBMIT THE PROPER FORM AND ENVELOPES to us. This is highly recommended and required by many colleges. This is sent in the form of your Quarter 2 report card, with updated rank and GPA added.

GUIDANCE SERVICES AND INFORMATION
FOR MARCH

ALL STUDENTS:

- ▶ Should continue working hard in all classes. Develop positive study habits and formulate proper time management skills now!
- ▶ Course selection begins soon!

11TH GRADERS:

- ▶ Should be formulating a list of schools and planning to visit, tour, and interview at each campus. Begin this process early.
- ▶ Take the SAT I in May. Registration materials are in the guidance office and may be done online at ***www.collegeboard.com***.

SENIORS:

- ▶ Who need any form of assistance with colleges, academics, personal problems, or future goals should stop by the guidance office.
- ▶ Continue reading the Senior Bulletins which are mailed home.

GUIDANCE SERVICES AND INFORMATION **FOR APRIL**

ALL STUDENTS:

▶ Should continue working diligently in their classes. Your performance in your classes will have a direct impact on your transcript results, G.P.A., and class rank that are mailed to colleges.

11TH GRADERS:

▶ Will meet in a small group setting with their counselor. The purpose is to discuss post high school plans, financial aid, testing, grades, and scholarships. A packet of valuable information will be given to the junior with the intention of sharing all information with parents.

SENIORS:

▶ Community scholarship applications will be distributed this month. Interviews will be held in April or May during the school day. The applications should be handed in to us PROMPTLY. LATE APPLICATIONS WILL NOT BE ACCEPTED.

▶ Continue reading Senior Bulletins.

GUIDANCE SERVICES AND INFORMATION **FOR MAY/JUNE**

ALL STUDENTS:

▶ Should continue working diligently in all of their classes.

▶ Read your progress reports. Take the teacher's suggestions seriously and work to improve any weaknesses.

▶ Summer school and other related options will be discussed with all students who fail a course for the year.

▶ All students are invited to meet with their counselor on an as-needed basis. Please make an appointment with the secretary. A pass will be sent to your homeroom teacher the day of the conference.

11TH GRADERS:

▶ Arrive early for your May SAT I. Eat breakfast and bring two #2 pencils, a calculator and your admission ticket to the testing room.

SENIORS:

▶ After reviewing progress reports, your counselor will contact you if graduation is in danger.

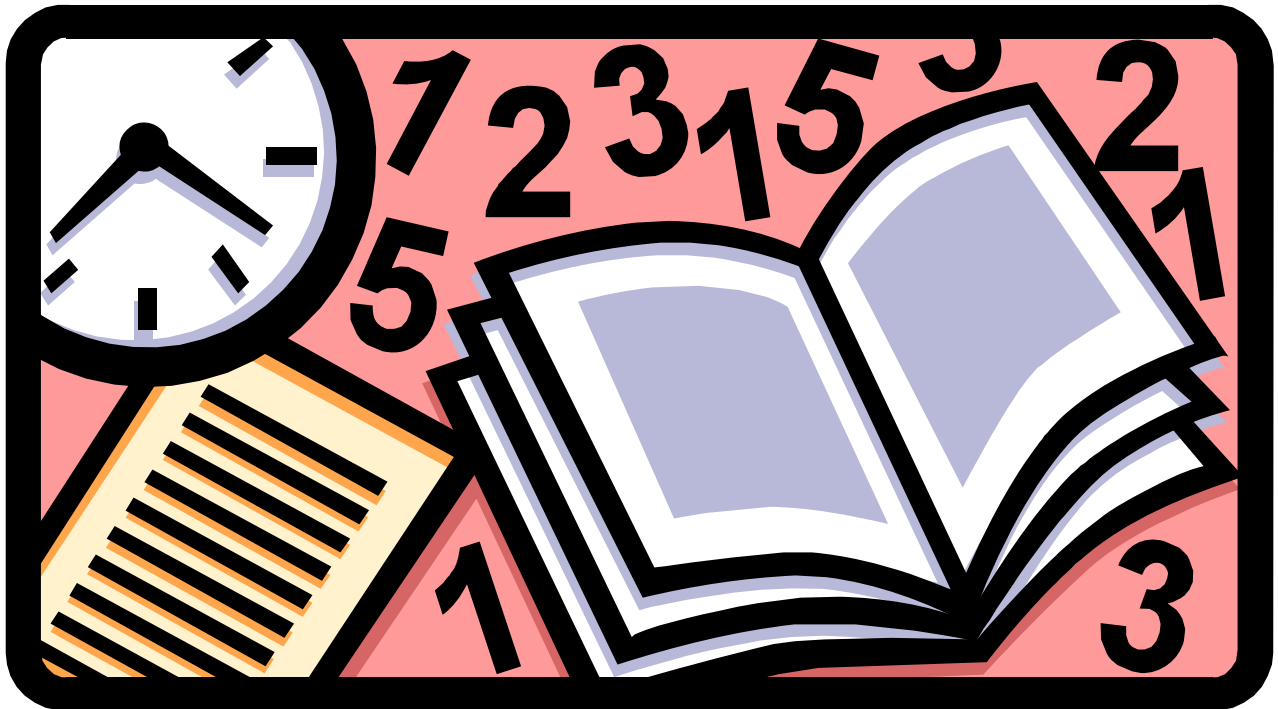
▶ Will be interviewed by members of the community and selected staff members for a possible community scholarship. Recipients will be announced at graduation. Students should dress appropriately and be prepared to answer questions about themselves and their future aspirations.

▶ Continue reading the Senior Bulletins. Have you responded to all of your colleges? Send a note to withdraw your name if you plan to attend another college in the fall. Accept the offer of the school where you will be attending. You will probably need to respond in writing and with a deposit. Do this by May 1.

▶ Have you sent a thank you note to all of the teachers who have helped you and ones who wrote a teacher recommendation letter for you? This is an essential act of appreciation.

▶ We will ask you to complete a form that will allow us to send your final transcript to the location where you will be attending college in the fall. This is required by admissions offices since they want to be certain that you graduated in June.

ACADEMICS



SAMPLE STUDENT SCHEDULE

Jane Doe, Grade 10
New Hope-Soley High School

3/24/2008

Student Schedule

Student ID	Name	Gr	Hrm	Team	Counselor	
		10	305		Ms. Wierzbowski	
Period	Course-Section	Description	Marking Periods	Days	Room	Teacher
1	FR01 - 1	FRENCH I	M1,M2,M3,M4	M,T,W,R,F	MS504	Mr. Hess
2	SS15 - 3	WORLD CULTURES	M1,M2,M3,M4	M,T,W,R,F	308	Mrs. DeSantis
3	SH01 - 3	Study Hall	M1,M2,M3,M4	M,T,W,R,F	HSCAF	Mr. Miller
4	RR10 - 2	STUDY-YEAR-RR	M1,M2,M3,M4	M,T,W,R,F	303	Mr. Gaffney
5	EN03R - 1	READING 10	M1,M2,M3,M4	M,T,W,R,F	212	Ms. Lengyel
6	EN03 - 4	ENGLISH 10 ACADEMIC	M1,M2,M3,M4	M,T,W,R,F	211	Ms. Pierce
7	SC10 - 1	BIOLOGY PRACTICAL	M1,M2,M3,M4	M,T,W,R,F	202	Ms. Procaccino
8	MA02 - 2	ALGEBRA IB ACADEMIC	M1,M2,M3,M4	M,T,W,R,F	305	Mr. O'Hara

ACADEMICS

GRADING SYSTEM

A grading system is an educational device which (1) communicates academic progress to parents and students, (2) communicates a student's progress to outside agencies and institutions, and (3) results in a permanent record of a student's school achievement.

There will be four marking periods for a year course with a fifth grade as the final grade. Semester courses will have two marking periods with a third grade as a final grade. Each semester exam will represent 10% of the final grade. (A zero ["0"] will be awarded if the student does not take an exam.)

Each marking period will be distinct from each other marking period with an assigned grade reflecting only that period's scholastic achievement.

All courses will use a numerical grade system. Use of I, N, X on report cards is explained below.

I = Incomplete. It is used in a situation where a student has not completed all the work as a result of a lengthy illness, injury, or other extenuating circumstances. It is not used for students who have not met deadlines. **Students have ten (10) school days after the close of the marking period to complete all work. Failure to do so will result in a grade change from "I" to a failure.**

N = No Grade. A no grade is used when a teacher establishes that a student, because of some circumstances, cannot or shall not be expected to do or make up the work. Course credit will be withheld if an "N" is issued.

X = Excusal from course requirements such as medical excusal from physical education.

Grades are issued on a 100-point scale. The passing grade is 65. For marking periods one, two, and three, the lowest grade recorded on a report card will be a 50. For the fourth marking period, the grade earned, between zero and 100, will be recorded. We will honor the intent and, and at face value, all reported grades which are submitted to us from our area vocational-technical schools.

Beginning with the first semester of Grade 9, we have cumulative grade point averages (GPA's) and class ranks on file. See your counselor for this information.

The Honor Roll Qualifications are as follows:

Honors ... require an average of 88 with no grade lower than 83.

High Honors ... require an average of 95 with no grade lower than a 90.

In order to qualify for the National Honor Society you must have a cumulative grade point average of "91".

Weighted Grades: Weighted grades are in place at New Hope-Solebury for two reasons: (1) to provide an incentive for students to take more challenging academic courses and (2) to more correctly predict a student's ability to do college level work while in high school. We have adopted the recommendation of the National Association of Secondary School Principals and our own Weighted Grades Study Committee to weight grades in the following manner:

LEVEL I: Advanced Placement: college credit courses

Weight: +6

Courses:

A.P. Biology

A.P. Computer Science

A.P. Calculus AB

A.P. English Language and Composition

A.P. English Literature and Composition

A.P. European History

A.P. Chemistry

A.P. Physics

A.P. Statistics

A.P. Studio Art

A.P. U.S. History

A.P. Music Theory

LEVEL II: Challenging courses that do not meet the criteria of Level I

Weight: +4

Courses:

Honors English 9, 10, 11

Honors Geometry; Honors Algebra II; Honors Precalculus; Honors Calculus;

Honors Advanced Calculus

French IV and French V

Spanish IV and Spanish V

Honors Physics

Engineering & Related Technology Pathway in partnership with Penn State University at Middle Bucks Institute of Technology

Health Sciences Pathway in partnership with Penn State University at Middle Bucks Institute of Technology

Weighted grades are only used to determine: (1) rank in class and (2) class Valedictorian/Salutatorian. Weighted grades are not used for honor roll status.

