

UPPER DARBY SCHOOL DISTRICT

K-12

School Counseling Program

Elementary Schools

Aronimink
Bywood
Garrettford
Highland Park
Hillcrest
Charles Kelly
Primos
Stonehurst Hills
Westbrook Park
Kindergarten Center

Middle Schools

Beverly Hills
Drexel Hill

High School

Upper Darby

**Upper Darby School District
K-12 Comprehensive School Counseling Plan**

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Upper Darby School District Community Profile

Upper Darby Township, a residential suburb of over 82,000 residents, covers 8.3 square miles in Southeast Delaware County, Pennsylvania. In this community of neighborhoods, residents reflect a great diversity of socioeconomic and ethnic backgrounds. There are over 60 birth countries and 70 home languages represented by the students of Upper Darby School District. The wide ranges of housing options in the township include apartment complexes, townhouses, duplexes, and single-family homes. The community may be characterized as essentially middle income with occupational representation at the semi-skilled, technical, and professional levels.

Upper Darby School District serves the residents of Upper Darby Township, Clifton Heights Borough, and Millbourne Borough. Upper Darby is one of the largest school districts in Pennsylvania, with approximately 14,000 students and over 960 professional staff and 840 support personnel. The district has 14 schools – 1 high school, 2 middle schools, 10 elementary schools and a Kindergarten Center. The District's mission is to provide “a comprehensive and challenging educational program which encourages all learners in a safe environment to respect others, value education, and appreciate and contribute to their community as confident, independent thinkers.”

The School District enrolls over 800 students in its English Language Learner program, 1,300 students in its special education programs, and over 100 high school students attend career and technical programs in two county-level schools. The District has a budget of over \$165 million, with a millage of approximately 33.815 and an average assessment of \$100,000.

Upper Darby School District has a long and distinguished history in providing public education to its residents. The district was established in 1834 and its first School Board President was Dr. George Smith. According to *A History of Upper Darby* (1972), Dr. Smith was a “botanist, an educator, a farmer, a geologist, an historian, a physician, a Judge, a scientist, a senator, and servant of his friends and neighbors.” In 1836, Dr. Smith was Chairman of Pennsylvania's State Senate Education Committee and drafted the final version of Pennsylvania's Free Public School Act. The Act, approved on June 13, 1836, overcame years of opposition to the concept of free education for all children, and authorized state funding for local school districts.

Upper Darby School District works closely with the Upper Darby Township, the Upper Darby Township and Sellers Memorial Free Public Libraries, the Upper Darby Police Department, the Upper Darby Fire Department, civic and faith-based entities to enhance the quality of life for all students, families and residents.

**Upper Darby School District
K-12
School Counseling Personnel**

In the Upper Darby School District, comprehensive school counseling services are provided by School Counselors assigned to each middle school and thirteen School Counselors assigned to the high school. Counselors at the elementary level were added to district Title I and larger schools (Stonehurst Hills, Bywood, Highland Park, Charles Kelly, Kindergarten Center, Garrettford, and Westbrook Park Elementary Schools).

Developmental Social Work Services are provided in grades K-12; one social worker is in each of our elementary schools, two social workers are assigned to each middle school, and four are assigned to each grade level at the high school, with an additional social worker assigned to assist students with attendance and truancy issues. Social Workers at the secondary level work in collaboration with the counselors to help provide Tier III social/emotional interventions, provide referrals to, and serve as liaisons with, outside mental health and social service agencies and personnel.

Counseling Staff

Kindergarten and Elementary Schools

Kindergarten Center-Jill Shaw
Aronimink-Mikki Schrodel
Bywood-Gina Maieron-McCaughan
Charles Kelly-TBA
Garrettford-Sarah Thomas
Highland Park-Malina Mastracola
Hillcrest-Alexandra DeLuca
Primos-Cecelia King
Stonehurst Hills-Marissa Difilippo
Westbrook Park-Kirsten Ashworth

Beverly Hills Middle School

Jane Archibald
Daniel Fisher
Shelly McDowell
Alex Haines
Dina Moscony

Drexel Hill Middle School

McKenzie Golden
Tina Johnston

Maura Kitzinger

Upper Darby High School

Emily Catlett

Katherine Froschle

Katie Guidone

Andrea Downie

Jill Morris

William Haines

Rebecca VanderMeulen

Amanda Rementer

Sharon Donohue-Boettcher

UDSD SCHOOL COUNSELING PROGRAM MISSION STATEMENT

The Upper Darby School District provides a comprehensive school counseling program that supports the academic, social/emotional, personal, and career development of all students. The program relies on the effective collaboration of school, family, and community stakeholders to empower students to become successful, productive citizens and lifelong learners in a diverse and changing world. Counselors are key stakeholders in a collaborative effort to provide a safe and supportive environment academically, and emotionally.

