

UCF | Unionville-Chadds Ford School District

K-12 Comprehensive Counseling Program



The mission of the Unionville-Chadds Ford School District is to empower each student to succeed in life and contribute to society.

Unlocking the Potential in All of Us!

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UCF | What is Chapter 339?

A comprehensive guidance plan is required as part of Pennsylvania School Code under Chapter 339 entitled “Guidance”. This plan outlines 13 required program components with much emphasis on career and technical education. The Academic Standards for Career Education and Work address the importance of career planning for all students related to labor market projections and workforce needs. The plan is updated annually and revised every 5 years as outlined in Chapter 339.

UCF School Counselors and Assignments

Counselor Name	School	Ratio
Lisa Yackel lyackel@ucfsd.net	Chadds Ford Elementary (Grades K-5) 610-388-1112 x3758	363:1
Rachel Hanes rhanes@ucfsd.net	Hillendale Elementary (Grades K-5) 610-388-1439 x3601	329:1
Rebecca Louick rlouick@ucfsd.net	Pocopson Elementary (Grades K-2) 610-893-9241 x3495	295:1
Doug Henderson dhenderson@ucfsd.net	Pocopson Elementary (Grades 3-5) 610-893-9241 x3439	363:1
Laura Toner ltoner@ucfsd.net	Unionville Elementary (Grades K-5) 610-347-1700 x3538	395:1
Jackie Battinieri jbattinieri@ucfsd.net	Charles F. Patton Middle School (Grade 8) 610-347-2000 x3827	311:1
Susan McMahon smcmahon@ucfsd.net	Charles F. Patton Middle School (Grade 7) 610-347-2000 x3819	347:1
Jewell Thacher jthacher@ucfsd.net	Charles F. Patton Middle School (Grade 6) 610-347-2000 x3825	339:1
Amber Blocher ablocher@ucfsd.net	Unionville High School (Grades 9-12) 610-347-1600 x3021	243:1
Lora Elfreth lelfreth@ucfsd.net	Unionville High School (Grades 9-12) 610-347-1600 x3145	238: 1
Maribeth Lyles mlyles@ucfsd.net	Unionville High School (Grades 9-12) 610-347-1600 x3085	244:1
Beth Lynch blynch@ucfsd.net	Unionville High School (Grades 9 -12) 610-347-1600 x3131	248:1
Carolyn Spiegel, DC cspiegel@ucfsd.net	Unionville High School (Grades 9-12) 610-347-1600 x3125	121:1
Lori Stewart lstewart@ucfsd.net	Unionville High School (Grades 9 -12) 610-347-1600 x3040	236:1

UCF Counseling Department Mission Statement

Unionville-Chadds Ford School District

The mission of the Unionville-Chadds Ford School District is to empower each student to succeed in life and contribute to society.

Unionville-Chadds Ford School District Counseling Program Mission Statement

The mission of U-CF Counseling Department is to provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students. In partnership with educators, parents, business/community, and post-secondary stakeholders, school counselors facilitate the support system which empowers all students in the UCFSD to succeed in life and contribute to society by unlocking the potential in all of us.

UCF Elementary School Goals

The following goals are for the 2015-2016 school year. New goals are developed annually.

<p>Personal Domain Goal</p>	<p>During the 2015-16 school year, 100% of the 3rd grade students will complete a six week unit on <i>Celebrating Diversity</i>. Students will complete activities and lessons that will enable them to be able to better understand and define the concepts of diversity, stereotyping, tolerance, and acceptance of others.</p>
<p>Career Domain Goal</p>	<p>During the 2015-16 school year, 100% of 5th grade students will complete a Vision Board that will include: at least 3 of their interests, strengths/abilities and values; preferred learning style and learning smart (multiple intelligences), right/left brain dominance, and future goal(s).</p>
<p>Academic Domain Goal</p>	<p>During the 2015-16 school year, 100% of the first graders will complete a six week unit from the <i>Incredible, Flexible You!</i> curriculum. Students will complete activities and lessons that will enable them to be able to better understand the connections between thinking, feeling and actions, personal space, whole body listening, working together, and perspective taking.</p>

The following goals are for the 2015-2016 school year. New goals are developed annually.

Personal/Social Domain Goal	To continue to monitor and track cyber-bullying incidents at the middle school and formalize the data analysis process during the 2015-16 school year. Share data with the 6th grade Digital Citizenship teacher and Olweus committees at the middle school.
Career Domain Goal	100% of 8 th grade students will complete a Holland Interest Inventory on the O-Net website and be able to identify three careers connected to their interests. This information will be recorded in an Academic/Career Portfolio to transition to high school.
Academic Domain Goal	100% of 7 th grade students will explore their Learning Style and be able to list two strategies that will help them with their academic studies, based on their learning style. This information will be recorded in an Academic/Career Portfolio to transition to high school.

UCF High School Goals

The following goals are for the 2015-2016 school year. New goals are developed annually.

Personal/Social Domain Goal	100% of sophomores will identify three personal strengths or assets during their individual sophomore conference in semester two of the 2015-2016 school year. The students will complete the StrengthsExplorer tool in Naviance to help discover his/her talents.
Career Domain Goal	To increase the attendance of 12th grade students at Senior Seminars from 50% in the 2014-2015 school year to 75% in the 2015-2016 school year. Counselors explain the college application process in the seminars. Senior Seminars occur during nine lunch sessions of the second week of school, from Tuesday, September 8, 2015 through Thursday, September 10, 2015. The senior seminars are offered prior to individual senior conferences.
Academic Domain Goal	To collect baseline data of the peer tutoring program for the 2015-2016 school year. Baseline data includes the number of students accessing the program and the requested tutoring subject.

UCF | Stakeholders

Students:

The students of Unionville-Chadds Ford School District will receive instruction and support focused on academic, career, and personal/social skills in order to make educated and reasonable decisions that will lead to their successful futures, i.e., identifying learning styles, interests, strengths, managing emotions, learning and applying interpersonal skills.

Student representatives will present their experiences, gather peer feedback and offer their insights in discussions as members of the Advisory Council.

Parents:

Parents will benefit from a comprehensive K-12 counseling program by understanding how they can best help their child experience a successful educational experience. Through their participation in parent programs and their review of information from counselor communications, parents will understand the importance of future planning. Parents are encouraged to advocate for their children in order to assist them in making appropriate choices. Parents are pivotal in helping their children discover, ignite, and nurture their passions.

The program will benefit from parent involvement because they are integral in helping students build upon the skills needed to be successful in the areas of personal/social, academic and career development. Parents will participate in student decision making regarding course selections as well as career and college exploration. Parents will provide input to the school counseling program through their participation and service on the Advisory Council.

Educators:

Educators will be made aware of the mission and goals of the school counseling program through informational sessions during professional development days, the school counseling website, and presentations. Educators will benefit by expanding their knowledge base in order to help prepare students for future career trends.

Educators will promote the mission of the school counseling program by collaborating with counselors. Educators assist in delivering counseling curriculum standards, i.e., college essay writing, study skills, digital citizenship. Educators will provide input to the school counseling program through their participation and service on the Advisory Council.

Business/Community:

The business/community will benefit from a K-12 school counseling program by having access to future employees who have an understanding of the value of positive social interactions, teamwork, goal setting, communication, and the academic skills needed in the workplace.

As partners, business/community members serve on the Advisory Council and will provide opportunities for students to explore careers and job shadow experiences. They will share industry trends, necessary soft skills, and the connections between school and the world of work.

Post-Secondary:

Post-secondary partners benefit from a K-12 school counseling program because they will receive students that have made focused decisions, are less likely to change majors, transfer or discontinue their education.

Post-Secondary Partners (four year, two year, career and technical, apprenticeship partners, and military) impact our school counseling program by providing resources for students to transition to the next level of training and education. Through collaboration with these constituents, the school counselors will provide students with opportunities to explore a wide range of post-secondary options. By serving on the Advisory Council, they will share how students are transitioning from high school to their post-secondary placement and help counselors identify areas of need.

UCF | Role of the School Counselor

As Leader:

School counselors serve as leaders by effectively managing and implementing a comprehensive developmental school counseling program. We carry out this role in the following manner:

- use data to identify and remove barriers to student learning
- promote student success by participating in efforts to close existing achievement gaps among underrepresented populations
- serve on school based leadership/school improvement teams related to the welfare of students
- serve on district level curriculum teams
- support the school as a safe and welcoming community
- adhere to ASCA (American School Counselor Association) and Pennsylvania Career Standards

As Advocate:

School counselors advocate for students, for the counseling profession, and for systemic change. Advocating for the academic success of every student is a key role of school counselors. We carry out this role in the following manner:

- develop counseling programs that ensure that every student has an ongoing connection with a caring adult
- monitor the academic, personal/social, and career development of all students
- provide equitable access to educational and career exploration opportunities for all students
- collaborate with parents, teachers and outside agencies to help meet all student needs

As Collaborator:

The professional school counselor as a collaborator teams with all members of the educational community to create an environment that promote student achievement. We carry out this role in the following manner:

- promote commitment to the mission of the school
- maintain an open communication style to foster an effective teaming culture and a sense of community for the school system
- offer parents information and training to enhance the educational opportunities for students
- serve actively on school leadership teams
- use skills in networking, problem solving, and mediation in the educational community
- embrace feedback that supports continual program development

As an Agent of Continual Improvement:

School counselors are knowledgeable of the policies, practices, guidelines and attitudes that may impact subgroups of students. Through collaboration with all stakeholders we identify areas of need and support interventions which contribute to student success. We carry out this role in the following manner:

- use data to identify and challenge policies and practices which may impact student achievement
- enlist the support of all stakeholders
- gather data to support the need for change
- identify realistic goals and create action plans
- develop intervention strategies

UCF | Advisory Council

The Advisory Council will:

- offer feedback on the K-12 School Counseling Program Goals
- help facilitate communication between the school counseling program and the stakeholder groups
- provide support and advocate for resources to the K-12 School Counseling Program

Advisory Council Meeting dates:

- March 17, 2015 (initial meeting)
- May 19, 2015
- October 28, 2015
- May 10, 2016
- Council meets bi-annually Fall and Spring

Council members:

- Elementary School Student: Aria Zutshi
- Elementary School Parent: Betty Kucharczuk
- Elementary School Teacher: Megan Doyer
- Elementary School Counselor: Lisa Yackel
- Middle School Student: Olivia Brown
- Middle School Parent: Luci McClure
- Middle School Teacher: Matt Rusnak
- Middle School Counselor: Jewell Thacher or Jackie Battinieri
- High School Student: Jace Bridges
- High School Parent: Sue Seidenberger
- High School Teacher: Janet Holguin
- High School Counselor: Carolyn Spiegel
- Business/Community Representative: Bill Steller
- Post-Secondary Institution Representative: Jeremy Branch (Penn State)
- Building Administrator: Rudy Reif
- District Administrator: John Nolen

We would like to expand the membership of the Advisory Council to include representatives from the following groups:

- Rotary
- Chamber of Commerce
- Community College
- TCHS
- School Board Member
- More parents
- Rotate counselors and leadership through the meetings

UCF Monthly Counseling Calendar

Each building has developed a monthly program calendar that outlines the responsibilities of the school counselor.