Report cards are sent home with students for Quarters 1, 2, and 3. They are mailed home to parents for Quarter 4.

GENERAL COURSE CREDIT

Each course of study in our school carries with it a credit valuation. Generally, a course meeting five days a week for a full year is valued at ONE CREDIT. A course meeting five days a week for one semester (one-half year) carries ONE-HALF CREDIT. A course which meets less than five times per week (such as Physical Education) will carry another value.

The following regulations have been developed for students at New Hope-Solebury High School, grades 9 through 12:

- 1) Study hall periods are not encouraged.
- 2) If a student fails to have successfully completed the number of credits needed for promotion, he/she will not be promoted to the next homeroom.

To pass from 9th to 10th grade ... 6 credits

To pass from 10th to 11th grade ... 12 credits

To pass from 11th to 12th grade ... 18 credits

- 3) Newly-registered students will have grades recorded on their official records beginning after ten school days. All grades from the previous school(s) will be converted to our system to calculate a current GPA.

GRADING POLICY FOR DROPPED COURSES

Three (3) weeks after the year or semester course begins, a grade of "WP" (Withdrew-Passing) or "WF" (Withdrew-Failing) will be given. It will be noted on the report card and transcript. The actual grade at the time of withdrawal from the course will be noted on the report card and a "WP" or "WF" will be noted on the transcript. Exceptions (thereby eliminating course title on our school documents) are: (1) adjustments for newly registered students or (2) adjustments for special education students.

GRADUATION POLICIES

A student must attend New Hope-Solebury High School a minimum of two (2) years, or four (4) concurrent semesters (junior and senior year), in order to qualify to be valedictorian/salutatorian.

Any student who does not attend New Hope-Solebury as a senior is not eligible for school and/or community-based scholarships.

GRADUATION REQUIREMENTS

Students at New Hope-Solebury must earn 24 credits in the following areas of study in grades 9 through 12:

ENGLISH: 4 credits (1 credit each in Grades 9, 10, 11, and 12)

SOCIAL STUDIES: 4 credits (1/2 credit in U.S. History III and 1/2 credit in Economics is required)

MATHEMATICS: 3 credits

SCIENCE: 3 credits

KEYBOARDING: 1/2 credit

HEALTH/
PHYS. ED.: 2 credits (1/2 credit each year in Health/Physical Education each year in Grades 9, 10, 11, and 12.

CULMINATING
PROJECT: 1/4 credit*

ELECTIVES: 7 and 1/4 credits

*Members of the graduating class must satisfactorily complete a Culminating Project as partial fulfillment of the graduation requirements. This project will consist of a field experience, research paper, and public presentation and will carry a credit value of 0.25. Details on the nature and scope of the project are available through the guidance and principal's offices and will be presented each year to affected students and parents.

All students must have at least seven classes scheduled per day.

Parents of college-bound students should be aware that many four-year institutions are requiring the following courses for admissions consideration: four years of academic English, four years of academic mathematics, four years of academic science with at least three lab sciences, five Arts/Humanities and social studies classes, and at least two years of the same foreign language.**

Majors such as engineering, science, mathematics, and architecture will require more units in mathematics and science.

NOTE: Please check the individual college catalogs to determine if your major actually requires more than two years of foreign language.

CULMINATING PROJECT

The Culminating Project for our students is designed to encourage students to consider their future choices for careers. The process begins in the ninth grade, and culminates with a presentation of accumulated research and experiences in the senior year. This activity is a requirement for graduation.

9th Grade: Every student takes a semester class in Career Exploration. Included in this class are an interest inventory and research on various careers of interest to the student.

10th Grade: As a requirement for the completion of the 10th grade English course, students write an I-Search paper on a topic of their choice. During the summer following the sophomore year, the student is expected to complete 20 hours of field experience with a mentor in an area of interest related to his/her I-Search paper. This experience is documented in a Field Experience Journal.

11th Grade: The Field Experience Journal is to be completed and returned to the advisor before the first marking period ends in October. As a part of the curriculum for Junior English, students will complete a research paper that will be related to the work they have done on the field experience.

12th Grade: Students will arrange a time to offer a public presentation that will encompass the Field Experience, the research paper, and a technology component created by the student to accompany his/her presentation. A panel of teachers will judge the presentation and the student will receive a grade for this and one-quarter (.25) credit, which will be averaged into the student's accumulated grade point average.

DROPPING/ADDING COURSES

Requests for schedule changes will be entertained during the summer and the announced drop/add period for each semester. Beyond that point, courses will not be dropped. The faculty and administration believe that commitments made should be honored.

If interested in dropping or adding a course during the available time window, make an appointment with your guidance counselor. You must present a note from your parent supporting your request and, if the request is approved by your counselor, you will receive a schedule change from your counselor.

HIGH SCHOOL ENRICHMENT PROGRAM AT BUCKS COUNTY COMMUNITY COLLEGE (BCCC)

Grades earned will **not** be entered on the New Hope-Solebury official transcript, will **not** enter into computation of Grade Point Average (GPA) or determination of class rank, and will **not** contribute to graduation requirements. Course completion and grades will, however, be noted in the student's file and will be referenced in all communications to college admissions offices by using space on the reverse side of the high school transcript.

A form must be submitted to the Principal for prior permission. Please see your counselor for all details.

1. All requests for participation in this program are subject to the approval of the Principal.
2. Applicants must be in their senior year.
3. Student participation in this program will not be permitted to interfere with the student's course of study at New Hope-Solebury. This program is supplemental in nature. BCCC course work will not satisfy graduation requirements and will not contribute to the computation of Grade Point Average or class rank.
4. The District will reimburse tuition and book costs (to a maximum of \$25.00), for approved courses only, upon submission of proof of payment and an appropriate grade.
5. One course per semester is permitted. A new form is required for each course.
6. Transportation and scheduling arrangements with New Hope-Solebury and BCCC are the responsibility of the student.

STUDY SKILLS

Success as a high school student will depend a great deal on how efficiently students use their study time. Here are some tips from classroom teachers to help students reach their full potential in high school.

Studying

Study a little bit every night. Don't try to cram the night before a test. Don't study for too long at one time. Take a break now and then.

Your study spot should be well lit, comfortable, and distraction-free. TV's and stereos prevent you from concentrating and make your study time less efficient.

Rest, relaxation, exercise, and a proper diet are all important parts of your preparation for school. A high protein, low sugar breakfast is helpful for maintaining a constant energy level all day.

Think of your study time as a pleasant learning experience, not a chore.

Preparing for tests

Keep up with your school work. Once you fall behind, it's hard to catch up.

Pay attention to review sessions. Ask questions about what type of questions to expect. If you don't understand something, ask your teacher.

Emphasize the major ideas (concepts) of the test material. Learn the key vocabulary words. Make flash cards of vocabulary if they help you. Have someone test you on them.

Taking the test

Don't panic! Everyone feels tension before a test. Tension helps you stay alert. Let it work for you.

Read the entire test before you do anything else. This will allow you to:

- ⇒ get rid of a few of the butterflies.
- ⇒ choose the easiest questions to start on.
- ⇒ budget your time.
- ⇒ start your subconscious mind working on the tougher questions. You'll find that when you come back to them, the answers often pop right out.
- ⇒ pick up clues to some questions in other questions.

Reading the whole test will save you time in the long run.

Look for clues in the test questions themselves.

- ⇒ Use the process of elimination for matching or multiple choice questions.

- ⇒ In true/false tests, look for words such as all, always, never, and none. If you can think of just one exception, the question is **false**.
- ⇒ For essay questions, think first, jot down a few key words or, better yet, a simple outline, and then write your answer.
- ⇒ If you have trouble interpreting a questions, think about the concepts that you studied. One of them will probably be the key to the answer.

Taking lecture notes

Don't try to write down everything the teacher says. Listen carefully until you understand the point that is being made, then write it down in your own words. Pay particular attention to examples.

Don't be afraid to ask questions when you don't understand. If you don't understand it, the chances are that other people don't understand either.

Go over your notes while they are still fresh in your mind during your regular evening study session. Add whatever you need to make your notes clear. If you let the notes sit until the night before the exam, they may make no sense to you at all. By looking them over while they're fresh in your mind, you'll have time to ask questions if you don't understand.

Reference: NJEA Review

SQ3R Technique

A study technique widely taught in college and secondary school reading and study skills classes is the SQ3R method or one of its many variations (SQ4B, PSQ3R, etc.).

The original SQ3R method as developed by Francis Robinson at Ohio State University over 30 years ago incorporates a plan or package of different procedures. Each letter in SQ3R stands for one of the steps.

S = Survey: The student is first asked to look over the chapter or material to be studied to get a brief overview and scope.

Q = Questions: The student next writes questions about the chapters possibly by changing subheadings into questions or by skimming to find some main ideas or using illustrations to generate more questions.

R – Read: The student now reads the chapter in such a manner that he or she can thoroughly answer the questions.

R = Recite: The student recites in a written form or in studying with another student answers to the questions and/or a summary of the main ideas in the chapter.

R = Review: At a later time the student reviews the chapter and/or his or her questions and answers. A review several days or weeks later aids long-term memory of the material and sometimes grants new insights.

Of course, any of the SQ3R steps can be done independently and are valuable in and of themselves. However, the technique is deemed most effective when done as a whole package.