UDSD School Counseling Program Belief Statements

We believe:

- Every student can learn, grow, and achieve.
- All individuals are unique and have the right to be treated with respect and dignity.
- Successful learning experiences build self-esteem.
- Learning is most effective in a caring and supportive environment where high standards of social interaction are maintained.
- Education should encourage individuals to acquire knowledge and attitudes necessary to live in a changing global society.
- Critical thinking, problem solving and decision-making are essential life skills.
- In keeping with the PA Career Education and Work Standards, we believe all students benefit from time to consider post secondary options and develop career-ready skills.
- Instructional and other technologies, in addition to improving productivity, should also foster communication, collaboration, critical thinking and problem solving, and creativity among our students, staff, and community learners.
- Professional development of all staff is vital to meet the changing needs of students and to reflect current best practices.
- The counseling program must meet the needs of all learners and be responsive to the needs and resources of the community.
- The Board is committed to providing school environments and a counseling program that promote social and emotional wellbeing as part of the total learning experience for students.
- Cultural and ethnic diversity is a valued strength of our community.
- Society benefits when individual rights are balanced with the needs of the group as a whole.
- Lifelong learning is essential for all individuals.
- Education is the responsibility of the entire community, the school, the family, and, most importantly, the individual.

COMMUNICATION

The Upper Darby School District takes a multi-faceted approach to the communication of its educational programs, school counseling program, and opportunities to its students and parents/guardians. Information is disseminated through direct mailings, mass and targeted emails, open house programs, the district website, telephone communication, print materials, assemblies, small group meetings, and individual meetings. The secondary schools also use Naviance, a college and career readiness platform, to communicate with students and their families.

Communicating Educational Opportunities to Students and Parents/Guardians

Clear and effective communication of the high school's educational programs is critical during the transition period from 8th grade to 9th both for retention of students and preparation for high school. Middle school counselors begin this process in 8th grade through newsletters, team meetings, and parent conferences. The high school hosts an open house for all prospective students and their parents. At this meeting, counselors, principals, and faculty present the high school program and explain the details of course selection and placement. Eighth grade students and their parents/guardians are also encouraged to make an appointment to shadow a current student during the spring semester. To further aid the transition to high school, students and their parents/guardians are invited to a Freshman Orientation program offered in August prior to their first day of school. The open house program and Freshman Orientation are advertised through direct mailings, Naviance family connection messages, global emails, and the district website.

The course selection process is our primary means of communicating the educational programs and opportunities at the high school. The central publication used to communicate our programs at the high school is the Course Selection Guide which is available on the district web site. The Course Selection Guide is a comprehensive catalog with detailed descriptions of all course offerings and information on graduation requirements, course levels, and other matters pertaining to the academic program. Information and academic advising is provided to students in a number of ways. School counselors give presentations related to course selection to students in small groups and to parents in an evening program. In addition, teachers discuss with their students the course offerings in their academic department during class in the week leading up to the day students complete their course selections. Students also attend an "elective fair", which features student speakers and teachers from the different elective courses. For special opportunities, such as vocational school and professional field experience, students are invited to attend meetings to learn about the offerings and explore their options. Departmental videos on course offerings can be streamed through the website. All students meet with their school counselor individually to discuss their choices in the context of their long-term career and educational goals.

In addition to the vast array of educational opportunities at Upper Darby High School, students are encouraged to explore and consider programs and opportunities offered outside of the school district. Summer enrichment programs offer opportunities to students that not only enhance their education but often provide clarity to their career and academic futures. The counselors advertise these programs through homeroom notices, announcements, newsletters, targeted emails, and postings on Naviance, our on-line career/post-secondary planning platform. Through a dual enrollment partnership with the Delaware County Community College, students are also offered opportunities to take college courses while still attending high school. This program is described in print materials and emails, advertised on the school district website, and meetings are held with DCCC staff. The high school has a dual enrollment representative who visits the school once per week to help students complete the application

process, select their college courses, and transfer their credits into a two or four year college.

Career Information and Assessments

The Career and College Center at Upper Darby High School provides extensive information and resources for career and college exploration, and career assessment tools. The part-time coordinator of the center is available to assist students and parents with their career and college exploration needs. Students are encouraged to visit the career and college center either during the school day by obtaining a pass from their counselor, or after school. The center is also open to parents by appointment. All of the resources available in the center are advertised on the web site.

Career assessments are available to students through Naviance. Parents and students are given access to the site with their own username and password. Through small group guidance lessons, school counselors introduce students to the Naviance resources and assign career and college exploration tasks for students. There are many useful resources on Naviance to help students discover their interests and strengths that lead to targeted exploration of careers and post-secondary options. The Naviance tools and resources provide the framework for the individual counselor sessions to engage the student in a discussion of career and educational goals.

The Career and College Center hosts career speakers each spring. The speaker series is advertised through homeroom postings, announcements, newsletters, and the web site. Students request a pass from their counselor to attend career speaker sessions. In addition, the center coordinator teams with the counselors to provide a college and career fair in the gymnasium each spring. The fair targets sophomores and juniors and includes a mix of representatives from colleges, technical/career schools, and specific trades or industries. All sophomores and juniors attend during their learning community, reading class, gifted seminar, or music class.