Guidance curriculum - green

Individual planning - blue

System support - red

Responsive services - purple

UCF Elementary School Monthly Counseling Calendar

July		
Academic: Meet with principal to review class placements New student screenings	Career:	Personal/Social: Consult with parents on an as needed basis
August		
Academic: New student screenings Administering math placement tests Grade level transition meetings Distribute 504 plans to teachers	Career:	Personal/Social: Sneak a peek Meet with Olweus Core Team to finalize fall kickoff event Train new staff in Olweus Meeting with parents to address placement concerns Transition tours for students with special needs New student orientation
September		
Academic: OLSAT practice tests, preparation of materials, scheduling	Career: Career exploration, classroom guidance- 4th Grade	Personal/Social: Back to School Night Check in with new students Introductory guidance lesson in all classrooms Begin meeting with individual students Begin lunch bunches based on needs
October		
Academic: Administer OLSAT and arrange makeups Review GRADE and GMADE scores for potential AT screening	Career: Career exploration, classroom guidance lessons - 5th grade	Personal/Social: Continue guidance lessons in the classroom
November		
Academic: Attend parent conferences, as needed Review 2nd grade AT screening data Contact parents to make AT referrals	Career: Career exploration, classroom guidance	Personal/Social: Continue guidance lessons in the classroom

Guidance curriculum - green
 Individual planning - blue
 System support – red, Responsive services - purple

December		
Academic:	Career: Career exploration, classroom guidance - Kindergarten	Personal/Social: Continue guidance lessons in the classroom
January		
Academic: Consult with kindergarten teachers regarding potential students for pre-first placement. Attend Early Intervention meetings at district office	Career: Career exploration, classroom guidance	Personal/Social: Continue guidance lessons in the classroom
February		
Academic:	Career: Career exploration, classroom guidance-1st Grade & Pre-1 st	Personal/Social: Continue guidance lessons in the classroom
March		
Academic:	Career: Career exploration, classroom guidance - 2nd grade	Personal/Social: Continue guidance lessons in the classroom
April		
Academic: Attend parent conferences Begin class placement meetings PSSA support as needed	Career: Career exploration, classroom guidance lessons -3rd grade	Personal/Social: Continue guidance lessons in the classroom
May		
Academic: Support 2nd grade math placement testing as needed Begin screening of incoming 1st graders Finalize placement decisions for pre-first	Career: Career exploration, classroom guidance	Personal/Social: Continue guidance lessons in the classroom Coordinate and attend the 5th grade's middle school orientation Attend Open House
June		
Academic:	Career:	Personal/Social:

Guidance curriculum - green
Individual planning - blue
System support - red
Responsive services - purple

UCF Elementary School Ongoing Monthly Counseling Activities

Counselor Related	Non-Counselor Related
<p>Math placement testing & file review for new students Attend 504 meetings Registered new family tour and orientation Participate in initial and follow up IST meetings Review Academically Talented screenings Consult with teachers regarding student concerns Classroom observations for re-eval and initial IEPs Consultation with parents regarding personal/social/parenting concerns Crisis intervention Individual counseling regarding personal/social concerns Group counseling regarding personal/social concerns Student mediations Consultation with teachers regarding' personal/social concerns of students Deliver Olweus anti-bullying program Consult with school psychologist Serve as a referral source for outside agency casework Private tutor referrals Conduct classroom lessons to assist in academic and social growth Attend Middle School transition day with 5th grade</p>	<p>Serve as LEA Tours to non-registered families Conduct AT screenings Administering math placement tests to new students</p>

Guidance curriculum - green
Individual planning - blue
System support - red
Responsive services – purple

UCF Middle School Monthly Counseling Calendar

July		
Academic:	Career:	Personal/Social: Plan Transition Camp for all 6th grade and new 7th & 8th grade transfer students
August		
Academic: Consult with parents and students to address schedule concerns Grade level transition meetings with teachers Review transfer students' records	Career:	Personal/Social: Plan and facilitate Transition Camp Grade level transition meetings with teachers Transition tours for special needs students. New family picnic for rising 6th and transfer students
September		
Academic: Curriculum Night Consult with teachers regarding students with 504 plans Grade level transition meetings with teachers regarding academic concerns Review transfer students' records	Career: Attend district liaison meeting at TCHS	Personal/Social: Conduct support group needs assessment Plan support groups to be offered Grade level transition meetings with teachers regarding personal/social concerns Conference with transfer students transitioning to Patton Begin planning Heritage Day
October		
Academic: Present 7th grade study skill lesson: Time Management	Career:	Personal/Social: Conduct support groups Meet with Heritage Day participants
November		
Academic: Attend Student led conferences Write counselor recommendation letters and coordinate student applications to private schools	Career: Present 7th grade Learning Style lesson Present 8th grade Career lesson and Interest Inventory	Personal/Social: Conduct support groups Heritage Day
December		
Academic: Write counselor recommendation letters and coordinate student applications to private schools	Career: 8th grade TCHS presentation 8th grade shadow days at TCHS	Personal/Social: Conduct support groups.

Guidance curriculum - green

Individual planning - blue

System support – red, Responsive services - purple

January

<p>Academic: Conduct H.S. Course Selection presentation for 8th grade students. Coordinate H.S. counselor/principal visit for 8th grade parents Meet with students that have questions about course selection Meet with parents that have questions about course selection 7th grade study skill lesson - goal setting Write counselor recommendation letters and coordinate student applications to private schools</p>	<p>Career: Coordinate shadow days for 8th grade students at TCHS Coordinate Career Scope testing Career Cafes for 8th grade students Consult on TCHS opportunities with students and parents 7th grade study skills lesson: goal setting</p>	<p>Personal/Social: Support groups</p>
February		
<p>Academic: Conduct 6th & 7th grade course selection and reflection presentations Attend evening parent meeting for UHS course selection Attend evening curriculum night for 6th and 7th grade parents Meet with students that have questions about course selection Meet with parents that have questions about course selection</p>	<p>Career: Meet with students applying to TCHS Send records to TCHS for students that have applied Begin 8th grade Academic/Career Planning Conferences</p>	<p>Personal/Social: Support groups</p>
March		
<p>Academic: Meet with parents that have questions regarding course selection Attend 5th grade transition meetings Drop/Add courses for HS per student's request</p>	<p>Career: Coordinate career scope testing for students that applied to TCHS Meet with students applying to TCHS Continue 8th grade Academic/Career Planning Conferences</p>	<p>Personal/Social: Conduct support groups Attend 5th grade Transition meetings</p>
April		
<p>Academic: Attend 5th grade Transition meetings PSSA proctoring & support Attend 5th grade parent evening transition presentation at MS Drop/add courses for HS per student request</p>	<p>Career: Coordinate Career Scope Testing for students that applied to TCHS Meet with students that were accepted to TCHS Continue Academic /Career Planning Conferences Attend District Liaison Meeting at TCHS</p>	<p>Personal/Social: Attend 5th grade Transition meetings Conduct support groups Organize and facilitate 5th grade MS orientation/visitation program</p>
May		
<p>Academic: Attend 5th grade Transition meetings</p>	<p>Career: Continue 8th grade Academic/Career Plan Conferences</p>	<p>Personal/Social: Conduct support groups Attend 5th grade Transition</p>

Drop/add HS courses per student request	Adjust HS schedules for students accepted to TCHS	meetings
June		
Academic: 5th grade transition meetings 8th grade Transition meetings with UHS counselors Facilitate waiver process Drop /add courses for HS per request	Career: Complete 8th grade Academic/Career Plan conferences	Personal/Social: Attend 5th grade Transition meetings Attend 8th grade Transition meetings with UHS Counselors SHOC Day for 8th grade

Guidance curriculum - green
Individual planning - blue
System support - red
Responsive services – purple

UCF Middle School Ongoing Monthly Counseling Activities

Counselor Related	Non-Counselor Related
<p>Registered new student scheduling, math placement testing, file review, orientation & tour New student transition conferences Attend GIEP, IEP and 504 meetings Analyze data from A.T. screening Attend weekly Instructional Support Team meetings Attend Pre IST meetings with team teachers and parents Participate in initial and follow up IST meetings Consult with school psychologist, school social worker, nurse and administration regarding student concerns Monitor and meet with students with Ds and Fs Classroom observations for re-eval and initial IEPs Respond to emails and phone calls Attend in-service and faculty meetings Attend weekly meetings with Team Teachers Attend weekly meetings with HELP Team Attend weekly Team Leader Meetings Initiate and coordinate Home-Bound Instruction Collaborate on attendance issues Private tutor referrals Individual future planning meetings with students Individual counseling regarding personal/social concerns Crisis intervention with student Consultation with parents regarding personal/social/parenting/academic concerns Student mediations Consultation with teachers regarding personal/social/academic concerns of students Meet with concussion students/ help coordinate return to academics and make up work Coordinate Student Ambassador program Support Olweus anti-bullying program Participate in Functional Behavioral Assessments Meet with IU psychiatrist regarding case referrals Serve as a referral source for outside agency casework</p>	<p>Tours to non registered families Conduct A.T. screenings Administer math placement tests Serve as LEA</p>