*Reference:
Article published in NJEA Today
By Dr. Edward Fry
Director of the Reading Center and Professor of Education
Rutgers University, New Brunswick NJ*

Ten Hints for Successful Time Management

1. Clarify and list your objectives. Set priorities. Make better time management a habit.
2. Focus on your objectives, not on activities. Your most important activities are those that help accomplish your objectives.
3. Analyze everything you do in terms of your objectives. Find out what you do, when you do it, why you do it. Ask yourself what would happen if you didn't do it. If the answer is nothing, then stop doing it.
4. Make a "to-do list" everyday, but be sure it includes your daily objectives, priorities, and time estimates, not just random activities.
5. Make sure that the first hour of your day is a productive hour.
6. Take time to do it right the first time. You won't have to waste time doing it over.
7. Implement a "quiet hour" to find large blocks of uninterrupted time for your most important tasks.
8. Develop the habit of finishing what you start. Don't jump from one thing to another, leaving a string of unfinished tasks behind you.
9. Conquer procrastination. Learn to do it now.
10. Take time for yourself - time to dream, time to relax, time to live.

Reference: The American College Testing Program

MIDDLE BUCKS INSTITUTE OF TECHNOLOGY

THE EDUCATIONAL PROGRAM:

The educational program at Middle Bucks Institute of Technology is organized into ten career clusters and twenty-one career pathways (i.e., major courses of study). Typically, students enroll in one career pathway as their major field of study and then complete a core set of courses common to the career cluster and a highly rigorous technical sequence of courses related to their career pathway. Students may complete additional specialized courses as they advance beyond standard secondary curriculum.

The career cluster model is recognized as one of the most effective educational initiatives for preparing young people for the new economy.

ARTS & COMMUNICATION

Career Cluster Pathways:

- Commercial Art & Design
- Media & Communications Technology

AUTOMOTIVE

Career Cluster Pathways:

- Automotive Collision Technology
- Automotive Technology

CONSTRUCTION

Career Cluster Pathways:

- Construction Carpentry
- Electrical & Network Cabling Technology
- HVAC/Plumbing Technology

ENGINEERING & TECHNICAL SERVICES

Career Cluster Pathways:

- Drafting & Design Technology
- Engineering & Related Technology
- + **Senior Opportunity:** Penn State University/MBIT Dual Enrollment Courses

HEALTH SERVICES

Career Cluster Pathways:

- Health Occupations
- Health Sciences
- + **Senior Opportunity:** Penn State University/MBIT Dual Enrollment Courses

HOSPITALITY

Career Cluster Pathways:

- Culinary

HUMAN SERVICES

Career Cluster Pathways:

- Cosmetology
- Early Childhood Care & Education

INFORMATION TECHNOLOGY

Career Cluster Pathways:

- Computer & Electronics Technology
- Computer & Internet Technology
- Computer Network Technology
- Computer Sciences

PROTECTIVE SERVICES

Career Cluster Pathways:

- Public Safety

MANUFACTURING

Career Cluster Pathways:

- Precision Machining Technology
- Welding Technology

We encourage you to visit the Middle Bucks Institute of Technology facility and to learn more about their course offerings. Please phone 215-343-2480 to arrange a tour or a conference with their guidance personnel.

Your counselor has the application forms to attend the Middle Bucks Institute of Technology.

HOMEBOUND INSTRUCTION

Homebound instruction is available for students who are temporarily or permanently disabled and are unable to attend school. This is limited to two hours per week per subject of private tutoring by certified instructors.

Before pupils can receive this instruction, the request must be made in writing by the parent and supported by a statement of the physician attending the child, indicating the nature of the disability and the probable length of time the child will be homebound. Homebound instruction ceases when the child returns to school. **No student may be employed during the homebound instructional time period. A complete list of expectations is available in the guidance office.**

Procedures for Homebound Instruction

1. Request for Homebound Instruction, on the proper form, shall be directed to the Superintendent of Schools for approval.

2. Completed form shall include:
 - a. Letter of request from parent
 - b. Letter of recommendation from physician (must state three or more weeks).
3. Employment of tutors shall be at the discretion of the building principal. Present faculty members should be contacted first, then substitute teachers on the current Substitute Teachers List. Faculty members employed in this capacity must hold a Permanent Teaching Certificate in Pennsylvania.

SUMMER SCHOOL AND SUMMER TUTORING

On occasion, a student will fail a class that is required for high school graduation. We offer two different opportunities that will allow a student to make up such work in order to gain sufficient number of credits needed to earn a diploma.

- 1) Accredited Summer School: Students may enroll, at their own expense, to take any number of classes that were failed during the school year. Please gain approval from the guidance counselor or principal before enrolling. Updated brochures are available in May. An official transcript noting completion of all classes is required before credit is awarded.
- 2) Summer tutoring: Your counselor has a list of qualified tutors who may tutor a student at the student's expense:
 - ▶ 15 hours is required to make up a semester class.
 - ▶ 30 hours is required to make up a full-year class.A summer acceleration program is available. Please see your counselor for details.

ALL TUTORS MUST SEND A COPY OF THEIR APPROPRIATE CERTIFICATION TO THE GUIDANCE OFFICE FOR OUR FILE BEFORE CREDIT IS AWARDED. ALL TUTORS ARE REQUIRED TO SEND IN THE FINAL GRADE BEFORE CREDIT IS AWARDED.

Grades earned in make up courses are averaged with the earlier failure and entered on the transcript and used to determine GPA and class rank.

Any option must be discussed, prior to a final decision, with your counselor. Any senior who has academic credit concerns is encouraged to discuss other possibilities with the building principal.

PEER LEADERSHIP



PEER LEADERSHIP

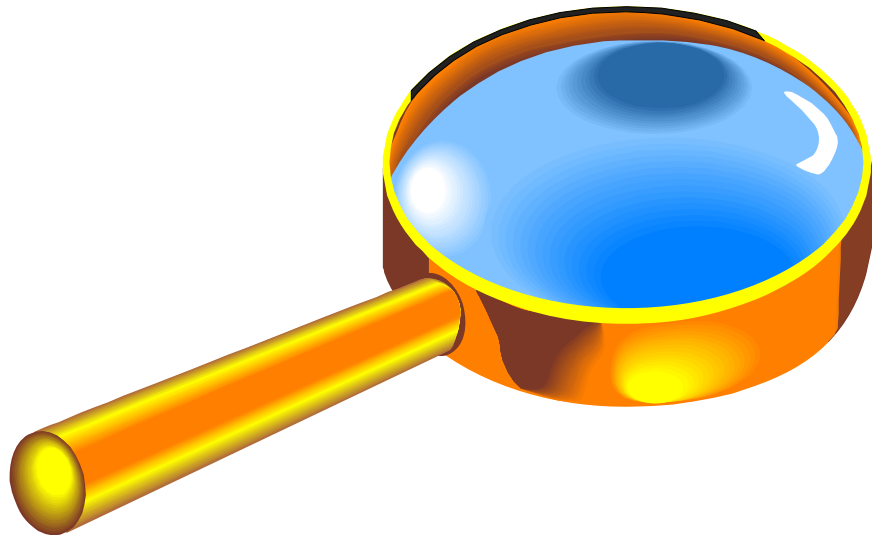
Empowering adolescents to influence younger students in a positive way is the key to the success of the Peer Leadership program. We select over 10-20 Peer Leaders who serve over 250 freshmen and eighth grade students.

For well over a decade, carefully selected juniors and seniors have been trained in group dynamics and active listening skills. After summertime training, the Peer Leaders are paired up and organize agendas that reflect topics that will be discussed with a group of fifteen freshmen and eighth graders during one class period on a weekly basis for six weeks. Training is an on-going process throughout the school year. It comprises problem-solving techniques, organizational skills and human relations skills. Training time is scheduled for three full days each summer, one full day during the school year, and during two lunch periods each week. Peer Leaders also receive some training in mediation techniques and practice their new skills using role-play.

Topics for group discussion vary. The co-leaders are given a wide range of possibilities from which to choose and discussion with experienced peer leaders helps to guide their final choices. Successful ideas includes: relationships with parents, siblings, and friends; favorite childhood memories; handling stress and worries; academic integrity and making a smooth transition from middle school to high school; dealing with peer pressure by using role-played refusal skills, and techniques to juggle academic responsibilities. During the Peer Leadership program, trust and a positive rapport are important goals. As a result, Peer Leaders may hear serious problems from students in or out of a group setting; they are trained to recognize problems that they should not try to handle. Issues involving violence to self or others, running away, abuse, or illegal activities are quickly brought to the attention of the advisor/school counselor for her to manage. The parameters within which the Peer Leaders work are explained during the first meeting with the students so that feelings of betrayal are minimized in case the counselors must become involved.

Selection of Peer Leaders occurs each spring. Interested sophomores and juniors are invited to apply if they are in reasonable academic standing and if they have not been assigned an out-of-school suspension that semester. Each applicant is required to complete an application and to participate in an interview. The interviewers are administrators, faculty members, and Peer Leaders. Focus is on an applicant's ability to use good judgment, organizational skills, potential for working effectively with others, and sensitivity and acceptance of all ages.

**POST HIGH
SCHOOL
PLANNING
FOR
FRESHMEN &
SOPHOMORES**



It's September!...What can a FRESHMAN do now?

Work diligently!

A transcript of your grades will begin at the end of 9th grade. All of your grades will be a part of this important document.

As a senior, a copy of your transcript will be mailed to all of your college admissions offices.

It's September! What can a SOPHOMORE'S FAMILY do now?