Career exploration and assessment is incorporated into the instructional program of the high school. Teachers are encouraged to incorporate the career exploration tools and videos on Naviance in their classes. Teachers have created worksheets to encourage career exploration in their discipline for College & Career week. For example, one science teacher created a STEM career exploration activity that incorporated Naviance's "RoadTrip Nation" video series. RoadTrip Nation features interviews with leaders in a variety of professions, including STEM fields, the creative arts, education, and business.

At the middle school, counselors use Naviance to deliver college/career focused lessons that allow students to reflect on their strengths and explore post-secondary options. School counselors at the middle school will use developmentally appropriate assessments, career and college information, and goal setting tools tailored to the needs of the middle school student population. In addition, because the platform is hosted online, parents and students will be able

to access Naviance career exploration and higher education literacy materials at home, during the summer, or at the public library.

At the elementary level, school counselors and classroom teachers work to deliver career-focused assessments and exploration through Naviance, to begin the conversation about post-secondary planning. Students complete activities that help them identify types of post-secondary education and training, learn about different career clusters, and discover their own interests and skills. These career exploration activities take place during classroom guidance activities with school counselors or within the classroom with a classroom teacher for schools that do not have a school counselor.

Artifacts: PA Career, Education, and Work Standards

The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania.

The Career Education and Work Standards address four areas of knowledge:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship

The PA Career, Education, and Work Standards (CEW) encourage students to explore postsecondary options, consider their interests, values, and skills, and evaluate how these traits may influence their post-secondary choices. Students must demonstrate that they have participated in activities and lessons aligned with the CEW Standards by generating a reflective artifact. Artifacts take the form of short reflections submitted electronically, journal entries, or tasks completed in Naviance. At the elementary level, completed artifacts are stored in the Career Zone website. At the middle school level, completed artifacts are stored in Naviance. At the high school level, completed artifacts are stored in Naviance and as google sheet reflections. The diversity of artifacts at the high school level is due to using PBIS lessons, classroom guidance lessons, and reflections from events (such as college & career week) as artifacts.

Artifact Collection Overview

Pennsylvania has created a more holistic approach to evaluating schools, called Future Ready PA Index. Part of this index requires students to participate in College & Career Ready activities throughout their K-12 school career. The activities will culminate with an "artifact" or

proof of participation in the activity. Students must have 20 artifacts by the end of their junior year. The description and artifacts for each grade are listed below.

The individual K-12 academic career plan begins in elementary school with career lessons for all students, and will continue throughout elementary, middle and high school. Throughout K-12, students will produce pieces of evidence documenting their career plan. These documents will be collected and stored as an electronic portfolio in the Career Zone website in elementary school, and then using Naviance and Google Docs during middle and high school. Each individual portfolio will be maintained by the school counselor of record, or elementary school Principal.

In grades 3-5, two pieces of evidence are collected each year and stored in Naviance.. Both the middle school and the high school use Naviance as a tool implementing assessments and storing evidence. The middle school portfolio will contain two pieces of evidence each year in grades 6, 7 and 8. In high school, students are required to produce 8 more pieces of evidence by the end of 11th grade. In middle and high school, students will complete most of these activities through PBIS and developmental guidance lessons.

If a student transfers in the middle of the year, he or she needs to earn one artifact per semester. Example: if a student transfers into the district into 10th grade, he or she must earn one artifact per semester for a total of 4 artifacts by the end of 11th grade.

Elementary Artifact Collection (collected in Naviance)

Dates	Grade Level	Activity
November 15, 2022	3-5	College Sweatshirt Day • College Sweatshirt Day Slideshow • Naviance survey is labeled 22-23 Elementary College Sweatshirt Day • Adapted College Sweatshirt Day Google Form for students

		in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it
December 2022	3-5	How Will I Change the World? • How Will I Change the World Slideshow • Naviance Survey is labeled 21-22 Elementary How Will I Change The World? • Adapted How Will I Change the World Google Form for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it
Winter 2022	5	Careers You Can Start After High School • Careers you can start after HS slideshow • Naviance Survey is labeled Elementary: Careers without needing a degree 21-22 • Adapted Career Survey for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it
Winter 2022	5	Entrepreneurship / Ice Cream Business Lesson • Naviance Surveys are labeled 21-22 Elementary Ice Cream Survey: Entrepreneurship and 21-22 Elementary Entrepreneurship Survey (listed under the task section on the

		student's Naviance home screen) • Entrepreneurship Adapted Survey and Adapted Ice Cream Career Survey for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it
Winter 2022	5	Military Branches • Military Branches Slideshow • Naviance survey is labeled as 21-22 Elementary Military Survey (listed under the task section on the student's Naviance home screen) • Adapted Military Survey for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it

Middle School Artifact Collection

Dates	Grade Level	Activity
November 15, 2022	6-8	SMART Goals (push into Social Studies)
November 15, 2022	6-8	College Sweatshirt Day College Sweatshirt Day Teacher Slideshow Naviance Survey
Winter 2022	6-8	Naviance Career Reflection Survey