Guidance curriculum - green
 Individual planning - blue
 System support – red
 Responsive services – purple

UCF High School Monthly Counseling Calendar

July		
Academic: Revise student schedules Process waiver requests Compile AP exam results Resolve course/scheduling conflicts	Career: Continue to update resources and availability of summer internships, work experiences, etc.	Personal/Social: Interview new students about interests in clubs, sports, music, etc. and connect them with necessary advisers and coaches
August		
Academic: Resolve course scheduling conflicts Compile courses, grades, and credits of transfer students to update transcripts Review grades and course completion from summer courses, update transcripts, and adjust student class schedules as needed	Career: Change senior schedule based on major requirement at a college Update college process forms Import GPA data to Naviance Create freshman accounts in Naviance	Personal/Social: SHOC & Unity evening event-new schedules and program for rising 9th and transfer students
September		
Academic: Conduct Senior Seminars Senior conference-review transcript and post-secondary plan Revise student schedules New student conference-confirm course placement level Individual conference with previously identified students by middle school Meet with college representatives College admission seminar class Back to School Night Complete National Merit Semi-finalist applications and recommendations Process college applications Counselor recommendation letters	Career: Attend Service Academy breakfast Facilitate Senior Seminars regarding college application process Senior conferences-discuss intended college major Meet with college representatives, military recruiters College Planning at a Glance for sophomores (evening event) Roadmap for Juniors, evening event. College admission seminar class Mock interviews	Personal/Social: Senior conference-discuss general stressors and those related to post-secondary goals New student conference-discuss social transition to UHS

Guidance curriculum - green
 Individual planning - blue
 System support - red
 Responsive services – purple

October		
Academic: Administer PSAT exams Meet with college representatives Interim conferences re: low grades Freshman Orientation presentation Process college applications Counselor recommendation letters	Career: Meet with college representatives College admission seminar class Mock interviews Freshman Orientation presentation, introduce Naviance career tools	Personal/Social: Freshman Orientation presentation
November		
Academic: Student conferences re: low 1st marking period grades Send 1st quarter grades to colleges Begin freshman conferences, review current course performance Process college applications Counselor recommendation letters	Career: Complete recommendation letters for summer enrichment programs College admission seminar class Technical College High School presentations Mock interviews Freshman conferences, register student in Naviance and review program including career tools	Personal/Social: Freshman conferences, discuss transition, friends, and activity interests
December		
Academic: Interim conferences re: low grades, connect students with peer tutors Consult with teachers regarding academic concerns, specifically if a student should withdraw from a year long course before second semester starts Freshman conferences continue Process college applications Counselor recommendation letters	Career: Complete recommendation letters for summer enrichment programs Mock interviews Freshman conferences, register student in Naviance and review program including career tools	Personal/Social: Freshman conference, discuss transition, friends, and activity interests

Guidance curriculum - green
 Individual planning - blue
 System support - red
 Responsive services – purple

January		
<p>Academic:</p> <p>Begin junior planning conferences Help students prepare for midterm exams - study skills, organization, etc.</p> <p>Send mid-year grades to colleges</p> <p>Finish freshman conferences</p> <p>Conduct classroom course selection presentations</p> <p>Meet with students who have questions regarding course selection.</p> <p>Meet with students who failed a semester course or maybe failing a year long course Modify schedule as necessary</p> <p>Meet with seniors in jeopardy of not graduating due to failing or low grades</p>	<p>Career:</p> <p>Complete recommendation letters for summer enrichment programs</p> <p>Junior planning conferences, discuss post-secondary plans</p> <p>Rugg's recommendations for major/career interest</p> <p>Finish freshman conferences, register student in Naviance and review program including career tools and resume building</p>	<p>Personal/Social:</p> <p>Finish freshman conferences, discuss transition, friends, and activity interests</p> <p>Junior planning conferences, update activity interests and discuss NCAA if applicable</p>
February		
<p>Academic:</p> <p>Course selection night for 8th grade families and upperclassmen</p> <p>College Planning Night for all high school students</p> <p>Junior planning conferences continue</p> <p>Meet with students who have questions regarding course selection</p> <p>Meet with seniors in jeopardy of not graduating due to failing or low grades</p>	<p>Career:</p> <p>Rugg's recommendations for major/career interest</p> <p>Resume building in Naviance</p>	<p>Personal/Social:</p> <p>Junior planning conferences, update activity interests and discuss NCAA if applicable</p>

Guidance curriculum - green
 Individual planning - blue
 System support - red
 Responsive services – purple

March		
Academic: Administer SAT exams Finish junior planning conferences Interim conferences re: low grades Begin sophomore conferences Drop/add courses for next year's schedule per student's request Meet with seniors in jeopardy of not graduating due to failing or low grades	Career: Complete Recommendation letters for summer enrichment programs Finish junior planning conferences Rugg's recommendations for major/career interest Sophomore conferences, review use of career tools and resume building in Naviance	Personal/Social: Junior planning conferences, update activity interests and discuss NCAA if applicable Sophomore conferences, update activity/interests Support seniors upset about college decision outcomes
April		
Academic: Administer ACT exam Sophomore conferences continue Facilitate SSD accommodations for AP Exams Drop/add courses for next year's schedule per student's request Meet with seniors in jeopardy of not graduating	Career: College essay class presentations to juniors Sophomore conferences, review use of Naviance career tools and resume builder Assist seniors with final college decision for May 1st deadline	Personal/Social: Sophomore conferences, update activity/interests
May		
Academic: Resolve course/scheduling conflicts Administer AP exams Sophomore planning conferences continue Meet with seniors in jeopardy of not graduating	Career: Complete Recommendation letters for summer enrichment programs Adjust students schedules for students who have been accepted to TCHS College essay classroom presentations to juniors	Personal/Social: Finish sophomore conferences, update activity/interests

Guidance curriculum - green
 Individual planning - blue
 System support - red
 Responsive services – purple

June		
<p>Academic:</p> <ul style="list-style-type: none"> Review final grades and identify students needing remedial credit Prerequisite process for all courses and students Send senior final transcripts to attending colleges Send junior/senior transcripts if applicable to NCAA Meet with students re: summer courses (original, remedial, grade improvement) Graduation verification NCAA eligibility verification Resolve course/scheduling conflicts 	<p>Career:</p> <ul style="list-style-type: none"> Complete Recommendation letters for summer enrichment programs Serve as reference for summer jobs 	<p>Personal/Social:</p> <ul style="list-style-type: none"> Discuss summer activity opportunities with students

Guidance curriculum - green
 Individual planning - blue
 System support - red
 Responsive services – purple

UCF High School Ongoing Monthly Counseling Activities

Counselor Related	Non-Counselor Related
<p>Register new students Analyze English & Math placement tests Attend IEP, 504, IST and GIEP meetings Attend weekly SSC meetings Crisis intervention with student Coordinate make-up work for concussion students Private tutor referrals Consult with nurse re: concussion status Consult with social workers re: crisis interventions Consult with administrators re: student concerns Consult with school psychologist re: accommodations Consult with teachers re: academic concerns Consult with teachers re: personal/social/behavioral concerns Consult with parents re: academic, career, or personal concerns Respond to emails and phone calls</p>	<p>Serve as LEA Administer placement tests Correct transcript errors Correct report card errors Calculate GPA</p>

Guidance curriculum - green
 Individual planning - blue
 System support - red
 Responsive services – purple

UCF Counseling Program Delivery

The responsibilities are organized by the four domains:

- Guidance curriculum – green
- Individual planning – blue
- System support – red
- Responsive services - purple

UCF Elementary School Counseling Program Delivery

Counseling Curriculum	Prevention, Intervention, and Responsive Services	Individual Student Planning	System Support
<p>Purpose The curriculum is developmental in nature and meets the needs of all students in a classroom setting. The curriculum addresses academic, career, and personal social topics to enable students to be successful both inside and outside of the classroom.</p>	<p>Purpose Prevention, intervention, and responsive services for groups and/or individuals to address student needs.</p>	<p>Purpose Individual student support to help with academic, career, and emotional/social development and decisions.</p>	<p>Purpose Program delivery and support of staff and various school programs.</p>
<p>Academic</p> <ul style="list-style-type: none"> ● Whole body listening, cooperation, communication skills 	<p>Academic</p> <ul style="list-style-type: none"> ● Screening of incoming first graders ● Discussing pre-1st placement ● Planning classroom placement ● Middle school transitions 	<p>Academic</p> <ul style="list-style-type: none"> ● LEA at GIEP, IEP and 504 meetings ● Consult with faculty about student needs, placement, and IEP and 504 accommodations ● AT screening ● Member of IST team ● Observe students for IST and speech referrals 	<p>Academic</p> <ul style="list-style-type: none"> ● Sharing files for transitions to middle school ● Overseeing district/state assessments as needed ● IST team member ● Consulting with teachers regarding academic concerns
<p>Career</p> <ul style="list-style-type: none"> ● Identifying strengths and interests ● Learning styles and multiple intelligences ● Career exploration 	<p>Career</p> <ul style="list-style-type: none"> ● Classroom guidance lessons 	<p>Career</p> <ul style="list-style-type: none"> ● Classroom guidance lessons 	<p>Career</p> <ul style="list-style-type: none"> ● Program delivery and support