1. Perhaps your child would like to take the PSAT. When the results are returned in December, examine the scores for strengths and weaknesses. The grading scale is 20-80 on verbal and math. Please have your parents advise us, in writing, if you would like your scores to be added to your transcript.
2. Look carefully at the grades earned in Grade 9 and marking period one this year. Do patterns of achievement or weakness exist? Is a tutor needed in an area?
3. Consider looking at one or two college campuses. Look at a large university such as nearby Rutgers or Temple and compare it to a small campus such as all female, Rosemont College near King of Prussia or coed, Rider University in Lawrenceville, New Jersey.
4. Does the Middle Bucks Institute of Technology offer a program for you? Lots of career opportunities are available at the school. See your counselor for details if you are interested.
5. Give careful thought about dropping academic classes. The trend in college admissions is to require a challenging schedule each year. A student's choice of classwork is very important. Foreign language, academic math, academic science with lab, academic English and social studies are courses which are highly advised for the four-year, college-bound student.
6. Arrange to see the college admissions counselors who visit New Hope-Solebury each fall and spring. Details may be obtained by seeing the administrative assistant in the guidance office and by listening to the information in the daily bulletin read each day in homeroom.

If you and your child are thinking ahead about pursuing higher education after graduation, here are steps to consider now:

1. What type of environment will your child feel comfortable in? Large university, small intimate rural or suburban campus, co-ed residential campus or would he/she rather commute to school and live at home? Would a single-sex environment or a military university be appealing?
2. How important is academic competition? Does your child wish to be constantly challenged and attend classes with students who will present a keen competition for grades and knowledge? Could he/she emotionally handle such academic challenges? Does a co-op, internship or vocational education appeal? Is the availability of tutorial or remedial help necessary?
3. What geographic location does your child wish to live in? The New England and the Middle Atlantic states are the most popular areas for college-bound students at New Hope-Solebury. Does Boston's chill turn your child off? Consider Virginia's milder weather.
4. What types of majors might interest him/her? Liberal Arts, Business, and Computer and Information Sciences are the most popular majors today. Is working with people and communicating ideas a strength? Does he/she love and excel in math and sciences? Perhaps Engineering or Architecture could be a goal. Does he/she like working with their hands? Are they artistic? Mechanical? Think about the types of high school courses taken. What courses are enjoyed most? In which classes did your child academically excel? Does your child have a part-time job? Does its job description relate to a possible major?

POST HIGH SCHOOL PLANNING FOR JUNIORS



What can a JUNIOR & HIS/HER PARENTS do now?

1. Attend college fairs. They are publicized at school when we learn about them. "Visit" college campuses online too!
2. Plan a trip to several campuses to get the feel for visiting and exploring.
3. Plan one or two actual visitations in late spring to colleges that include a conference with an admissions counselor and a tour. Sit in on a class and spend a night in a residence hall, if possible.
4. Analyze your high school report cards. What courses show accomplishment and weakness?
5. Discuss possible majors with your parents. Will your part-time job lend itself to a major? What aptitudes do you have?
6. Your child should arrange to see the college admissions counselors who visit our school in the fall. Students should see the guidance secretary for a pass. Visitations are announced well in advance in our daily bulletin.
7. If you are planning to apply to a four-year college, enroll and continue to elect academic courses such as Honors and A.P. While grades, activities, and SAT's are important, so are the choice of courses and their level of difficulty.
8. Cultivate or continue to develop your extra-curricular activities. Mere memberships are not as impressive as direct involvement in one or two activities/projects.
9. Sign up for the PSAT in October and plan to take the SAT I in March or May. If you are enrolled in an Advanced Placement class, consider taking an SAT II in June in that subject area.

WEBSITES FOR COLLEGE PLANNING

CollegeNet <i>www.collegenet.com</i>	Hobsons College View <i>www.collegeview.com</i>	Pennsylvania Colleges <i>www.pheaa.org</i>	FAFSA <i>www.FAFSA.ed.gov</i>	Fast Web <i>www.fastweb.com</i>	Students <i>www.students.gov</i>
<ul style="list-style-type: none"> •Sources for financial aid and living expenses •Online applications to numerous colleges, in and outside of the U.S. •Link to sites that will help the user learn more about test prep •Helpful, user-friendly and informative 	<ul style="list-style-type: none"> •Comprehensive source of help for the college-bound junior or senior •Profiles of 1000s of colleges •Virtual tours of 100s of campuses •A college search by name or criteria •Narrow your choices using this website, before you plan college visits •Online applications, student services, careers and financial aid information 	<ul style="list-style-type: none"> •Excellent info for PA colleges •College facts •Available virtual tours •Geographic distance •Financial aid - estimate availability, types of aid, help with the FAFSA, and help understanding award packages •Career Planning - self-assessment, career matching and links to resources 	<ul style="list-style-type: none"> •Helps with organization for filing for financial aid •Helps you begin the Free Application for Federal Student Aid •Fills out form and follows up •Includes loans, grants and work study •Helpful 800# for information •Offers additional resources for aid 	<ul style="list-style-type: none"> •Must register •Over 6000,000 scholarships •Asks relevant information to match student with scholarship opportunities •Must follow up to apply for listed scholarships •Continues to send scholarship opportunities •Should begin using early - before senior year 	<ul style="list-style-type: none"> •U.S. government site for students with all kinds of info on college planning and federal and state aid •Fair source for college planning •Excellent source for programs, tax credits, etc. •Very good explanation of all loan programs •Provides access to FAFSA with the ability to file online

The Common Application <i>www.commonapp.org</i>	XAP <i>www.xap.com</i>	Peterson's College <i>www.petersons.com</i>	Campus Tours <i>www.campus tours.com</i>	College Board <i>www.collegeboard.com</i>
<ul style="list-style-type: none"> •Enables students to fill out one application, which is accepted by over 250 colleges •Offers web enabled version to apply electronically or to print a hard copy •Student can download the application to hard drive •Can access college supplements to the Common App •Links to all colleges that accept 	<ul style="list-style-type: none"> •Search engine for 2- and 4-year schools •Gives career info •Campus tours •Online applications •Financial aid info - ability to estimate costs for a school, deadlines for school's financial aid forms, and an explanation for financial aid letters 	<ul style="list-style-type: none"> •Identify colleges by location, major, cost or activities •Offers practice tests for the SAT's •Contains financial aid database •Tips on writing admissions essays 	<ul style="list-style-type: none"> •Daily updates on virtual tours of colleges •Good starting place to select schools 	<ul style="list-style-type: none"> •Sample SAT questions •Register online for SAT's •Online evaluation of college essays for a fee •Good information for college planning

Planning to enter the work force immediately after high school? Go to:

www.bis.gov/oco

Occupational Outlook Handbook – careers galore!

www.papsa.org

PA Association of Private School Administrators – get info about vocational training in Pennsylvania.

CALENDAR FOR COLLEGE PLANNING

Active college planning during the high school **JUNIOR** year

DATES	COLLEGE CHOICE	TESTING & COURSES	APPLICATIONS
Spring of Junior Year	<ul style="list-style-type: none"> ◆ Self-assessment. Determine college criteria. Discuss plans with parents. ◆ Review college guides. View college sites on the Internet. Make a preliminary list of colleges. ◆ Attend spring college fairs. ◆ Attend local college nights. ◆ Compare colleges. ◆ Meetings will be scheduled with your counselor and 4-5 other juniors. ◆ Visit several colleges to get a feel for college in session and campus styles, and visit their special programs to see the resources that are available. 	<ul style="list-style-type: none"> ◆ Take the May SAT I. Take A.P. exams, as appropriate. ◆ Consider courses required for college study. ◆ Select a quality and academically challenging course program. 	<ul style="list-style-type: none"> ◆ .Make appointments for summer visits and interviews.
June	<ul style="list-style-type: none"> ◆ List colleges to visit. Request information from each college: viewbook, course catalog, application, costs, and financial aid information, activities of interest to you. 	<ul style="list-style-type: none"> ◆ Take the June SAT II, if applicable. 	

SEVEN HELPS TO AID YOU IN CHOOSING A VOCATIONAL SCHOOL

One of the best ways to prepare for a good career is to obtain a career education at an accredited private vocational school. These schools provide intensive training in dozens of careers.

Getting the right training at a good school is a key to a sound career future. The first step in choosing a school is to write to three or more schools offering training in your chosen career. Ask for their catalogs. Then compare each school according to the checklist below.

(1) State licensing. Is the school licensed by your state's post-secondary school licensing bureau? Check with the Dept. of Education in your state for the department or bureau which regulates private vocational schools. Make sure the school is operating in accordance with the laws of your state. A few states do not require licensing but most do.

(2) Accreditation. An important indicator, accreditation means the school has passed a thorough examination of its business practices and teaching ability by an accrediting agency approved by the U.S. Office of Education. Accreditation is usually listed in the school's catalog, and it's a good idea to double-check with the accrediting agency itself.

(3) Courses. Are the courses offered up-to-date, well rounded and of high quality? Will they adequately prepare you for your field? Who teaches them - instructors with professional experience in the career? How long will training take?

(4) Facilities and equipment. What type of buildings, classrooms, facilities and equipment does the school offer? Are they educationally sound? Is the equipment similar to that used in the field?

(5) Hands-on training. Does the school have a laboratory or shop setup that duplicates a real work environment? This is a point in the school's favor since hands-on training enables the student to obtain practical and valuable experience.

(6) Placement assistance. Does the school offer regular placement assistance? How does it help find jobs for graduates?

(7) Cost. What is the total cost of tuition, supplies and fees? Can you realistically afford the school? Find out what the school's refund policy is.

But the very best way to check out a school is to visit it yourself. Choose a day when classes are in session so you can get a feel for the quality of education. Talk to students, look around at the buildings and equipment, if possible talk to graduates of the school.