Spring 2023	7-8	Naviance Career Pathway Survey (Act 158) Completed after meeting with School Counselor
Spring 2023	6	Naviance Survey: 6th Grade Elective Reflection Survey
Spring 2023	7	Naviance Survey: 7th Grade Elective Reflection Survey

Other activities:

	Grade 6	Grade 6	Grade 7	Grade 7	Grade 8	Grade 8
Activity	Goal setting	Roadtrip Nation (in core subjects)	Learning Styles Inventory	Multiple Intelligences Inventory	Do What You Are	Personalized Career Plan
Artifact	Goal, stored in Naviance	Reflection survey, stored in Naviance	Reflection survey, stored in Naviance	Reflection survey, stored in Naviance	Reflection Survey, Stored in Naviance	Reflection survey, stored in Naviance
Standard	13.1.8.G	13.1.8B	13.1.8G	13.2.8D	13.1.8D; 13.4.8B	13.4.8

Middle School Life Skills/Autistic Support Artifact Collection (collected in PowerSchool)

Grade	Artifact #1	Artifact #2	Artifact #3	Artifact #4	Artifact #5	Artifact #6

Benchmark	(Nov - May)	(April - May)				
6 – Option 1	Writing an Email (13.2.8C) Completed in computer wheel course	College Sweatshirt (13.1.8D)				
6 – Option 2	Social Skills (13.2.8A)					
7 – Option 1	Conflict resolutions 13.3.8C	College Sweatshirt (13.1.8D/G)				
7 – Option 2	Social Skills (13.2.8A)					
Benchmark	(November - May)		(November - May)		(April - May)	
8 – Option 1	Career Interest Inventory - Pictorial Version (13.1.8A)	Resume (13.2.8 C)	Job Readiness (13.28E, 13.3B, 13.4.8.B)	Writing an Email (13.2.8C) Completed in Computer Wheel Course	College Sweatshirt (13.1.8G)	Conflict resolutions 13.3.8C

Middle Schools Life Skills/Autistic Support

CEW Standards Artifacts Checklist

Students complete two activities per year. All relevant forms and documentation are uploaded into PowerSchool as an attached document.

Student Name: ID Number: Anticipated Graduation Year:		
Sixth Grade • Functional writing practice: writing an email • Social skills guided worksheet • College sweatshirt reflection • Evaluation of activities completed in vocational skills	Seventh Grade • Conflict resolution social skills lesson • Social skills guided worksheet • College sweatshirt reflection • Evaluation of activities completed in vocational skills	Eighth Grade • PICS (pictorial career survey) • Resume or adaptive resume • Evaluation of activities completed in vocational skills • Self-monitoring form for vocational goals • Writing an email/writing a letter (functional writing) • College sweatshirt reflection • Conflict resolution social skills lesson

Teacher's name:

Teacher's signature:

Date:

Upper Darby High School

Naviance Tasks

How to log into Naviance: <https://docs.google.com/presentation/d/1wU8kOAscPGgD-9QWAOc99MqQeIyCNa7pOQTC48hbsK0/edit?usp=sharing>

Name/Description	Grade	Delivery	Date	Nav Location
Brag Sheet A survey that helps teachers and counselors know what a student has accomplished in high school and what future goals are. Typically used for letters of recommendation.	11th -12th	Task assigned* <i>*Naviance Communication- Email sent to student and parent</i> <i>*Discussed in 1-1 meetings and shared at class Assemblies</i>	All year	<u>location</u> : About me section of Naviance, under surveys.
Colleges I am thinking About Add colleges to your 'colleges I am thinking about' list. year.	11th	Task Assigned*	All year	<u>location</u> : College section of Naviance.
Career Cluster Help you learn what career clusters may be a good match for you based on activities that interest you, personal qualities that you have and subjects that you enjoy studying in school.	9th <i>Completed by end of Freshman year</i>	Push In <i>Small group sessions in classes lead by counselors</i>	All year	<u>location</u> : Career section of Naviance.
Career Interest Profile. The interest profiler has 180 questions about work activities that people do at their jobs. The more accurately you answer each question, though, the better your results will be..	10th <i>Completed by end of sophomore year</i>	Push In <i>Small group sessions in classes lead by counselors</i>	Winter	<u>location</u> : Career section of Naviance.

Career Interest 10th grade Lesson Survey Reflection on completing the CIP and the career lesson.	10th <i>Completed by end of sophomore year.</i>	Push In <i>Small group sessions in classes lead by counselors</i>	Winter	<u>location:</u> About Me section of Naviance, under Surveys.
Strengths Explorer Help uncover your talents and reveal your potential strengths to you and the people in your world. I answer 78 short questions. 2. You can only take this once. (Your school can't reset this for you.) 3. You can't go back and change your answers as you progress. Your answers are automatically saved,	11th <i>Completed by end of junior year.</i>	Task Assigned*	All Year	<u>location:</u> About Me section of Naviance, under Assessments.
Resume document that sums up an applicant's qualifications, skills.	10th <i>Completed by end of sophomore year.</i>	Task Assigned*	All Year	<u>Location:</u> About Me section of Naviance, under My Stuff
Personalized Career Plan Brief survey where you write your post-high school plans as well as any anticipated roadblocks.	12th	Task Assigned*	All year	<u>location:</u> About Me section of Naviance, under Surveys.
College/Career Fair Reflection Short survey that captures what you learned at the college/career fair.	10-11th <i>Completed after the college/career fair in April of 10th and 11th grades.</i>	Task Assigned*	Post April Event	<u>location:</u> About Me section of Naviance, under Surveys.