<p>Personal/Social</p> <ul style="list-style-type: none"> ● Naming and identifying feelings and how to appropriately express them ● Compromise and perspective taking ● Diversity awareness ● Conflict resolution ● Whole body listening ● Working with others ● How to make and keep friends ● Handling bullying situations and being an involved bystander 	<p>Personal/Social</p> <ul style="list-style-type: none"> ● Classroom guidance lessons ● Small groups ● Individual student counseling ● Member of IST team ● New student meetings ● Referrals to outside resources 	<p>Personal/Social</p> <ul style="list-style-type: none"> ● One on one counseling ● Small group counseling ● Consultations with parents and teachers as needed ● Discussing student placement ● Member of pre-first consideration ● Parent-teacher conferences 	<p>Personal/Social</p> <ul style="list-style-type: none"> ● Referrals to outside agencies or support services ● Support positive school climate ● Coordinator and core committee facilitator for Olweus bullying prevention program ● Attend monthly counselor meetings
<p>Percentage of Time</p> <p style="text-align: center;">15%</p>	<p>Percentage of Time</p> <p style="text-align: center;">50%</p>	<p>Percentage of Time</p> <p style="text-align: center;">20%</p>	<p>Percentage of Time</p> <p style="text-align: center;">15%</p>

UCF Middle School Counseling Program Delivery

Counseling Curriculum	Prevention, Intervention, and Responsive Services	Individual Student Planning	System Support
<p>Purpose The curriculum is developmental in nature and meets the needs of all students. The curriculum addresses academic, career, and personal social topics to enable students to be successful both inside and outside of the classroom.</p>	<p>Purpose Prevention, intervention, and responsive services for groups and/or individuals to address school and student needs.</p>	<p>Purpose Individual student support to help with academic, career, and emotional/social development and decisions.</p>	<p>Purpose Program delivery and support of staff and various school programs.</p>
<p>Academic</p> <ul style="list-style-type: none"> ● Course selection preparation and presentations 6th-8th ● 6th grade learning style assessment ● 7th grade study skills: time management, study plan and goal setting ● 8th grade high school 4 year plan 	<p>Academic</p> <ul style="list-style-type: none"> ● Student observations ● Referral sources for IST team, Student Assistance Program (SAP) team, social work services and outside agency issues ● Individual counseling ● Counsel students on weekly low grade report ● Respond to attendance issues ● Parent, team and individual consultation to develop support plan ● Contact parent/guardians with student concerns ● Functional behavior assessment ● Consultations with school specialist ● Support groups 	<p>Academic</p> <ul style="list-style-type: none"> ● LEA at GIEP, IEP and 504 meetings ● Private tutor referrals ● Counselor recommendation letters for private schools ● 5th grade transition meetings ● Facilitate waiver process ● Individual student conferences ● Meet with students on the weekly D and F list ● Course selection meetings ● TCHS application process ● Initiate and coordinate homebound instruction ● Consult with faculty about student needs, placement, 	<p>Academic</p> <ul style="list-style-type: none"> ● Sharing files for transition to high school ● Reviewing district/state assessments as needed ● IST, IEP, GIEP and 504 team members ● Coordinate SHOC Day with high school ● Consulting with teachers regarding academic concerns ● PSSA proctoring and support

	<ul style="list-style-type: none"> • Transition consultation • Summer transition camp • Gifted support screening • Attend pre-IST referral meetings with team teachers • Attend IST, IEP, GIEP, and 504 meetings 	<p>IEP and 504 accommodations</p> <ul style="list-style-type: none"> • AT screening • Member of IST team • Student observations for ERs and RRs • Schedule new students • Consult with parents about student placement • Consult with school support specialists • Course selection meetings • TCHS application process • Initiate homebound instruction • Special education promotional/transition meetings • Facilitate waiver process • IST 8th grade transition meetings • Private tutor referrals • Complete letters of recommendation for private schools 	
<p>Career</p> <ul style="list-style-type: none"> • Career Interest Inventory • Understand career clusters • Career day • TCHS presentation • Career Cafes 	<p>Career</p> <ul style="list-style-type: none"> • Individual Counseling • Classroom guidance lessons and presentations 	<p>Career</p> <ul style="list-style-type: none"> • Future planning with individual students and parents • TCHS application process 	<p>Career</p> <ul style="list-style-type: none"> • Program delivery and support of Career Day and Career Cafes

<p>Personal/Social</p> <ul style="list-style-type: none"> ● Middle school orientation for 5th grade ● Summer Transition Camp for all new students ● Olweus Program ● Stress and anxiety management ● Digital Citizenship ● Decision making and refusal skills 	<p>Personal/Social</p> <ul style="list-style-type: none"> ● Individual counseling ● Referral sources for IST team, SAP team, social work services and outside agency issues ● Functional behavioral assessments ● Support Group ● Crisis Interventions ● Attend pre-IST meetings with team teachers ● Attend IST, IEP, GIEP and 504 meetings ● Olweus meetings every other Monday 	<p>Personal/Social</p> <ul style="list-style-type: none"> ● One on one counseling ● Small group counseling ● Consultations with parents and teachers as needed ● Discussing student placement with parents, teachers and administration ● Parent and teacher conferences. ● Attend pre-referral IST meetings with team teachers ● Attend IST, IEP, GIEP and 504 meetings ● Classroom observations ● New student groups for transfer students 	<p>Personal/Social</p> <ul style="list-style-type: none"> ● Referrals to outside agencies or support services ● Support positive school climate ● Coordinator and core committee facilitator for Olweus bullying prevention program ● Attend district counselor meetings ● Support groups ● Coordinate SHOC day with high school ● Summer transition camp ● Heritage Day ● Olweus Program
<p>Percentage of Time</p> <p>10%</p>	<p>Percentage of Time</p> <p>40%</p>	<p>Percentage of Time</p> <p>30%</p>	<p>Percentage of Time</p> <p>20%</p>

UCF High School Counseling Program Delivery

School Counseling Curriculum	Prevention, Intervention, and Responsive Services	Individual Student Planning	System Support
<p>Purpose The curriculum is developmental in nature and meets the needs of all students in a classroom setting. The curriculum addresses academic, career, and personal social topics to enable students to be successful both inside and outside of the classroom.</p>	<p>Purpose Prevention, intervention, and services for groups and/or individuals to address school and student needs.</p>	<p>Purpose Individual student support to help with academic, career, and emotional/social development and decisions.</p>	<p>Purpose Program delivery and support of staff and various school programs.</p>
<p>Academic</p> <ul style="list-style-type: none"> ● New student orientation day ● Course selection presentations ● Senior college admission seminar ● Junior college admission seminar ● Senior seminar on college application process ● College Planning Night ● AP registration class presentations ● Junior essay class presentations ● Peer tutoring program coordination 	<p>Academic</p> <ul style="list-style-type: none"> ● Interim and failure meetings ● Respond to attendance issues ● IST meetings and concussion management ● LTL services ● IEP meetings ● Liaison between school, parent, and outside agencies ● FBA meeting 	<p>Academic</p> <ul style="list-style-type: none"> ● Individual student conferences ● Course selection meetings ● TCHS application process ● IEP meetings ● Individual college representative sessions ● Junior planning conference ● 504 meetings ● Initiate homebound ● Original credit/dual enrollment process ● Special ed. promotional/transitional meeting ● Course prerequisite data summary for individual students ● Facilitate waiver 	<p>Academic</p> <ul style="list-style-type: none"> ● SHOC ● Course Selection Night TCHS assemblies ● IST meetings ● Network events/campus visits/conferences at individual colleges ● ACT/College Board testing accommodation requests ● Course prerequisite planning with departments

		<p>process</p> <ul style="list-style-type: none">● Coordinate summer PE/Health● IST● 8th grade transition meeting● NCAA guidance● Process college applications● Write counselor recommendation letters● Private tutor referrals	
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<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● New student orientation day ● College Planning at a Glance for Sophomores ● Roadmap for Juniors ● College Planning Night 	<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● IEP meetings ● 504 meetings 	<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● Individual student conferences ● TCHS application process ● PSAT/SAT/ACT test administration ● IEP meetings ● Individual college representative sessions ● Junior planning conference ● 504 meetings ● Special ed. promotional /transitional meeting ● Mock interviews ● Assist with job applications 	<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● Peer Tutoring ● Facilitation of PSAT/SAT/ACT/ AP tests ● Network events/campus visits/conferences at individual colleges
<p style="text-align: center;">Personal/Social</p> <ul style="list-style-type: none"> ● New student orientation day 	<p style="text-align: center;">Personal/Social</p> <ul style="list-style-type: none"> ● IST meetings ● School Social Worker consultations ● IEP meetings ● Liaison between school, family and outside agencies ● FBA meeting ● Crisis interventions 	<p style="text-align: center;">Personal/Social</p> <ul style="list-style-type: none"> ● Individual student conferences ● IEP meetings ● Individual college representative sessions ● Junior planning conference ● 504 meetings ● UNITY for transfer students ● Respond to referral request 	<p style="text-align: center;">Personal/Social</p> <ul style="list-style-type: none"> ● SHOC ● IST meetings ● Network events/campus visits/conferences at individual colleges ● Grief support group
<p style="text-align: center;">Percentage of Time</p> <p style="text-align: center;">5 %</p>	<p style="text-align: center;">Percentage of Time</p> <p style="text-align: center;">33 %</p>	<p style="text-align: center;">Percentage of Time</p> <p style="text-align: center;">20 %</p>	<p style="text-align: center;">Percentage of Time</p> <p style="text-align: center;">42 %</p>

UCF Counseling Program Curriculum Action Plan

This tool outlines the K-12 counseling program content that is delivered to all students and is aligned to the following standards:

- Career and Education Work Standards (PA)
- American School Counselor Association Standards

(Standards are Attached)

UCF Kindergarten Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Familiarize students with the role of the school counselor and other school helpers through an introductory lesson.	13.1.1E A: A2.2 A: A2.12	Visuals	Sept	191	Classroom	Discussion questions/ answers	Kindergarten students, staff and parents	School Counselor
Classroom guidance lessons on listening, friendship, cooperation, understanding others, and self-control	13.2.3D 13.3.3C PS:A2.7 PS:A2.8 PS:A2.3 PS:A1.8	Children's literature Arts & Crafts Supplies, Music selections Movement Activities	Dec-Jan	191	Classroom	Discussion Art work Call & response Participation in activities	Kindergarten students, staff and parents	School Counselor