Reference: National Association of Trade & Technical Schools Handbook; Washington, DC

COMPARATIVE CHART OF FACTS AND IMPRESSIONS ABOUT COLLEGES

Name of College:		
Admissions office phone number and contact name		
Name of Interviewer		
Type of school (4-yr. liberal arts, 2-yr. community college, etc.)		
Test(s) required		
Admission application deadline		
Financial aid application deadline		
Total annual expenses		
Amount of financial aid available		
<u>Total undergraduate enrollment:</u> Men Women		
<u>Freshman class:</u> Number who applied Number who were accepted Number who enrolled My chances of admission		
<u>Campus impressions:</u> Names of classes I attended Names of faculty members I met Types of social events I attended Names of students I met		

*Reference: Campus Pursuit; "How To Make the Most of the College Visit and Interview";
Headmaster; University Liggett School; 3rd Edition.*

QUESTIONS TO ASK THE COLLEGE

GENERAL INFORMATION

- ◆ How difficult is it to change majors in your senior year? How many students do it?
- ◆ What percentage of students who drop out return to your college to complete their degree?
- ◆ How many students will be in your freshman class this year?
- ◆ What is the average class size in the freshman year? Overall?
- ◆ What are the smallest class sizes? The largest?
- ◆ Are there televised classes?
- ◆ Do graduate students teach undergraduates?
- ◆ Do faculty members maintain office hours?
- ◆ Are students involved in the evaluation of instructors?
- ◆ What percentage of the faculty is tenured? What percent is part-time?
- ◆ Do professors have any policy on class attendance?
- ◆ How is registration handled?
- ◆ Are certain courses hard to get into? What percent?
- ◆ What is the farthest distance between academic buildings?
- ◆ Is there an honor code? Does it work?
- ◆ How are students advised about which courses to take?
- ◆ How far are you from the nearest airport? Train station? Bus?
- ◆ Do you provide transportation locally? To airports? Trains?
- ◆ How can I obtain crime statistics?
- ◆ Will I be admitted directly into my major?

DORM LIFE

- ◆ What percentage of students are housed on campus?
- ◆ What percent live off-campus? Commute from home?
- ◆ How many students are assigned to a room?
- ◆ Are the bathrooms public or private?
- ◆ Are there coed dorms? By floor? Wing? How?
- ◆ What services are provided in dorms? (Kitchens, laundry service, etc.)
- ◆ How are roommates chosen? Can I room with a friend?
- ◆ What if my roommate and I do not get along?
- ◆ Are freshmen required to be on campus? All in freshmen dorms?
- ◆ How does your resident advisor system function?
- ◆ Are rooms hard-wired for computers? Are there computer ports for each roommate?

FOOD SERVICE

- ◆ How many dining locations are available to students?
- ◆ Do you have your own food service or an outside caterer?
- ◆ Must I purchase a meal ticket? How many meals per week?
- ◆ Is there a salad bar? Choice of entrees?
- ◆ Are special diets (vegetarian, etc.) available?
- ◆ What about between meals and evening snacks?
- ◆ What is the average weight gain in the freshman year?

FINANCIAL AID

- ◆ Will applying for financial aid have any impact on admissions decisions?
- ◆ What costs does the college budget cover? Are transportation and personal expenses included?
- ◆ How is financial aid awarded to students?
- ◆ Is financial aid based on need? Based on merit?
- ◆ Are all students' needs met completely? If not, whose need is met?
- ◆ What happens after the freshman year?
- ◆ Do special groups (athletes, musicians, legacies, minority students) receive special treatment?
- ◆ What are the institution's policies regarding divorces/separated families?
- ◆ How many students receive financial aid? Scholarship aid?
- ◆ What are the financial aid procedures and deadlines? What forms must be submitted? What are the procedures for Early Decision applicants?
- ◆ When do students learn about their financial aid package? How and why might extensions be provided for the May 1 reply date?
- ◆ What employment opportunities are available for students not receiving financial aid?
- ◆ Does the institution have an installment payment plan? What other financing options are available?

Reference: Campus Pursuit: University Liggett School, 3rd Edition

CAMPUS VISIT CHECKLIST

I. **CALL AHEAD (DON'T WRITE) AND ASK ABOUT:** (You may also be able to do this via the Internet)

- _____ Appointment for interview
- _____ Tour times and starting point
- _____ Distance/directions
- _____ Special accommodations
 - _____ Food
 - _____ Housing
 - _____ Classes
- _____ What to bring
- _____ Information that can be mailed to you in advance

II. **PREPARE AN AGENDA**

- _____ What do I need to know about the college?
 - _____ List of questions
- _____ What do I want the college to learn about me?
 - _____ Resume
 - _____ Transcript
 - _____ Portfolio

III. **DURING YOUR VISIT YOU SHOULD ALLOW YOURSELF PLENTY OF TIME TO:**

- _____ Take a tour
- _____ Have an interview
- _____ Sit in on a class
- _____ Try the food
- _____ Meet a professor
- _____ Pick up information and application
- _____ Stroll around the town and campus and browse through stores

IV. **AFTER THE VISIT**

- _____ Make notes to refresh your memory later on (include names of admissions people you spoke with)
- _____ Jot down lingering questions
- _____ Thank you note

*Reference: Campus Pursuit; "How To Make the Most of the College Visit and Interview"
by Gary Ripple, Ph.D.; Headmaster; University Liggett School; 3rd Edition*

POST HIGH SCHOOL PLANNING FOR SENIORS



NAME: _____ DATE: _____

TRANSCRIPT RELEASE FORM

COLLEGE APPLICATION CHECKLIST

TO BE SUBMITTED TO GUIDANCE FOR EACH SCHOOL TO WHICH YOU APPLY:

- _____ 1. Transcript Release Form (signed in all appropriate spaces by student and parent)
- _____ 2. One large envelope (pre-addressed and with sufficient postage (We suggest you get the package weighed at the Post Office.))
- _____ 3. Any school/counselor report forms
- _____ 4. Typed application
- _____ 5. Correct application fee
- _____ 6. Typed essays and/or personal statements
- _____ 7. Graded writing pieces, if required

TO BE SENT SEPARATELY:

- _____ 1. SAT I/SATII/ACT results (via Educational Testing Service)
- _____ 2. Teacher Recommendations (Your request should be given directly to the teacher along with a pre-addressed, single-stamped envelope.)

APPLY BY THANKSGIVING! YOU SHOULD HAVE RESEARCHED AND VISITED ALL SCHOOLS BEFORE APPLYING!

**▶ ▶ ▶ See Reverse Side for actual Transcript Release Form ▶ ▶ ▶
NEW HOPE-SOLEBURY HIGH SCHOOL**

NEW HOPE, PENNSYLVANIA

TRANSCRIPT REQUEST AND RELEASE FORM

NAME: _____ DATE: _____

SOCIAL SECURITY NUMBER: _____

We are hereby requesting that the student's official high school transcript be sent to the location listed below.

Signature of Parent: _____ Date: _____

Signature of Student: _____ Date: _____

Is an application fee check enclosed? Yes No
If so, your parent must sign below indicating that they will not hold the New Hope-Solebury School District responsible for any lost check.

Signed (by parent) _____

PLEASE SEND A COPY OF MY OFFICIAL HIGH SCHOOL TRANSCRIPT TO:
(One location per form)

Name and Address of Institution:

CHECK (✓) ALL THAT APPLY!

- Please check here if you applied on-line!
- This college/university requires a counselor recommendation. I am allotting ten (10) school days for this purpose.
- I am requesting a transcript only. I am allotting five (5) school days for this purpose.

REQUEST TO SEND MID-YEAR GRADES

Please send my mid-year grades (including first semester marks, grade point average, and class rank) to the following schools:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Student's Signature: _____

Your name (PRINTED): _____

Date: _____

*****A SELF-ADDRESSED, SINGLE-STAMPED ENVELOPE
MUST BE PROVIDED FOR EACH SCHOOL *****

PLEASE NOTE:

A copy of your second marking period report card will be sent to the above schools.

Your counselor suggests that you send your mid-year reports as soon as possible because of the competition with students from other high schools.

Overview of the Essay

Tips on Writing the Admissions Essay

By *EssayEdge.com*: the Net's Admissions Essay Resource

It may be only 500 words, but the admissions essay portion of a college application can mean the difference between acceptance and rejection. How you write your personal essay shows the admissions committee why you are different from everybody else. It provides information about you that test scores, grades, and extracurricular pursuits just cannot. You can use the essay to describe a favorite activity, to tell a story about yourself, or even a story about your dog, but make sure to really *use* it -- in a way that captures the reader's attention and shows that you are exceptional.

Step One: Brainstorming

You should expect to devote about one to two weeks simply thinking up possible essay subjects. From this process of brainstorming, you may find a topic you had not thought of at first. Here are some questions to consider:

What Are You Like?

- What is your strongest personality trait? Does any attribute, quality, or skill distinguish you from everyone else? How did you develop this attribute?
- How would your friends characterize you? What would they write about if they were writing your admissions essay for you?
- Consider your favorite books, movies, works of art, etc. Have these influenced your life in a meaningful way? Why are they your favorites?
- Have you experienced a moment of epiphany, as if your eyes were opened to something to which you were previously blind?

What Have You Done?

- What are your major accomplishments, and why do you consider them accomplishments?
- What have you done outside of the classroom that demonstrates qualities sought after by universities? Of these, which means the most to you?
- Have you ever struggled mightily for something and succeeded? What made you successful? Have you ever struggled mightily for something and failed? How did you respond?
- What was the most difficult time in your life, and why? How did your perspective on life change as a result of the difficulty?

Where Do You Want to Go?

- Of everything in the world, what would you most like to be doing right now? Where would you most like to be? Who, of everyone living and dead, would you most like to be with?
- What are your dreams of the future? When you look back on your life in thirty years, what would it take for you to consider your life successful?
- How does this particular university fit into your plans for the future? Why do you want to spend two to six years of your life at a particular school?

Step Two: Selecting an Essay Topic

As these thoughts start to solidify into an essay topic, think about execution. What sounded like a good idea might prove impossible in the writing. Most importantly, think of how you can make the subject matter original. Even seemingly boring essay topics can sound interesting if creatively approached. With an essay question in mind, think over the following questions:

- Will your topic only repeat information listed elsewhere on your application? If so, pick a new topic. Don't mention GPAs or standardized test scores in your essay.
- Can you offer vivid supporting paragraphs to your essay topic? If you cannot easily think of supporting paragraphs with concrete examples, you should probably choose a different essay topic.
- Will an admissions officer remember your topic after a day of reading hundreds of essays? What will the officer remember about your topic? What will the officer remember about you? What will your lasting impression be?