Academic Goal Set an academic goal for the year. Use next steps to break down your goal into smaller steps..	9-12th <i>Completed in beginning of school year through opening week lesson) HE/FLEX/LC)</i>	Teacher/ Classroom <i>Teacher facilitates a created lesson</i>	Beginning of Fall semester	<u>location:</u> My Planner section of Naviance.
Goal Reflection Survey Follow-up to goal setting activity where students reflect on their implementation of their academic goal.	9-12th <i>Completed in beginning of second semester in classroom (opening week activity HR/FLEX/LC)</i>	Teacher/ Classroom <i>Teacher facilitates a created lesson</i>	Beginning of Spring semester	<u>location:</u> About Me section of Naviance, under Surveys.
College/Career Sweatshirt Day Reflection Short survey that asks students to reflect on teacher lead discussion of their college/career path	9-12th	Teacher/ Classroom <i>Teacher facilitates a created lesson</i>	Date Determined by UDSD	<u>location:</u> About Me section of Naviance, under Surveys.
Course Selection	9-12th	1-1 Meetings <i>Counselor Face to Face</i>	Spring	NA
Career Ready Lessons Standalone Career Readiness Lessons created by Emily Catlett that offer a post lesson reflection. These lessons are delivered by classroom teachers during Flex/LC.	9-12th	Teacher/ Classroom <i>Teacher facilitates a created lesson</i>	All Year	TBD <i>currently these are located in Google* - -Housed in Schoology *Google Slides and Google Forms</i>

Dates	Grade Level	Activity
November 15, 2022	9-12	College Sweatshirt Day

		• College Sweatshirt Day Slideshow • Adapted College Sweatshirt Day Google Form for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it
		•

PBIS Lessons

Students can earn artifacts through their participation in PBIS Lessons during the year. "Career Ready" PBIS lessons are created using resources such as "Habitudes: Images that Form Leadership Habits and Attitudes" by Tim Elmore, feedback from teachers, counselors, and community resources on what skills students need to develop in order to be successful in implementing their post-secondary plan. Students complete these tasks in extended homeroom PBIS lessons and complete google form reflections that serve as an artifact.

PBIS Lessons (Students must complete the survey at the end of the lesson→ the completed survey becomes the artifact):

Artifact survey links

PBIS Iceberg Lesson

Complete the survey following the PBIS career readiness lesson on positive character traits. This lesson is to show you how being career ready is more than having a job. There are numerous characteristics that can help you be successful. *Please review the slides and then complete the google survey.*

Here's the link to the PBIS Lesson:

https://docs.google.com/presentation/d/1owW3oao2UWxTEhFexe5k2xGNmf0qUg3_TDFnjX7Fips/edit?usp=sharing

PBIS "Success in the New Economy" Lesson

Complete the survey following the PBIS career readiness lesson on career pathways. This lesson is to show you that being career ready doesn't always include college. There are numerous pathways you can take to a good career. Please watch the video and complete the google survey.

Here's the link to the PBIS Lesson:

https://docs.google.com/presentation/d/19SjENB_PeLuC9lf890TVE0mA_LRupYL1OQXyk59AK6l/edit?usp=sharing

PBIS "Chess versus Checkers" Lesson

Complete the survey following the PBIS career readiness lesson on career pathways. This lesson is to show you that being career ready often means developing transferable skills, such as leadership. Please review the slides and complete the google survey.

Here's the link to the PBIS Lesson:

<https://docs.google.com/presentation/d/15KljK82X8EiRQVLBIF3o9DW98oNsIRAcEQb5k87Fb80/edit?usp=sharing>

PBIS “Camera ZOOM IN & OUT” Lesson

Complete the survey following the PBIS career readiness lesson on career pathways. This lesson is to show you that you need to stay flexible to achieve your goals. Please review the slides and complete the google survey.

Here's the link to the PBIS Lesson:

https://docs.google.com/presentation/d/1iVhFIALqoYiGi_xZjmqIPCVHG4o8rnOi7O4fyukSHWQ/edit?usp=sharing

PBIS “Windshields and Rearview Mirrors” Bonus Lesson

Complete the survey following the PBIS career readiness lesson on career pathways. This lesson is to show you that to reach your goals you might have to take some risks. Please review the slides and complete the google survey.

Here's the link to the PBIS Lesson:

<https://docs.google.com/presentation/d/129gdvROfVnEkNLTIDXdIKmQ6v0dLVPZ2dlfF4cYztLI/edit?usp=sharing>

PBIS “Rivers and Floods” Lesson

Complete the survey following the PBIS career readiness lesson on career pathways. This lesson covers focus, self-assessment, and self care. Please review the slides and complete the google survey.