UCF Pre-First Grade Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Familiarize students with the role of the school counselor and school helpers through an introductory lesson	13.1.1E A: A2.2 A: A2.12	Visuals	Sept	38	Classroom	Discussion questions/answers	Pre-1st students, staff, and parents	School Counselor
Classroom guidance lessons on personal strengths/ interests, friendship, compliment giving, understanding differences, coping with stress, frustration, anger and conflict, how to compromise	13.1.1A 13.3.3C 13.1.3 PS:A1.5 PS:A1.6 PS:A1.8 PS:A2.2 PS:A2.8 PS:B1.4 PS:C1.10	Children's literature Arts & Crafts Supplies, Music selections Movement Activities	Feb-March	38	Classroom	Discussion Art work Call & response Participation in activities	Pre-1st students, staff, and parents	School Counselor

UCF First Grade Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Familiarize students with the role of the school counselor and school helpers through an introductory lesson	13.1.1E A: A2.2 A: A2.12	Visuals	Sept	271	Classroom	Discussion questions/ answers	1st grade students, staff, and parents	School Counselor
Classroom guidance lessons on social skills, including thinking and feeling and whole body listening	13.2.3D PS: A1.5 PS: A1.9 PS: A2.6 PS: A2.7	Incredible, Flexible Thinking Curriculum	Feb-March	271	Classroom	Discussion & participation in activities	1st grade students, staff, and parents	School Counselor

UCF Second Grade Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Familiarize students with the role of the school counselor and school helpers through an introductory lesson	13.1.1E A: A2.2 A: A2.12	Visuals	Sept	298	Classroom	Discussion questions/ answers	2nd grade students, staff, and parents	School Counselor
Classroom guidance unit on problem solving, including conflict resolution, empathy, and bullying	13.2.3A PS: A1.5 PS: A1.8 PS: A2.2 PS: B1.6 PS: C1.5 PS: C1.11	Children's literature Visual supports	March - April	298	Classroom	Discussion & participation in activities	2nd grade students, staff, and parents	School Counselor

UCF Third Grade Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Familiarize students with the role of the school counselor and school helpers through an introductory lesson	13.1.1E A: A2.2 A: A2.12	Visuals	Sept	285	Classroom	Discussion questions/ answers	3rd grade students, staff, and parents	School Counselor
Classroom guidance unit on understanding differences, stereotypes, tolerance and acceptance of others	13.2.3A PS: A2.3 PS: A2.4 PS: A2.5 PS: B1.7	Potatoes M&M's Video clips Children's literature Surveys	April-May	285	Classroom	Discussion & participation in activities	3rd grade students, staff, and parents	School Counselor

UCF Fourth Grade Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Familiarize students with the role of the school counselor and school helpers through an introductory lesson	13.1.1E A: A2.2 A: A2.12	Visuals	Sept	312	Classroom	Discussion questions/ answers	4th grade students, staff, and parents	School Counselor
Classroom guidance unit on cooperation, including communication and compromise	13.1.1A 13.2.3D PS: A1.9 PS: A2.6 PS: A2.7 PS: B1.3	Art supplies, toothpicks, gumdrops, balls, Cooperation squares puzzle pieces, perspective PowerPoint	Sept-Oct	312	Classroom	Discussion & participation in activities	4th grade students, staff, and parents	School Counselor

UCF Fifth Grade Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Familiarize students with the role of the school counselor and school helpers through an introductory lesson	13.1.1E A: A2.2 A: A2.3	Visuals	Sept	311	Classroom	Discussion questions/ answers	5th grade students, staff, and parents	School Counselor
Classroom guidance unit on career exploration and goal setting	13.1.5A 13.3.5C A: B2.6 A: C1.4 A: C1.6 C: A1.3 PS: A1.10 PS: B1.12	Learning style inventories Video clip re: Brain information Interest area survey Individual student portfolios	Sept-Oct	311	Classroom	Discussion & participation in activities	5th grade students, staff, and parents	School Counselor

UCF Sixth Grade Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Diversity (Heritage Day)	PS: A2.4	Students will recognize, accept and appreciate ethnic & cultural diversity by rotating through presentations	Nov	339	Classroom, gym, auditorium	Discussion & written reflection	Counselor, parents, teachers MS students	Counselors
Course Selection	A:B2. 6-7 A:C1.1-6	Course Selection Booklet, Reflection Worksheet	Feb	339	Auditorium	Completed reflections & course request sheets	Counselor, parents, teachers 6th grade students	6th grade counselor
Communication Skills	13.3.8.B 13.3.8.C PS:A2.6 PS:A2.7	Students will learn to be empathetic listeners and communicators (health curriculum)	Sept-June	339	Classroom	Summative assessment role play	Health teacher, 6th grade students	Health teacher
Managing Stress	PS:C1.10	Students will learn techniques to manage stress (health curriculum)	Sept- June	339	Classroom	Summative assessment reflective responses	Health teacher, 6th grade students	Health teacher
Respectful Relationships	PS:A2.1 PS:A1.5 PS:A1.6 PS:A1.2 PS:A1.9 PS:A2.2 PS:A2.3	Students will acquire knowledge and interpersonal skills to help them understand self and others (Olweus Meetings with Advisory)	Sept- June	339	Classroom	Discussion reduction in reports of bullying	Advisory teacher, counselor, 6th grade students	Advisory teacher counselor
World of Work (Career Day/Writers Day)	C:A1.2 C:C1.1,2,4,5	Students will self choose careers to explore from a list of jobs from all career clusters	May	339	Classroom auditorium cafeteria	Participation discussion	FCS teachers, parents, community members, counselors, teachers, students	FCS Teacher

UCF Seventh Grade Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Managing Time	13.3.8E A:A2.1	Students will apply time management and task management skills, how I use my time worksheets & time management tips	Sept-Nov	347	Classroom	Completed worksheet	Counselor, teacher, 7th grade students	7th grade counselor
Goal Setting	PS:B.1 PS.B1.3 PS.B1.12 PS.C1.7 C:B2.1	Students will learn to set short and long term goals, goal setting worksheet	January	347	Classroom	Completed worksheet follow up discussion	Counselor, advisory teacher, 7th grade students	7th grade counselor
Learning Style	A:A2.4 A:B1.6	Students will identify their learning style and list 2 strategies that will help them with their studies. Learning Style Inventory Written reflection	Sept-June	347	Classroom	Completion of learning style inventory and reflection	Counselor, advisory teacher	7th grade counselor
Course Selection	A:B2.6-7 A:C1.1-6	Course Selection Booklet Reflection Worksheet	Feb	347	Auditorium	Completed reflections and course request sheets	Counselor, teacher, 7th grade students, parents	7th grade counselor
Respectful relationships (Olweus)	PS:A1.2 PS:A1.5 PS:A1.6 PS:A2.1 PS:A1.9 PS:A2.2 PA:A2.3	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. Olweus Meetings with Advisory	Sept-June	347	Classroom	Discussion Reduction of bullying reports	Counselor, advisory teacher, 7th grade students	Advisory teacher counselor
World of Work (Career Day/Writers Day)	C:A1.2 C:C1.1,2,4,5	Students will self select careers to explore from a list of jobs from all career clusters.	May	347	Classroom auditorium cafeteria	Participation in career day, discussion	FCS teacher, parents, community members, counselors, teachers	FCS Teacher

UCF Eighth Grade Curriculum Action Plan

Lesson	Standard	Materials	Start & End Date	# of Students	Location	Evaluation	Stakeholder	Contact Person
Career Awareness	13.1.8 A,B,C,D,F 13.2E	Interest Inventory & worksheet	Sept-Dec	311	Classroom	Complete inventory & worksheet	Counselor 8th grade students	8th grade counselor
Academic Career Plan	13.1.8 B,F,G,H	Research careers & potential post secondary education/ training options, Record interest inventory results on HS academic/ career plan	Sept-June	311	Classroom	Completion of 10 year plan in FCS. Completion of HS Academic Career Plan with Counselor.	FCS teacher counselor 8th grade students	8th grade counselor
HS Course Selection	A:B2.6-7 A:C1.1-6	UHS Course Selection Booklet	Jan-Feb	311	Auditorium	Completed on-line course selection	Counselor 8th grade teachers students & parents	8 th grade counselor
World of Work (Career Day/Writers Day)	C:A1.2 C:C1.1,2,4,5	Students will self select careers to explore from a list of jobs from all career clusters	May	311	Classroom Auditorium Cafeteria	Participation in Career Day Discussion	FCS teacher parents community members counselors teachers	FCS teacher
Respectful relationships	PS:A1.2 PS:A1.5 PS:A1.6 PS:A2.1 PS:A1.9	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	Sept-June	311	Classroom	Discussion Reduction in bullying reports	Advisory teacher counselor 8th grade teachers	Advisory teacher counselors
Goal Setting	13.1.8GH C:B2.1 PS:B1.1,2 PS:C1.7	Students will learn to set short and long term goals. FCS curriculum Health curriculum	Sept-June	311	Classroom	Worksheets journal writing project	FCS Teachers, Health Teachers, 8th grade students	FCS Teachers Health Teachers