Choose a Story

The best essays tell a story about the applicant. The essay does not have to be the story of your whole life, but rather a small glimpse of it, one that is rich with meaning and alive with imagery. It often helps to think about the impact that past events have had on you. In one admissions essay written by a student who was accepted to Harvard, Princeton, Dartmouth, and Stanford, an ordinary story is told in a unique and captivating way. In this narrative about hiking up a mountain, the student also conveys a deep appreciation for science, as well as a dedication to the hard work required to fully understand the universe:

Although the first few miles of the hike up Mt. Madison did not offer fantastic views, the vistas became spectacular once I climbed above tree line. Immediately, I sensed that understanding the natural world parallels climbing a mountain. Much like every step while hiking leads the hiker nearer the mountain peak, all knowledge leads the scientist nearer total understanding.

Entitled "Hiking to Understanding," this essay tells the story of one hike, but at the same time, gives a complete idea of the author's values, interests, and philosophy. Thus, the essay presents run-of-the-mill subject matter in an out-of-the-ordinary way.

Step Three: Writing the Essay

You must bear in mind your two goals: to persuade the admissions officer that you are extremely worthy of admission and to make the admissions officer aware that you are more than a GPA and a standardized score, that you are a real-life, intriguing personality. But before you can convince an admissions officer of this, you must first grab his or her attention.

The Introduction

Most admissions officers spend at most 2 minutes reading your essay. With this reality in mind, spend the most time on your introduction. One technique is to create mystery or intrigue in this first paragraph. At the very least, you should not give away the whole story right at the beginning. Give the admissions officer a reason to keep reading. As an example, the first sentence of the "Hiking" essay reads as follows:

Surrounded by thousands of stars, complete silence, and spectacular mountains, I stood atop New Hampshire's Presidential Range awestruck by nature's beauty.

This first sentence sets the mood for the essay, it draws the reader into the scene, but it does not state the author's argument or even the plot of the story to follow. The reader has to continue reading in order to learn what happens next.

The Body

After the first paragraph has been perfected, you must ensure that the body paragraphs relate to the introduction. It helps to have a theme or phrase that runs throughout the entire essay. In "Hiking to Understanding," the author uses the mountain as a unifying image:

Some people during their lives climb many small hills. However, to have the most accurate view of the world, I must be dedicated to climbing the biggest mountains I can find. Too often people simply hike across a flat valley without ascending because they content themselves with the scenery. The mountain showed me that I cannot content myself with the scenery.

Also notice that the author uses simple language. Many students think that big words make good essays, but powerful ideas are often best expressed in simple and elegant prose.

Another way to impress an admissions officer is by using specific examples and evocative touches of imagery that stay clear of cliché. The application essay lends itself to imagery, since the entire essay requires your experiences as supporting details. Successful essays stick to the mantra, "show, don't tell." Here's one example from the "Hiking" essay:

When night fell upon the summit, I stared at the slowly appearing stars until they completely filled the night sky. Despite the windy conditions and below freezing temperatures, I could not tear myself away.

This passage shows how description of the stars and cold can make us both imagine the scenery and understand the author's point of view. It tells us what the author feels and thinks, more so than if the author had spelled it out for us.

Finishing Up

The conclusion is your last chance to persuade the reader or impress upon them your qualifications. Expand upon the broader implications of your discussion. The "Hiking" essay does this successfully, both expanding on the description of the scene as well as on the scenes meaning for the author:

When observing Saturn's rising, the Milky Way Cloud, and the Perseid meteor shower, I simultaneously felt a great sense of insignificance and purpose. Obviously, earthly concerns are insignificant to the rest of the universe. However, I experienced the overriding need to understand the origins and causes of these phenomena.

Don't be surprised if the writing process takes many days. Few writers can dash out a quality essay in just a few sittings. It takes awhile to find the perfect structure, wording, and imagery. If you have the time, spend a week away from your draft; when you return to it, you will read it with fresh eyes. Ask friends and family for help. Other readers will find small mistakes that your brain has ceased to recognize, and they will answer the essential question, "what makes this essay memorable?"

Take *EssayEdge.com's* [Free Online Admissions Essay Help Course](#)

COLLEGE ADMISSIONS TERMS

The college admissions process is important, sometimes a little confusing, and exciting; here are some terms to help you.

Early Decision: If your college or university has this opportunity, you may apply early in the process (typically in October, but dates vary by institution), but this is BINDING. That means that if you are accepted, you MUST attend and if you have applied to other schools, you must withdraw your applications from consideration. Use this opportunity if you are SURE that the college is ideal for you! You may apply to ONE school as an Early Decision candidate.

Early Action: This is similar to Early Decision; however, it is a NON_BINDING relationship. You are not required to attend if you are accepted. In this case, please read the literature published by your institution to be certain you can apply to other schools, even as an Early Action candidate.

Rolling Admissions: This means that as soon as the admissions office has received all of your required information, they will make a decision and send you a letter or email. This usually happens from 4 – 8 weeks after you have sent in your documents.

Regular Admissions: This means that college deadlines are between January and February, with decisions being sent to all applicants in April.

Admissions Calendar: We recommend that all college-bound seniors submit all of their applications and supporting documents by Thanksgiving.

Mid-year Reports: Updated grade point averages, ranks, and current report cards will be sent to colleges in February of your senior year, if requested by you and the college.

May 1: This is the national candidate deadline – you must let your colleges know if you plan to attend by this date.

Final Transcript: This document will be sent to the one college to which you plan to attend. You will need to request this in writing. It is likely that your college will require documentation that you graduated from high school before their fall registration.

Safety or Fall Back School: All college-bound students need to have researched at least one VIABLE safety school. This is a school where you feel confident that you will be accepted.

Middle or Probably School: This is a school that you think it is fairly likely that you will be accepted.

Reach School: This is a school that it is very possible that you will not be accepted; however, you are interested to see if this dream could come true.

We have data about college admissions at New Hope-Solebury High School since 1986. We can help you determine which schools on your list fall into each of the above categories.

CAREER INFORMATION

Is searching for a career on your mind? Are you wondering where to start?

Here are some clues to use:

- ▶ Be patient! This is a process that will unfold over time.

Ask yourself the following questions:

- ▶ What types of people do I like to be around?
- ▶ Do I like to take a leadership position and organize people?
- ▶ Do I prefer to be on a team and help out, but not be the leader?
- ▶ Do I value making a lot of money and will that goal be a primary consideration as I am making a career decision?
- ▶ Do I like to work with people and help them with their problems? Would I like to teach people a concept or skill? Do I like working with children?
- ▶ What have my teachers, friends, and family said are my talents? Hint: Look over old report cards and progress reports to find a pattern. Are you earning consistently good grades in math, foreign language, or art?
- ▶ If you have had a part-time job after school or in the summer, what did you like about it? Did you work with your hands, did you get a physical work out, or did you serve others?

- ▶ Consider shadowing a person who is doing a job which appeals to you. Shadowing is an opportunity to really see first-hand what the persona does on a daily basis. Ask the professional questions about what he/she likes and dislikes about their job, training, education, and benefits. Is travel a part of their profession? If the position requires specialized training or many years in college or graduate school, are YOU willing to devote the time, dedication, and money to reach that goal?

- ▶ Learn as much as you can about related jobs, the availability of internships in college (an opportunity to work in the field of your choice and get paid and/or college credit), or studying abroad. Are there volunteer positions that you can tap into in order to learn more about your possible profession? For example, if you are interested in a medical field, consider volunteering at a local fire/rescue department, hospital, or nursing home. Check out related summertime opportunities (they are widely advertised by the Guidance Office in early spring), and learn more about specialized training at Middle Bucks Institute of Technology.

Need help with job opportunities? Check out the bulletin board outside of the Guidance Office. WE can also help you with designing an effective cover letter and resume.

FINANCIAL AID



Special Tips for Seniors and Parents

- A. Get your forms from the guidance office in November and mail them out or send them electronically in January of the child's senior year.

- B. Notify financial aid offices of any special circumstances such as loss of job, separation or divorce, death in the family, etc.
- C. Do not “assume” that your family will not be eligible for an aid package since many factors are considered. Facts such as the cost of the school, the number of students and parents in college, and the age of the parents are considerations. Disappointed about your aid package? Call your financial aid counselor and discuss your individual situation and request a re-evaluation.
- D. Develop a list of financial “safes”, “middles”, and “reaches” in the same manner as colleges are selected based on your child’s academic situation. Your school counselor or financial aid counselor can help.

How do you apply for federal student aid?

1. Complete the Free Application for Federal Student Aid (FAFSA) – the online version (FAFSA on the Web) or the paper FAFSA.

- For FAFSA on the Web, you can go to ***www.fafsa.ed.gov*** (or to ***www.studentaid.ed.gov*** and get general student aid information as well).
- You can get a paper FAFSA from a high school guidance office, a college financial aid office, a local public library, or our Federal Student Aid Information Center by calling 1-800-4-FED-AID (1-800-433-3243).

You can apply beginning January 1, and you have until June 30, to submit your FAFSA. But, be sure to check the FAFSA for the list of deadlines for state aid.

Schools and states often set deadlines early in the calendar year that you must meet to receive certain types of funds. Apply as early as you can; you don’t want to miss out on any source of aid!

2. Review your Student Aid Report (SAR).

Based on whether you submitted a paper or an electronic FAFSA, we’ll send you either a paper SAR or an electronic SAR, via the Internet. The SAR confirms the information reported on your FAFSA and will contain your Expected Family Contribution (EFC). The EFC is a measure of your family’s financial strength and is used to determine your eligibility for federal student aid. To receive your aid, you must have a complete and correct SAR.

3. Contact the school(s) you might attend.

Talk with the financial aid office staff at the school(s) you’re interested in attending. Make sure they have all the information they need to determine your eligibility. The financial aid

administrator will review your SAR, and if you're eligible, will prepare a letter outlining the amount of aid (from all sources) the school will offer you.