Here's the link to the PBIS Lesson: <https://bit.ly/2HTzoym>

Pre-college Planning survey: Complete this survey to tell us about what your plan is for after high school. We will use this to drive our conversations senior year (juniors only, please)

<https://forms.gle/GLSqVh95T213qBnG9>

UDHS Autistic Support and Life Skills Programs Artifact Collection (uploaded into PowerSchool)

	Artifact #1	Artifact #2	Artifact #3	Artifact #4	Artifact #5	Artifact #6	Artifact #7	Artifact #8
Description	PICS Pictorial career survey Artifact: Career survey	Registration in OVR/OID (filling out forms) Artifact: Printed form	Evaluation of activities completed in vocational skills Artifact: completed evaluation	Self-monitoring form for vocational goals Artifact: Completed form	Classroom economy behavior/ participation evaluation Artifact: self-evaluation for participation	"Unique Learning" social skills lessons Artifact: completed social skills activities	Transition grid student input Artifact: student input	Functional writing practice Artifact: written work from functional writing practice
Timeline	Varies	11th grade	All grades	All grades	All grades	All grades	All grades	All grades
Standard	13.1.11.A	13.2.11.C	13.1.11 B	13.3.11 E	13.3.11.A, 13.4.11	13.2.11 A	13.1.11.G /H	13.2.11 .C
Alternate option	O*Net assessment (for students who have higher reading skills)							
	13.1.11.A							

***Work-based learning requirement will be fulfilled by Muffin of the Month.

High School: Developmental Program

CEW Artifacts Checklist

Students complete three activities per year. All relevant forms and documentation are uploaded into PowerSchool as an attachment.

Student Name: ID Number: Anticipated Graduation Year:		
Ninth Grade • Naviance career exploration (career cluster finder or interest profiler) • Naviance goal setting • Transferable skills reflection • Career survey • Job application practice • Success resume • Employability skills checklist • Job reflection	Tenth Grade • Naviance career exploration (career cluster finder or interest profiler) • Naviance goal setting • Transferable skills reflection • Career survey • Job application practice • Success resume • Employability skills checklist • Job reflection	Eleventh Grade • Naviance career exploration (career cluster finder or interest profiler) • Naviance goal setting • Transferable skills reflection • Career survey • Job application practice • Success resume • Employability skills checklist • Job reflection

Teacher's name:

Teacher's signature:

Date:

UDHS Newcomer EL Students

(collected by EL teachers)

Career, Education, and Work Standards Artifacts Checklist

Artifact	Standards	Date created
Career cluster finder (translated via google translate and stored in Naviance)	13.1.11A	
Strengths Explorer (translated via google translate and stored in Naviance)	13.1.11B	
Interview summary (completed with the tutors)	13.2.11A	
Paragraph about career choice	13.1.11F 13.1.11E	
Career Research reflection	13.2.11B	
Resume -- adapted	13.2.11C	
US Cultural expectations about work reflection	13.2.11E	
Business Plan	13.4.11C	

CONSULTATION AND COORDINATION OF SERVICES

School counselors at our elementary, middle school and high school and our K-12 social workers are often the first to identify students who may be experiencing chronic problems that interfere with success in school. A concern about a student may come to the counselor's attention in a number of ways: through observations, monitoring academic records, parent referral, teacher referral, referral to the SAP team, or communication with outside agencies. Once a problem or concern is identified, the counselor will take the appropriate action to explore the concern and/or initiate the next step towards coordinating needed services either from within the school or outside of the school.

Learning Challenges

When a parent, teacher, or student services personnel identify a student who may have a learning disability or other disability that is interfering with the student's success in the classroom, the student support team (SST) convenes to discuss that student's challenges and strengths. The team determines what interventions can be provided to the student and an intervention plan is implemented. The team may also decide to pursue a full psycho-educational evaluation and, if so, a "permission to evaluate" is initiated..

Behavioral Concerns

Chronic behavioral concerns are usually first brought to the school's attention by classroom teachers. Teachers will refer students to the disciplinarian and seek consultation with the school counselor. The school counselor meets with the student and possibly mediate a conference between the student and the teacher. The parent/guardian may also be brought in for a conference with the teachers and/or administrator. The school counselor may also make a referral to the school social worker for consultation regarding outside supports. When traditional discipline and classroom management techniques are ineffective, a referral may be made to the "planning and placement" committee for consideration of alternative education.

Mental Health Concerns

When a parent, teacher, or school counselor identifies a student who may be in need of mental health services, a referral is made to the school social worker who consults with the parent/guardian to coordinate services through outside mental health providers

Crisis and Trauma

Students who experience trauma in their life as a result of a crisis such as death of a loved one, divorce, domestic violence, serious injury, abuse, are in need of support within the school and often outside services as well. The school counselor can provide individual counseling, and, if necessary, will make a referral to the school social worker for the coordination of services to the student and family.