UCF Ninth Grade Curriculum Action Plan

Lesson	Standard	Materials	Start/End Dates	Total # of Students	Location	Evaluation	Stakeholder	Contact Person
9th Grade Orientation Day	13.1.11 C:B1.2 A:A2.3 PS:C1.5 PS:A2.2	PowerPoint, website, Naviance, group activity	Oct. 14, 2015	351	Cafe LGI, Old LGI, Choir Rm	Q&A discussion; Revisit lesson during individual conference	9th graders and Counselors	UHS Counselors
TCHS Assembly	13.1.11 13.2.11 C:B1.5 C:B1.7 C:C2.4	PowerPoint, hand-outs	Nov.6, 2015; Feb. 10, 2016	19	Auditorium	Q&A discussion; follow-up with individual counselor	9th graders and Counselors	UHS Counselors
Individual Student Conf.	13.1.11 13.2.11 13.3.11 C:B1.1 C:B1.2 C:B1.5 C:B1.6 C:B2.5 C:A1.1 C:A1.8 C:A1.9 C:A2.2 A:B1.3 A:B2.1 A:B2.3 A:A1.5 A:A2.3 A:A3.1 A:C1.2 PS:A1.3 PS:A2.6 PS:B1.4 PS:C1.9 PS:C1.10	CC website, Naviance	Quarter 2 (Nov-Jan)	351	Counseling Center	Q&A discussion	9th graders and Counselors	UHS Counselors
Course Selection	13.1.11 13.2.11 C:C1.3 C:C2.1 C:A1.8 C:B1.1 C:B2.1 C:B2.2 C:B2.4 A:B2.1 A:B2.7	Course form, online instructions	Jan	351	Classroom	Meet with students who failed to register for next year's courses	9th graders and counselors	UHS Counselors
College Night	13.1.11 13.3.11 C:C2.1 C:C1.3 A:B2.3 A:B2.7	PowerPoint, handouts	Feb. 18, 2016	350	Auditorium, library, classroom	Feedback form	9th graders, parents and counselors	UHS Counselors

	A:C1.2 A:C1.6 C:B2.4 C:B2.1 C:B2.2 C:C1.1							
Course Selection Night	13.1.11 13.2.11 C:C1.3 C:C2.1 C:A1.8 C:B1.1 C:B2.1 C:B2.2 C:B2.4 A:B2.1 A:B2.7	None	Feb. 3, 2016	500	Auditorium and library	Q&A discussion	Rising and current 9th graders & parents, counselors	UHS Counselors
Financial Aid Night	13.1.11 13.2.11 C:C1.3 C:B1.1 C:B1.5 C:B1.6 C:B2.2 C:A1.6 C:A1.7 A:B2.2 A:B2.7	PowerPoint, handouts	Jan. 6, 2016	150	Auditorium	Q&A discussion	9th graders, parents, and counselors	Counseling Secretary

UCF Tenth Grade Curriculum Action Plan

Lesson	Standard	Materials	Start/End Dates	Total # of Students	Location	Evaluation	Stakeholder	Contact Person
College at a Glance for 10th graders	13.1.11 C:C2.1 C:A1.8 C:B1.1 C:B1.5 A:B1.5 A:B2.1 A:B2.2 A:B2.7 A:C1.2 A:C1.6	PowerPoint, hand-outs	Sept	150	Auditorium	Feedback form	10th graders, parents, and counselors	UHS Counselors
Individual Conf.	13.1.11 13.2.11 13.3.11 C:B1.2 C:A1.6 C:A1.7 C:A1.8 C:A1.10 A:A2.1 A:B2.1 A:B2.2 A:B2.7 C:B1.1 C:B1.5 C:B1.6 C:B2.2 C:B2.4 C:B2.5 C:C1.1 PS:A1.10 PS:A2.6 PS:B1.1 PS:B1.2 PS:B1.4 PS:B1.5 PS:C1.7 PS:C1.9 PS:C1.10	Naviance, CC website	March - May	358	Counseling Center	Q&A discussion	10th graders and counselors	UHS Counselors

TCHS Assembly	13.1.11 13.2.11 C:B1.5 C:C2.4	PowerPoint, hand-outs	Nov & Feb	19	Auditorium	Q&A discussion; follow-up with individual counselor	10th graders and counselors	UHS Counselors
College Night	13.1.11 13.3.11 C:C2.1 C:C1.3 A:B2.3 A:B2.7 A:C1.2 A:C1.6 C:B2.4 C:B2.1 C:B2.2 C:C1.1	PowerPoint, handouts	Feb	350	Auditorium, library, classroom	Feedback form	10th graders, parents and counselors	UHS Counselors
Course Selection	13.1.11 13.2.11 C:C1.3 C:C2.1 C:A1.8 C:B1.1 C:B2.1 C:B2.2 C:B2.4 A:B2.1 A:B2.7	Course form, online instructions	Jan	358	Classroom	Meet with students who failed to register for next year's courses	10th graders and counselors	UHS Counselors
AP Pre-Admin. Sessions	C:B1.1 C:B2.4 C:C1.1 A:B2.1 A:B2.2	Booklet and registration form	April	60	Cafe LGI	Q&A discussion; # of correct completed registration forms	10th graders in AP course and counselors	UHS Counselors
Financial Aid Night	13.1.11 13.2.11 C:C1.3 C:B1.1 C:B1.5 C:B1.6 C:B2.2 C:A1.6 C:A1.7 A:B2.2 A:B2.7	PowerPoint, handouts	Jan	150	Auditorium	Q&A discussion	10th graders, parents and counselors	Counseling Secretary

UCF Eleventh Grade Curriculum Action Plan

Lesson	Standard	Materials	Start/End Dates	Total # of Students	Location	Evaluation	Stakeholder	Contact Person
Roadmap for Juniors	13.1.11 13.2.11 13.3.11 C:A1.7 C:B1.1 C:B1.5 C:B1.6 C:B2.1 C:B2.2 C:C1.3 C:C2.1 A:B2.1 A:B2.2 A:B2.7 PS:A1.2 PS:A2.6 PS:B1.10 PS:B1.12	PowerPoint, handout	Oct	114	Auditorium	Feedback form	11th graders, parents and counselors	UHS Counselors
TCHS Assembly	13.1.11 13.2.11 C:B1.5 C:C2.4	PowerPoint, hand-outs	Nov.6, 2015; Feb. 10, 2016	19	Auditorium	Q&A discussion; follow-up with individual counselor	11th graders and counselors	UHS Counselors
Financial Aid Night	13.1.11 13.2.11 C:C1.3 C:B1.1 C:B1.5 C:B1.6 C:B2.2 C:A1.6 C:A1.7 A:B2.2 A:B2.7	PowerPoint, handouts	Jan. 6, 2016	150	Auditorium	Q&A discussion	11th graders, parents and counselors	Counseling Secretary
College Night	13.1.11 13.3.11 C:C2.1 C:C1.3 A:B2.3 A:B2.7 A:C1.2 A:C1.6 C:B2.4 C:B2.1 C:B2.2 C:C1.1	PowerPoint, handouts	Feb. 18., 2016	350	Auditorium, library, classroom	Feedback form	11th graders, parents and counselors	UHS Counselors
Course Selection	13.1.11 13.2.11 C:C1.3 C:C2.1 C:A1.8 C:B1.1 C:B2.1	course form, online instructions	Jan	289	Classroom	Meet with students who failed to register for next year's courses	11th graders and counselors	UHS Counselors

	C:B2.2 C:B2.4 A:B2.1 A:B2.7							
Junior Planning Conf.	13.1.11 13.2.11 13.3.11 C:A1.7 C:B1.1 C:B1.5 C:B1.6 C:B2.1 C:B2.2 C:B2.5 C:C1.3 C:C2.1 A:B2.1 A:B2.2 A:B2.7 PS:A1.2 PS:A2.6 PS:B1.10 PS:B1.12 PS:C1.10	Naviance, CC website, pre-conf. survey form	Feb. - April	289 Students, and 191 parents	Counseling Center	Q&A discussion	11th graders & parents	
College Essay	A:B2.4 A:B2.7 A:C1.4 A:C1.6 C:B1.2 PS:A1.2 PS:A1.10 PS:A2.3 PS:A2.6	PowerPoint	April- May	289	Classroom	Q&A discussion	11th graders, teachers and counselors	11th grade English teachers
AP Pre-Admin. Sessions	C:B1.1 C:B2.4 C:C1.1 A:B2.1 A:B2.2	Booklet and registration form	April	152	Cafe LGI, classroom	Q&A discussion; # of correct completed registration forms	11th graders in AP course and counselors	UHS Counselors

UCF Twelfth Grade Curriculum Action Plan

Lesson	Standard	Materials	Start/End Dates	Total # of Students	Location	Evaluation	Stakeholder	Contact Person
Senior Seminar	C:B1.2 C:C2.1 A:B1.5 A:B2.7 C:C1.3 C:A1.7 C:B1.3 C:B2.1 C:B2.2 C:C1.1 A:A2.1 A:B2.1 A:B2.2 PS:A1.10 PS:A2.6 PS:B1.12	Handout, websites	Sept	256	Cafe LGI	Discussion in senior conference	12th graders and counselors	UHS Counselors

Individual Senior conference	C:A1.1 C:A1.8 C:A1.7 C:A2.2 C:A1.10 C:B1.1 C:B1.2 C:B1.3 C:B1.5 C:B1.6 C:B2.1 C:B2.5 C:B2.2 C:C1.1 C:C2.1 A:A2.1 A:B1.3 A:B1.5 A:B2.1 A:B2.4 A:B2.7 A:C1.2 A:C1.6 PS:A1.10 PS:A2.6 PS:B1.2 PS:B1.4 PS:B1.12 PS:C1.9 PS:C1.10	Naviance, CC website	Sept-Nov	320	Counseling Center	Q&A discussion	12th graders and counselors	UHS Counselors
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Senior College Seminar	C:B1.2 C:C2.1 A:B1.5 A:B2.7 C:C1.3 C:B1.2 C:C2.1 A:B1.5 A:B2.7 C:C1.3 C:A1.7 C:B1.3 C:B2.1 C:B2.2 C:C1.1 A:A2.1 A:B2.1 A:B2.2 PS:A1.10 PS:A2.6 PS:B1.12	Computers, handouts	Aug-Nov	15	Classroom	Feedback form	12th graders and counselors	UHS Counselors
Financial Aid Night	13.1.11 13.2.11 C:C1.3 C:B1.1 C:B1.5 C:B1.6 C:B2.2 C:A1.6 C:A1.7 A:B2.2 A:B2.7	PowerPoint, handouts	Jan	150	Auditorium	Q&A discussion	12th graders, parents and counselors	Counseling Secretary
College Night	13.1.11 13.3.11 C:C2.1 C:C1.3 A:B2.3 A:B2.7 A:C1.2 A:C1.6 C:B2.4 C:B2.1 C:B2.2 C:C1.1	PowerPoint, handouts	Feb	350	Auditorium, library, classroom	Feedback form	12th graders, Parents and counselors	UHS Counselors
AP Pre-Admin. Sessions	C:B1.1 C:B2.4 C:C1.1 A:B2.1 A:B2.2	Booklet and registration form	April	205	Cafe LGI, classroom	Q&A discussion; # of correct completed registration forms	12th graders in AP course and counselors	UHS Counselors

UCF Organizing Career & Post Secondary Resources

Each building has organized its career resources in order to connect their program to the business/community and post-secondary stakeholders within the career domain.