Need is based on the following equation:

$$\text{Cost of Attendance} * - \text{Expected Family Contribution (EFC)} = \text{Financial Need}$$

Help completing the FAFSA www.studentaid.ed.gov/complefafsa

Direct Loan Web site www.ed.gov/DirectLoan

U.S. Department of Labor's Occupational Outlook Handbook
(Information on various careers and their potential earnings) www.bls.gov/oco

Aid information in **Pennsylvania** 1-800-692-7392

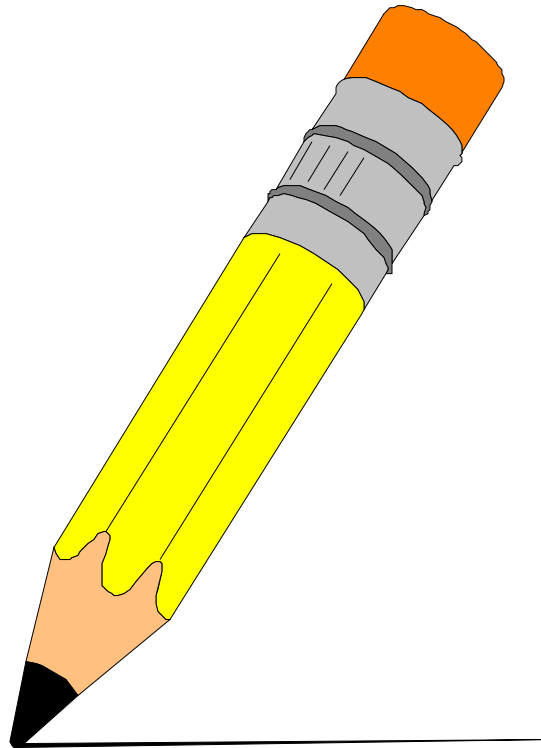
FEDERAL STUDENT AID SUMMARY

The following is a summary of the U.S. Department of Education's Federal Student Aid (FSA) programs that will help you pay for school. Check with your school to find out which programs your school participates in.

Federal Student Aid Program	Type of Aid	Program Details
Federal Pell Grant	Grant: does not have to be repaid	Available almost exclusively to undergraduates; all eligible students will receive the Federal Pell Grant amounts they qualify for
Federal Supplemental Educational Opportunity Grant (FSEOG)	Grant: does not have to be repaid	For undergraduates with exceptional financial need; priority is given to Federal Pell Grant recipients; funds depend on availability at school
Federal Work Study	Money is earned while attending school; does not have to be repaid	For undergraduate and graduate students; jobs can be on campus or off campus; students are paid at least minimum wage
Federal Perkins Loan	Loan: must be repaid	Five percent loans for both undergraduate and graduate students; payment is owed to the school that made the loan
Subsidized FFEL or Direct Stafford Loan	Loan: must be repaid	Subsidized: U.S. Department of Education pays interest while borrower is in school and during grace and deferment periods
Unsubsidized FFEL or Direct Stafford Loan	Loan: must be repaid	Unsubsidized: Borrower is responsible for interest during life of the loan
Federal PLUS Loan	Loan: must be repaid	Available to parents of dependent undergraduate students

Reference: The Student Guide – U.S. Department of Education; 2004-05

STANDARDIZED TESTING



P.S.A.T. (Preliminary Scholastic Assessment Test)

What is the PSAT/NMSQT?

The PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test) measures verbal and mathematical reasoning and writing skills that you have developed over many years, both in and out of school. It does not measure other factors and abilities - such as creativity, special talents, and motivation - that may also help you do well in college.

The test is offered at New Hope-Solebury each October on a Saturday morning. Registration is held at school beginning in late September/early October. Students will automatically receive a sample question and answer booklet when they pay their registration fee to the guidance secretary. All students are strongly encouraged to review the sample questions and answers prior to the test.

- Tips:
- ◆ Arrive early
 - ◆ Get plenty of sleep the night before
 - ◆ Bring two #2 pencils and a calculator
 - ◆ Take the test seriously
 - ◆ Eat breakfast

What scores will I receive?

PSAT/NMSQT scores give you helpful feedback about your verbal reasoning, math problem-solving skills and writing skills. In December your school counselor will give you your PSAT/NMSQT score report and your test book. Your score report will include your verbal score, mathematics score, writing skills score, score ranges, percentiles, and Selection Index (a sum of all three subtests with a 20-80 score range), which is used by National Merit Scholarship Corporation as an initial screen of the large number of participants in its competitions. Scholarship competitions, based upon one's selection index, are for juniors. So you can review your test performance and better understand the test, your score report will show the correct answers and your answers to the questions.

If you want your PSAT results placed on your transcript, please have your parents make that request in writing.

THE SAT I

The SAT I is a 3+ hour test that highlights writing, critical reading, and mathematical skills. It is intended to be used to help determine acceptance into college. We have information about prep classes and sample questions.

SAT II TESTS

Each SAT II test is one hour in length and the testing period will permit a student to take a maximum of three tests on any one day. A wide variety of subject tests are offered. The

purpose of the SAT II: Subject Tests is to use the results to aid in the admissions decision process or for class placement. Ask your counselor and teacher about which tests would be appropriate for you. It is recommended to take an SAT II test in May or June during the year of an Advanced Placement class. Stop by the Guidance Office for sample questions.

ADVANCED PLACEMENT EXAMS

Exams are offered in May. These are designed for students who are members of an A.P. class and feel confident in their abilities. Each test is three (3) hours in length. A college may award college credit depending on the test results.

ACT (American College Test)

This is also a standardized test which is used for college admissions purposes. There are four subject areas which are tested:

- English
- Math
- Reading
- Science

A Composite Score is given which represents the average of all four subject scores.

Scoring Scale: 1 - 36
 21 average

Registration forms are available in guidance. Talk to your counselor to determine if you need to take the ACT or contact ***www.act.org***.

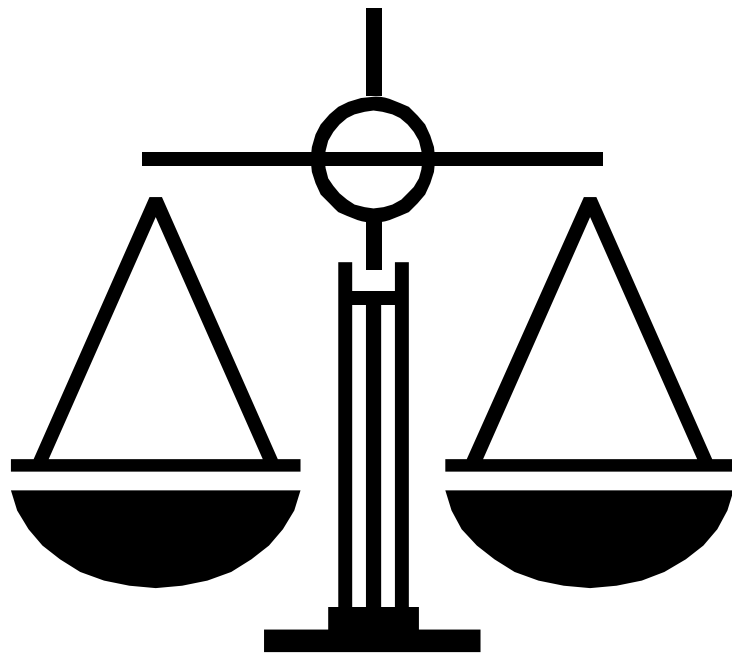
Critical Reading Section (formerly verbal section): Focus is reading comprehension and sentence completion.

Math Section: Focus is number and operations, Algebra I, II, Geometry, Statistics, Data Analysis, Student-produced responses.

Writing Section: Focus is multiple choice grammar usage and word choice and student-written essay.

For more information go to ***www.collegeboard.com***.

MENTAL HEALTH CONCERNS



Parents:

Occasionally, a student will feel greater emotions than a typical feeling of being "blue", unmotivated, or tired. Take these signals seriously especially if the signs last a period of time. Do you suspect substance use? Is your child talking of "ending it all"? Have grades fallen and interest in school, friends, and life waned? Help is available! We can refer you to qualified mental health professionals, groups, and provide hotlines for a variety of reasons.

Important signals to know about:

DEPRESSION

Common Indicators of Depression:

- ◆ Sadness
- ◆ Fatigue
- ◆ Negative self-concept
- ◆ Anxiety
- ◆ Negative view of the world
- ◆ Withdrawal from normal social contacts
- ◆ Eating disorders
- ◆ Self-criticism
- ◆ Loss of interest
- ◆ Seldom smiles or laughs
- ◆ Grades take sudden drop
- ◆ Avoids groups
- ◆ Helplessness
- ◆ Self-blame

WARNING SIGNS OF SUICIDE

- ◆ Suicide threats
- ◆ Statements revealing a desire to die
- ◆ Previous suicide attempts
- ◆ Sudden changes in behavior (withdrawal, apathy, moodiness)
- ◆ Depression (crying, sleeplessness, loss of appetite, hopelessness)
- ◆ Final arrangements (such as giving away personal possessions)
- ◆ Changes in eating habits.
- ◆ Changes in sleeping habits.
- ◆ Alcohol and drug abuse.
- ◆ Change in behavior and personality; becoming aggressive or passive when that was not normal behavior previously.
- ◆ Fear of parental separation.
- ◆ Sudden mood changes.
- ◆ Risk-taking and accident proneness.
- ◆ Impulsiveness (when not a previous characteristic).
- ◆ Inability to concentrate.
- ◆ Lessening interest in school work with grades dropping.
- ◆ Loss of an important person or thing.
- ◆ Lack of friends or loss of friends.
- ◆ Death wish - obsession with death - statement of a wish to die.
- ◆ Hopelessness - helplessness - haplessness - loneliness.
- ◆ Asking questions such as "What would happen if I took a whole bottle of ...?"
- ◆ Giving away prized possessions.
- ◆ Indications that a will is being made out.
- ◆ Previous attempt.