Substance Abuse

When there is a concern that a student may be involved with the use and abuse of drugs or alcohol, the student is referred to the Student Assistance Team. The SAP team gathers objective information from the referral, the teachers, the counselor, and other professionals involved with the student in the school. The team discusses the case and determines whether to intervene with the student and/or guardians to offer further services.

Medical Concerns

Students may experience acute or chronic medical concerns that provide barriers to academic success. The counselor's role is to help coordinate services and communicate with the teachers and other staff as needed. The school counselor also helps coordinate homebound instruction for students who are unable to attend school because of a medical or psychiatric condition and will assist with transition back into the school building.

DEVELOPMENTAL SERVICES

Upper Darby School District is committed to supporting all students in addressing their academic, behavioral, health, personal, and social development needs. The elementary, middle, and high school counseling programs provide universal school-wide support to help meet the developmental needs of its students and foster their resilience. The school counseling program is structured to provide consistency and continuity of service to students. At elementary schools, counselors are assigned by building or split time between two small schools. In the middle school, one counselor is assigned to each grade level and they move up with their students, allowing them to develop a long-term relationship with their students and focus on the developmental needs of each specific age group. At the high school, counselors are assigned by grade and alphabet, with three counselors per grade. Students remain with their counselor throughout their high school experience until graduation.

Developmental services are provided by the counseling staff through individual counseling, small group counseling, large group information sessions, consultations, orientations, and the dissemination of information via print materials, emails, phone calls, and web-based platforms.

Individual Counseling

Counselors meet with students one-on-one to support them in their academic, personal, social, and emotional development. Common areas addressed include: goal setting, problem solving, decision making, conflict resolution, anger management, self awareness, assertiveness, self expression, stress management, coping strategies, organizational skills, time management, study skills, course selection, college planning, and career exploration. It is through individual counseling that counselors develop caring and supportive relationships with their students. In the event of the need for virtual school counseling, individual counseling sessions can be conducted using a videoconferencing tool (such as Google Hangout) or voice call (such as Google Voice).

Small Group Counseling

Small groups are utilized by counselors to deliver school counseling curriculum, disseminate important information, and provide social supports. Small group counseling is utilized in the following areas: course selection, self awareness, decision making, career development, college planning, college athletics, anger management, student success groups, bereavement, and personal growth. In the event of the need for virtual school counseling, group counseling sessions can be held using a videoconference tool such as Google Hangout or Schoology Conference.

Large Group Information Sessions

Counselors utilize large group or assembly programs to deliver information and serve the needs of students in a number of ways: career exploration fair, drug and alcohol awareness and prevention programs, college and career exploration activities (such as the DCTS assembly), financial aid information, violence prevention, and motivational programs. In the event of the need for virtual school counseling, these large group information sessions can be delivered through Google Hangouts or Schoology Conferences. These information sessions may be recorded and sent to parents/guardians and students who could not attend during the scheduled live information session.

Consultations

Counselors consult with teachers, coaches, and other school personnel to help serve the needs of students. Counselors often help teachers understand the strengths and challenges of

students and can help with strategies for maximizing their academic success. Counselors can also provide insight into student classroom behavior that may help the teacher more effectively meet their academic needs.

Orientation

Counselors participate in a comprehensive orientation program for incoming freshmen. The program provides information and fun activities to help acclimate the students to the high school, ease their transition, and to provide an opportunity for them to get to know their teachers, counselors, and classmates. Counselors also conduct an abbreviated orientation for transfer students in small group and individual formats when students transfer into Upper Darby High School.

Dissemination of Information

The counseling staff provides written information to support the developmental needs of students in a variety of formats: guides, handbook, flyers, Naviance, and the district website. This information covers topics such as: Course Selection, Career Development, College Planning, Student Assistance Program, Teenage Pregnancy, and Student Success. Counselors also use Schoology to communicate with their caseload through direct messaging, grade level announcements, and Schoology Conferences. In the event of a school closure and the need for virtual school counseling

The Role of the Counselor in Virtual Learning

As exemplified by the global COVID-pandemic, global and/or national events may require students to transition to virtual learning. School counselors and pupil services staff are vital to supporting our students' social-emotional and academic success during those unusual circumstances. Depending on the situation, school counselors respond flexibly to support students, teachers, and families. During a school closure and the transition to virtual learning, school counselors will collaborate with teachers, administrators, their center team and/or student support team, parents, and community resources to determine how to best support students with resources during the closure and what resources can be provided to students within a tiered support system (providing support to all students with general resources, and then targeting groups to receive specialized interventions and resources based on need and experience).

In the event of a transition to virtual learning, school counselors aim to provide continuity of service by maintaining the services they were providing inside the building as best as possible.

These services include, but are not limited to, individual advising with students, grade level informational or psychoeducational presentations, communicating with students, families, and staff to support students, directing students and families to community and school resources that can help with issues that may arise, and maintaining their role as 504 case managers (at the secondary schools).