<u>Resource Types</u>	<u>List Resources</u>
Organizations/Agencies	Colleges, Technical College High School, PHEAA, Local Counseling Resources, Chester County Counselor Association
Intermediary Organizations	<i>Connecting, Collaborating, Convening Organizations</i> <i>Ex: Business/Education Partnerships, Regional Career Ed. Partnerships.</i> Middle School partnership with Tri M., Chester County Community Food Bank, A.I.duPont Hospital, New Bolton Center University of Pennsylvania and Longwood Gardens.
Umbrella Organizations	Chester County Intermediate Unit
Community/State Agencies	Chester County Intermediate Unit, La Comunidad Hispana, Chester County Children and Youth Services, Council on Addictive Diseases
Networking Opportunities	Job, internship, shadowing opportunities. Summer seminar programs, military personnel
Individual Contacts	Contact information for and school-based visits from regional college admissions representatives and military personnel.
Community/Business Meetings	School board meetings, Longwood Rotary
Community Events	Chester County College Fair, Main Line College Fair, College Planning Night, College Planning at a Glance, Middle School Career Day

On-line Resources	Naviance, College Board, ACT, college websites, high school counseling website, www.enrichmentalley.com , www.pacareerstandards.com , www.educationplanner.org , www.123careertest.com , www.mynextmove.org/explore/ip
Media/Advertising	E-mail solicitation from colleges and universities. HAWK e-news, Patton web site, counseling center news, information in Daily Bulletin for the counseling center
Publications/Documents	Hard Copy Materials that offer contacts and career/workforce information, internships, volunteer opportunities; Ex: Newspaper Inserts, Community Program Booklets, College admissions materials/information booklets

UCF Individualized Academic/Career Plan

- All students, beginning in 8th grade, will develop an Individualized Academic and Career Plan
- It will be revisited yearly until graduation in 12th grade

UCF Middle School Academic/Career Plan

The Academic and Career Plan/Portfolio will start in grade 7. During Middle School, the plan will currently be a hard copy that is maintained by the school counselor and then shared with the high school counselors when students transition to the high school. Moving forward, we are looking at how to maintain the plan electronically. Each plan will have the following information: Student name, grade, assessment results and post middle school plan.

Each year at the middle school, counselors meet with students to monitor academics and explore future plans. In 7th grade, students take a Learning Style Inventory and identify strategies that match their learning style. 7th grade students also learn Time Management strategies. In the fall of 8th grade, the students take a Career Interest Inventory based on the Holland Model. A career development guidance lesson is also delivered by the 8th grade counselor. Students record their Holland Code and at least three careers they plan to explore in their Academic/Career Plan. A representative from TCHS delivers a presentation to all 8th grade students during the first semester. Interested students are encouraged to attend two Open House opportunities at TCHS Pennock's Bridge Campus. TCHS offers shadowing opportunities to interested students. Students that apply to TCHS for 9th grade take the Career Scope Test. In February of 8th grade, the course selection process for 9th grade is presented to students and parents. Students are encouraged to select electives that match their career interests and aspirations. The 8th grade counselor meets throughout the course selection period with individual students and parents as needed. Ongoing during the 8th grade Family, Consumer Science class (FCS), 8th grade students complete a 10-year Academic/Career Plan. During the spring semester of 8th grade, each student will meet with his/her 8th grade counselor to complete an Academic/Career Plan that will be shared with the high school.

Parents will be informed of the Academic/Career Plan through an email from the 8th grade counselor and a copy of the Interest Inventory results sent home with each student. Faculty will be informed of the Chapter 339 Academic/Career Plan process through a presentation at a faculty meeting at the beginning of the school year. A cross walk of curriculums that address the Career Work Standards will take place at the beginning of the 2016-17 school year.

See attachment

UCF High School Academic/Career Plan

When students enter their freshman year of high school, the Academic/Career Plan they developed during middle school will become part of their electronic portfolio in Naviance beginning in 2016-2017. The plan will be reviewed in the second marking period during their individual freshman conference. In October, counselors meet with their assigned freshman caseload as a large cohort for orientation. Naviance is introduced, a video clip from one of the career tools Road trip Nation is shown, and a group activity focusing on workplace soft skills such as, greeting, eye contact, hand-shake, introducing yourself, conversing on provided topics and cooperating with peers to defend a position in which they need to either agree or disagree with a statement. Counselors also discuss academic planning resources and how to access help. The focus for freshmen is on their transition to the high school community. They are encouraged to explore their interests by joining an activity and attending school events. Approximately one month after the orientation meeting, each freshman participates in an individual conference with their counselor. Students are taught how to access their Naviance account by registering during the conference. Their portfolio is reviewed, activity list is updated, academic progress and course planning is assessed, and overall transition to UHS is discussed. Freshmen establish at least one goal which is academic, career, or personal/social in nature. They are also assigned the task of completing one of the career exploration tools in Naviance. All of the data become part of the student's portfolio.

When students enter their sophomore year of high school, the Academic/Career Plan will be reviewed during the individual conference with their counselor in the second semester. In early fall, we energize the sophomores about post-secondary planning by offering our College Planning at a Glance for Sophomores evening event. Parents and students learn about the myths and realities of college planning, college admission testing, and Naviance. In the spring when sophomores have their individual conference, counselors review their academic progress, course selection, prior goal(s), and task completion in Naviance. Students are asked to identify three strengths and assigned a new task to complete in Naviance - StrengthsExplorer assessment. Activities and interests are updated in Naviance and career planning tools/assessments are revisited. Students are introduced to the "My Colleges" portion of Naviance which gives them the ability to search for colleges, find majors of interest based on the results of their career inventories, and compare their academic statistics with average admission statistics of interested schools. Students will start listing potential colleges under the "Colleges I'm Thinking About" section in Naviance. Students pursuing alternative post-secondary options, such as gap year, military, workforce, update their Academic/Career Plan with goals specific to their option. For example, the student would learn the available occupational paths within the specific military branch or seek co-op, job-shadowing, and part-time employment opportunities during the upcoming summer. The counselor will provide resources for those alternatives,

e.g., schedule meeting at school with local army recruiter, review the application requirements of gap year programs, etc.

When students enter their junior year of high school, the Academic/Career Plan will be reviewed during their individual junior planning conference with parents and counselor in the third marking period. In early fall, juniors get a jump start on post-secondary planning from the Junior Planning Roadmap evening event. Parents and students learn how to navigate the college exploration process in manageable chunks throughout the junior year. Later in the year during the individual conference, students share with parents and counselor their post-secondary plan. The student's plan drives the focus of the conference. For students interested in a gap year, the application process and resources of gap programs are discussed. Students are encouraged to still go through the college application process in case their plans change or to provide the option to defer attending college after the gap year. The following topics are discussed: course selection, recommendation letters, standardized testing, financial aid, the college search, career planning and resume building. Students are offered the opportunity to participate in mock interviews with the counselors. Students update the Academic/Career Plan after the conference.

When students enter their senior year of high school, counselors will review the Academic/Career Plan during their individual conference in the first marking period. Seniors kick off their year by participating in the senior seminars the second week of school. Students learn how to submit their college applications through the common application process or college designated process, how to request transcripts, letters of recommendation, and test scores. Two weeks after the seminars, individual senior conferences begin. Students finalize their Academic/Career Plan in Naviance, update the counselor of their progress, and ask any questions about their plan. The plan dictates what resources and supports the counselor will offer to help the seniors achieve their goal.

At the high school, there are annual evening events which introduce parents to Naviance, course selection, post-secondary planning, and financial aid. Information is also disseminated through e-news, counseling website, emails, and PTO meetings. Parents can monitor their student's progression of his/her Academic/Career plan through Naviance. The culminating event for parent engagement of their student's plan is the individual junior planning conference during the spring with the student, parents, and counselor.

UCF Career Development Interventions

Grade	Career Development Interventions for All Students
K-4	Students are exposed to careers in Social Studies, Science and English Language Arts Curriculum.
5	Students will complete a Vision Board that will include: at least 3 of their interests, strengths/abilities and values; preferred learning style and learning smart (multiple intelligences), right/left brain dominance, and future goal(s).
6	Students participate in Career Day and/or Writers Day Activities.
7	Students complete a Learning Style Inventory and explore strategies related to their Learning Style. Results are recorded on the Academic/Career Plan. Students participate in Career Day and/or Writers Day Activities.
8	Students complete an Interest Inventory and explore careers related to their Holland Code. Results are recorded on the Academic/Career Plan. Post Middle School Planning is completed on Academic/Career Plan. Students participate in Career Day and/or Writers Day Activities. Students attend TCHS presentation. Interested students attend TCHS Open House programs with their parents. Interested students have opportunities to shadow at TCHS.
9	October: Orientation to Naviance and the career tools, academic resources; November: Technical College High School (TCHS) assembly; November-January: Individual student conference, complete Do What You Are career exploration tool; December: Financial Aid Night for students and parents; January: Course selection classroom presentations on courses and its relation to post-secondary options; and February: Course Selection and College Night events for parents and students.
10	October: College Planning at a Glance for Sophomores event for parents and students; PSAT administration; November: Technical College High School (TCHS) assembly; December: Financial Aid Night for parents and students; January: Course selection classroom presentations on courses and its relation to post-secondary options; February: Course Selection and College Night events for parents and students; and February – May: Individual student conference, complete StrengthsExplorer assessment.
11	September – November: college admission and military representative visits to UHS; October: Junior Planning Roadmap event for parents and students; PSAT administration; November: Technical College High School(TCHS) assembly- Allied Health and Teacher Academy; December: Financial Aid Night for parents and students; January: Course selection classroom presentations on courses and its relation to post-secondary options; February: Course Selection and College Night events for parents and students; February - April: Individual junior planning conference with parent, update Academic/Career Plan; March: SAT administration; April: ACT administration; and May: College essay presentation and assignment in all English courses.