*Reference: Adolescent Suicide; The Help Center;
Quakertown Community School District, Quakertown, PA.*

*Reference: Suicide and Youth and What You Can Do About It; by A. Russell Lee, M.D.;
Director of Family Therapy Training at Pacific Medical Center; San Francisco, California.*

EATING DISORDERS

What are eating disorders?

Two common forms of eating disorders are **anorexia nervosa** and **bulimia**.

Anorexia is a morbid fear of becoming fat that leads to self-induced starvation. Bulimia is a pattern of binge eating, usually of junk foods, followed by purging through vomiting, laxatives or diuretics.

Those with eating disorders see themselves as fat regardless of how slender they may actually be. The consequences can be deadly. Dehydration, throat, colon or bladder infections, cardiac irregularities, kidney failure and malnutrition may place the person in severe jeopardy.

Recent studies indicate that three to five percent of women between puberty and age 30 suffer bulimia and one percent are anorexic. One in ten persons with eating disorders is male.

Warning signs

While many teens are preoccupied with their weight and appearance, very few actually have the serious symptoms of an eating disorder. Still, parents observing any combination of the following behaviors in their teen should investigate further:

- ◆ severe loss or frequent fluctuation in weight
- ◆ obsessive and strenuous exercising
- ◆ ritualistic eating habits such as cutting food into small pieces, playing with food, or refusal to eat fats or proteins
- ◆ complaints of feeling cold when others are comfortable
- ◆ excuses not to eat meals with the family such as “I already ate” or “I’ll eat at Mary’s house”
- ◆ frequent trips to the bathroom immediately after meals
- ◆ excessive or unusual devotion to school work or job
- ◆ secretiveness or isolation from friends and family
- ◆ frequent changes in dieting goals
- ◆ unexplained quantities of missing junk food
- ◆ mood irritability over minor things
- ◆ use of laxatives, diet pills or diuretics

*Reference: Reading the Signs: A Parent's Guide to Teens;
The Institute of Pennsylvania Hospital, Philadelphia, PA.*

DRUG AND ALCOHOL ABUSE

Signs and Symptoms

Recognition of alcohol/drug abuse symptoms is not clear-cut. While other variables may be the cause of symptoms, there are certain symptoms that constantly re-occur in alcohol/drug abusers. A child may be suspected of substance abuse if symptoms such as the following are noticed:

1. The Eyes: Bloodshot, watery, extremely wide or extremely small pupils
2. Odor: Odor of particular substance. Body and breath odor is bad.
3. Needle Tracks: Skin boils and sores. Injection points (scars) sometimes get very infected.
4. Unusual Emotional Extremes: Hysterical crying or hysterical laughter. Often anti-authority.
5. Unusual Dispositional Extremes: Over stimulated or constantly sleepy.
6. Appetite Extremes: None or very little; huge, particularly for sweets or liquids.
7. Fear Complex (Paranoia): Convinced someone is after them, very suspicious.
8. Physical Ill Health: Body deterioration in tone, skin color, stance and weight.
9. Mental Ill Health: Paranoid behavior, emotional extremes, loss of interest in former goals, dull, unresponsive attitude.
10. Moral Ill Health: Former values destroyed and abnormal ideas and ideals adopted in their place.
11. Sudden Truancy.
12. Lower Grades: B to C, not necessarily a radical drop.
13. Tardiness.
14. Skipping Classes.
15. Lack of Interest: in class, sports or hobbies (as compared to prior interest).
16. Change in Attitude and Personality.
17. Change in Temperament: Unusual flare-ups or out-breaks of temper.
18. Change in Appearance.
19. Change in Friends.
20. Excuses and Rationalizations.
21. Financial Problems: Borrowing of money or sudden excess of money.

*Reference: Compiled and Distributed by Hunterdon County Prosecutors
Office - Hunterdon Drug Awareness Program.*

MALES AND EATING DISORDERS

- One in ten individuals seeking treatment for an eating disorder is a teenage boy or man.
- Most often, the disorders develop during the teenage years, but there are cases where boys as young as eight or men as old as 60 have been affected.
- Most professionals believe that eating disorders in men are no different than eating disorders in women.
- Males are more “at risk” for developing eating disorders if they participate in sports with weight restrictions. These include running, body-building, wrestling, swimming and gymnastics.
- Diagnosis and recovery are frequently complicated by a man’s reluctance to seek treatment since society generally regards an eating disorder as a “woman’s issue”.
- Eating disorders in men, as in women, are not about food or vanity. They develop as a way of coping with the conflicts, pressures and stresses of life. An eating disorder may be a way to experience some control when the rest of life seems out of control.
- When individuals refer to eating disorders they are speaking about anorexia nervosa, bulimia nervosa, or binge eating disorder:

Anorexia is self-imposed starvation. It is a serious, life-threatening disorder. Although people with anorexia are obsessed with food, they continually deny their hunger. They may also limit or restrict other parts of their life besides food such as relationships, social activities or pleasure.

Bulimia is the repeated cycle of out-of-control eating followed by some form of purging. This may include self-induced vomiting, excessive use of laxatives or diuretics, or obsessive exercising.

Binge Eating Disorder (commonly called compulsive overeating) is marked by episodes of uncontrolled eating or bingeing, followed by periods of guilt and depression, but not purging. A binge is marked by the consumption of large amounts of food, sometimes accompanied by a pressured, “frenzied” feeling.

Reference: The Renfrew Center, 475 Spring Lane, Philadelphia PA 19128; www.renfrewcenter.com

NEW H.O.P.E. TEAM
(Student Assistance Program)

The New H.O.P.E. (Helping Our People Excel) Team is a student assistance program which is designed to:

- 1) identify high risk students who are having school problems due to alcohol or drug use, depression or other mental health problems and,
- 2) intervene and refer these students to appropriate community counseling services. It is an intervention, not a treatment program.

A Student Assistance Program utilizes a systematic process by which school personnel can determine which students are having serious problems and refer them for help. The heart of our program is the S.A.P. Team, which is a group of school personnel who are specially trained to work with these students.

Referrals to the S.A.P. Team can come from many different people: teachers, guidance counselors, peers, family members, outside community agencies, or the actual student.

What happens to referrals to the program?

After a child is referred to the S.A.P. Team, the team collects information about the students' performance and behavior from a variety of sources: teachers, counselors, nurse, and other appropriate staff members. The team analyzes this information in order to determine the best course of action for the student, depending upon his/her needs. Alternatives include: group counseling, individual counseling, referral to other school professions and/or referral to outside agencies.

The members of the S.A.P. Team work cooperatively with the guidance staff by sharing information. Our goal is to help to learn more about the student and to intervene in a helpful and positive manner.

101 WAYS TO COPE WITH STRESS

Get up 15 minutes earlier ☞ Prepare for the morning, the night before ☞ Avoid tight fitting clothes ☞ Avoid relying on chemical aids ☞ Set appointments ahead ☞ Don't rely on your memory - write it down ☞ Practice preventative maintenance ☞ Make duplicate keys ☞ Say no more often ☞ Set priorities in your life ☞ Avoid negative people ☞ Use time wisely ☞ Simplify meal times ☞ Always make copies of important papers ☞ Anticipate your needs ☞ Repair anything that doesn't work properly ☞ Ask for help with the jobs you dislike ☞ Break large tasks into bite size portions ☞ Look at problems as challenges ☞ Look at challenges differently ☞ Unclutter your life ☞ Smile ☞ Be prepared for rain ☞ Tickle a baby ☞ Pet a friendly dog/cat ☞ Don't know all the answers ☞ Look for the silver lining ☞ Say something nice to someone ☞ Teach a kid to fly a kite ☞ Walk in the rain ☞ Schedule play time into every day ☞ Take a bubble bath ☞ Be aware of the decision you make ☞ Believe in you ☞ Stop saying negative things about yourself ☞ Visualize yourself winning ☞ Develop your sense of humor ☞ Stop thinking tomorrow will be a better than today ☞ Have goals for yourself ☞ Dance a jig ☞ Say hello to a stranger ☞ Ask a friend for a hug ☞ Look up at the stars ☞ Practice breathing slowly ☞ Learn to whistle a tune ☞ Read a poem ☞ Listen to a symphony ☞ Watch a ballet ☞ Read a story curled up in bed ☞ Do a brand new thing ☞ Stop a bad habit ☞ Buy yourself a flower ☞ Take stock of your achievements ☞ Find support from others ☞ Ask someone to be your "vent-partner" ☞ Do it today ☞ Work at being cheerful and optimistic ☞ Put safety first ☞ Do everything in moderation ☞ Pay attention to your appearance ☞ Strive for excellence NOT perfection ☞ Stretch your limits a little each day ☞ Look at a work of art ☞ Hum a jingle ☞ Maintain your weight ☞ Plant a tree ☞ Feed the birds ☞ Practice grace under pressure ☞ Stand up and stretch ☞ Always have a plan "B" ☞ Learn a new doodle ☞ Memorize a joke ☞ Be responsible for your feelings ☞ Learn to meet your own needs ☞ Become a better listener ☞ Know your limitations and let others know them too ☞ Tell someone to have a good day in pig Latin ☞ Throw a paper airplane ☞ Exercise every day ☞ Learn the words to a new song ☞ Get to work early ☞ Clean out one closet ☞ Play patty cake with a toddler ☞ Go on a picnic ☞ Take a different route to work ☞ Leave work early (with permission) ☞ Put air freshener in your car ☞ Watch a movie and eat popcorn ☞ Write a note to a far away friend ☞ Go to a ball game and scream ☞ Cook a meal and eat it by candlelight ☞ Recognize the importance of unconditional love ☞ Remember that stress is an attitude ☞ Keep a journal ☞ Practice a monster smile ☞ Remember you always have options ☞ Have a support network of people, places and things ☞ Quit trying to "fix" other people ☞ Get enough sleep ☞ Talk less and listen more ☞ Freely praise other people ☞ P.S. Relax, take each day at a time ... you have the rest of your life to live!

Reference is unknown. Not an original piece.