12	September: Senior seminars; September - November: Individual senior conference; Admission representatives sessions from two and four year colleges, trade schools, and military branches; September - April: Mock interviews for program admissions, scholarships and jobs; December: Financial Aid Night for parents and students; and February: College Night event for parents and students.
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UCF Career and Technical Center Strategy Charles F. Patton Middle School

The 8th grade liaison counselor communicates with Chester County Technical College High School (TCHS) staff regarding new programs, changes to current programs, and events in which TCHS can attend Patton to publicize their programs, e.g., Curriculum Night. The Liaison counselor attends quarterly breakfast meetings with counselors from other schools at TCHS. An annual assembly presenting the career/technical programs offered at TCHS is held at Patton. Students complete an on-line interest inventory at Patton and teachers from TCHS are invited to come to Patton and present career information to students in Career Cafes.

During course selection presentations, the 8th grade counselor discusses opportunities to attend TCHS and encourages interested students to tour TCHS Pennock's Bridge campus as well as attend Open House events with their parents. In addition, the 8th grade counselor arranges shadow days at TCHS for Patton students interested in exploring programs. The 8th grade counselor discusses TCHS during individual conferences and assists students in completing the TCHS application. TCHS course catalogs, open house information, and upcoming events are available in the Patton Counseling Center and on our Patton website and Hawk eNews. TCHS information is also announced during our morning Hawk TV time.

UCF Career and Technical Center Strategy Unionville High School

Approximately 60 students participated in a vocational program offered through the Technical College High School(TCHS) during the 2014-2015 school year and 48 students participated during the 2015- 2016. Of those students, eight attended the senior only Allied Health Academy or Teacher Academy programs in 2014-2015 and eleven attended these academies in 2015-2016. During individual conferences when students express an interest in the healthcare or educational fields, counselors offer to introduce them to current attendees to explain the program and how it impacts a student's senior year. Likewise if a student expresses an interest in one of the vocational programs at the main campus, a shadow day is arranged with a current TCHS student.

The liaison counselor communicates with Chester County Technical College High School (TCHS) staff regarding new programs, student enrollment, coordinates career assessments, changes to current programs, concerns with current UHS students attending TCHS, dual-enrollment options, co-op choices, SOAR opportunities, and events in which TCHS can attend to publicize their programs, e.g., college night, college fair, course selection night. Liaison counselor attends quarterly breakfast meetings with counselors from other schools at TCHS. Annual assemblies describing the Allied Health Program, Teacher Academy, and other career/technical programs are held at UHS. Unionville High School students who are attending TCHS participate in these assemblies to share their TCHS experience with students. During course selection presentations, counselors discuss opportunity to attend TCHS. Counselors encourage interested students to tour TCHS Pennock's Bridge campus with their parents. Counselors discuss TCHS during individual conferences and assist students in completing all portions of the TCHS application. TCHS course catalogs, open house information, and upcoming events are available in the Unionville High School Counseling Center and on our Counseling Center website. TCHS information is also included in our parent Counseling Newsletter and during high school morning announcements.

UCF School Counselor Job Descriptions

- The job description reflects the objectives of the guidance program, which are incorporated as duties and responsibilities.
- A separate job description exists for elementary, middle and senior high school counselors. These reflect differences in emphasis from level to level.

UCF Elementary School Counselor

POSITION: Elementary School Counselor

QUALIFICATIONS: Certification by the Commonwealth of PA for School Counseling
Act 34
I-9 Form
Educational Specialist I or II

SUPERVISOR: Building Principal

Individual Counseling

- Crisis intervention: issues such as child abuse, separation/divorce, stress, depression, grief, school anxiety, and behavioral crisis in the classroom
- Student referrals: issues such as academics, family dynamics, separation/divorce/remarriage, peer relationships, and loss issues
- Academic review/performance: issues such as attention deficit disorder, study skills, teacher student conflicts, organizational skills, grades, school anxiety and attendance issues.
- Individual Counseling: referrals from administrators, teachers, parents, and/or outside agencies

Group Counseling

Groups are offered on an as needed basis within existing time limits. Students participate with parental permission. Groups run from 4 weeks to one year and address topics as needed such as:

- Attention Deficit Disorder
- Peer Relationships
- Families in Transition
- Self Confidence
- Loss/Grief
- Coping with Anger
- Stress Management
- Executive Functioning Skills

Developmental Guidance Lessons

- To provide developmental guidance units K-5
- Classes are run from 4 to 6 weeks per grade level

Referral, Assessments and Record Keeping Services

- Referrals coordinated with appropriate in-school support services

- Liaison contacts for referrals to outside therapists/agencies
- Member of IEP Team, 504 Team, IST Team, GIEP, IMT (Incident Management Team), and Crisis Response Team
- Screening of students for AT program
- Classroom observations for speech/language and Instructional Support Team referrals
- Assist in making class placement decisions
- Screening of students for AT Program
- Assist in making class placement decisions

Consultative & Counseling Services to School Personnel, Parents and Community

Consultation occurs with outside agencies and therapists regarding our students.

- Consultative services to administration, staff and parents occur daily. Concerns include: discipline problems, low student motivation, academic concerns, learning problems, student teacher conflicts, self esteem issues, crisis issues, special education referrals, pre-first decisions

Coordination and Orientation Services

- Transfer/new student orientation
- 5th grade visitation to middle school
- Assist in the administration of PSSA/ELA testing, coordinate and administer make-ups

Program and Staff Development

- In-service teachers on such topics as Attention Deficit Disorder, special education referral process, behavior management, stress management, etc.
- Ongoing professional development through various associations and/or publications
- Attend conferences and workshops to remain current in the field of counseling
- Conduct and/or coordinate PTO, school board presentations when appropriate
- Attend district counselor meetings

UCF Middle School Counselor

POSITION: Middle School Counselor

QUALIFICATIONS: Certification by the Commonwealth of PA for School Counseling
Act 34
I-9 Form
Educational Specialist I or II

SUPERVISOR: Building Principal

Individual Counseling

- Crisis intervention: issues such as child abuse, separation/divorce, stress, depression, grief, school anxiety, and behavioral crisis in the classroom
- Student referrals: issues such as academics, family dynamics, separation/divorce/remarriage, peer relationships, and loss issues
- Academic review/performance: issues such as attention deficit disorder, study skills, teacher student conflicts, organizational skills, grades, school anxiety and attendance issues.
- Individual Counseling: referrals from administrators, teachers, parents, and/or outside agencies
- Grade level conferencing

Group Counseling

Groups are offered on an as needed basis within existing time limits. Students participate with parental permission. Groups run from 4 to 8 weeks and address topics as needed such as:

- New Student Group
- Changing Families
- Girls only Listen and Discuss (GOLD)
- Boys only Listen and Discuss (BOLD)
- Loss/grief
- Stress Management
- Study Skills

Developmental Guidance Lessons

Focused topics at each grade level.

Referral, Assessments and Record Keeping Services

- Referrals coordinated with appropriate in-school support services
- Liaison contacts for referrals to outside therapists/agencies

- Member of IEP Team, 504 Team, IST Team, GIEP Team and Student Assistance Team
- Weekly meetings with team teachers
- Classroom observations for ERs and RRs
- Assist in course selection
- Screening of students for AT Program
- Assist in making class placement decisions

Consultative & Counseling Services to School Personnel, Parents and Community

Consultation occurs with outside agencies and therapists regarding our students.

- Consultative services to administration, staff and parents occur daily. Concerns include: discipline problems, low student motivation, academic concerns, learning problems, student teacher conflicts, self esteem issues, crisis issues, special education referrals, health issues, attendance issues, and student placement.

Coordination and Orientation Services

- Transfer/new student orientation (Transition Camp)
- 5th grade visitations to middle school
- Placement testing to determine appropriate academic placement
- 8th grade SHOC Program-orientation to high school
- PSAT makeups
- Heritage Day (for 6th graders)

Program and Staff Development

- Ongoing professional development through various associations and/or publications
- Attend conferences and workshops to remain current in the field of counseling
- Conduct and/or coordinate PTO, school board presentations when appropriate
- Attend district counselor meetings

UCF High School Counselor

POSITION: High School Counselor

QUALIFICATIONS: Certification by the State of PA for Secondary School Counseling

Educational Specialist I or II
Act 34
Act 151
I-9 Form

SUPERVISOR: Building Principal

Position Summary: To assist students in their academic, personal/social, and career development by utilizing individual and group counseling, consultation, implementation of school counseling curriculum, coordination and orientation services, and staff development.

Duties and Responsibilities:

- Aids students in course selection
- Provides career and post-secondary information to students
- Assists students in evaluating their aptitudes, abilities, and interests through the interpretation of test scores and other pertinent data, so that students may develop post-secondary plans
- Registers new students and coordinates orientation process
- Encourages students to participate in school and community activities
- Maintains student records and protects student confidentiality
- Supervises the preparation and processing of applications, scholarships, and other materials
- Writes recommendation letters to support students' plans
- Provides student information according to provisions of the District's policy on student records
- Consults with parents
- Provides consultation and training for teachers and student teachers as needed
- Informs parents, students, and staff of available counseling services and makes appropriate referrals
- Organizes and presents relevant programs to parents and students
- Is responsible for planning, administering, and interpreting college and career planning assessments (e.g., PSAT, AP, Naviance career exploration programs)
- Participates in professional development
- Participates in Student Support Council (SSC) and Instructional Support Team (IST)
- Coordinates opportunities for students to meet with visiting college and military representatives

- Coordinates crisis intervention services with School Social Workers
- Provides counseling for students who are in the process of resolving academic, personal/social, and career concerns