In the event of an extended closure, counselors may modify their classroom guidance curriculum and artifact-generating PBIS lessons to include virtual learning. Counselors may use recorded powerpoint presentations, screen recording software, and digital versions of artifact collection (Google Survey, completed resume in Naviance, etc). Virtual developmental guidance lessons to enhance student career readiness and social-emotional health are just as valuable as core academic lessons, and provide students with life skills and career readiness skills. If they should need to be delivered virtually, developmental guidance lessons will occur during the calendar period of regularly scheduled classroom guidance in the building at each respective school. In the event of a crisis situation, school-based crisis teams will convene to provide supportive, safe environments for students to work through the grief process. This may include providing virtual “safe rooms” for students to process and identifying students in need of additional support for a virtual grief group. School-based SAP teams will work with their SAP assessor to coordinate SAP assessments and continue to support students and families with SAP referrals and assessments.

Upon return to the building following an extended closure, school counselors play an integral role in providing postvention support for students as they re-enter the building. These supports may include pushing into classrooms to provide classroom guidance for students about social-emotional adjustment, providing structured breaks for students to decompress and utilize coping skills to address anxiety, and academic advising to help students re-adjust to classroom routines in the traditional school setting.

Upper Darby School District The Counselor's Role

How Can a Counselor Help?

By Listening

When you lose someone close, make a big mistake, are faced with an important decision, feel confused about drugs, are not getting along with someone special, or feel down without knowing why—

By Advising

When you are selecting courses, choosing a career, looking for training after high school, trying to find tips for improving your schoolwork—

By Interpreting

When you receive scores from tests like the PSAT, SAT, PSSA, Keystone, or when you want to review your cumulative file—

By Informing

When you need facts about graduation requirements, future careers, college admissions, or

student rights and responsibilities—

By Mediating

When you need a third person with an objective view to help you resolve a problem with a friend, teacher, sibling, parent, or employer—

By Referring

When you need assistance from an agency in the community, you will be referred to our school social worker—

When and how can you see a Counselor?

Counselors are available before school, after school, and during regular school hours every day. There are also times during the school year where you will see counselors in the classroom, in assemblies, in your learning community, and at evening programs.

What about Confidentiality?

What can you say to a counselor in confidence will remain between you and the counselor. Are there exceptions?

Yes. A counselor might decide to talk to someone else about your concern if there seems to be an immediate danger to your life or your welfare or to someone else. Your best bet is to discuss confidentiality with your counselor and establish “ground rules” at the beginning. As counselors, we recognize the value of students, parents, and school staff working together to ensure a positive, effective partnership develops between home and school.

Position Description: Secretarial/Clerical/Business Support

Code: SCB-06

A. Title of Position

Secretary for School Counseling Services

B. Classification

V

C. Location of Position

UDHS

D. Accountable to:

Assistant Principal for Operations & Principal

E. Description of Duties:

1. To provide clerical services in support of the guidance program, including: word processing, data management, copying, filing, phone and email.
2. Assist students, counselors and teachers with resources available in the College/Career Center.
3. Coordinate and host college representative visits for the high school.
4. Assist the Post-Secondary Planning Coordinator with the planning and implementation of the annual College and Career Exploration Fair.
5. Process all transcript requests and graduation verifications for UDHS graduates.
6. Assist with guidance record keeping and processing of student files for storage upon graduation.

7. Assist with maintenance of records and information within the Naviance online platform for College and Career exploration and planning.
8. Manage student assistants.
9. Perform all other duties as assigned by the Coordinator of Counseling Services or Principal.

F. Performance Standards for Position:

G. Minimum Requirements:

High School Diploma

H. Working conditions

Works inside a climate controlled facility for 100% of the day.

I. Physical Demands/Sensory Abilities:

This position is classified as sedentary in nature as defined by the US Department of Labor. Sedentary work is defined as exerting up to ten pounds of force occasionally or a negligible amount of force frequently to lift, carry, push, pull, or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for intermittent periods of time.

The secretary typically sits for up to one hour at a time, up to a total of seven hours per day.

The secretary may be required to bend and reach (at and above shoulder level) on an occasional basis.

Duties typically require the use of one hand for simple grasping, pushing, pulling, and fine manipulation, when writing on paper or preparing educational materials/reports.

J. Equipment Used:

Telephone, copier, computer, fax, scanner.

K. Temperament Requirements:

The secretary must be capable of positively interactive with students, teachers, counselors, administrators, staff, UDHS alumni, outside vendors, and representatives of colleges and other organizations.

Position Description: **Instructional Services** **Code:** IS-06

A Title of Position: High School Counselors

B. Location of Position: High School

C. Accountable to: Principal and Director of School Counseling Services

D. Position Relationship: Line Relationship to Director of School Counseling and Principal

E. Major Function:

1. To provide individual and group counseling to assure that students will gain the optimum from the educational program
2. To help implement group testing program (9-12)
3. To support students, staff and parents of students so that each student can meet his/her

educational goals.

4. To support students in course selections and to roster students following Upper Darby guidelines.
5. To help students with college and vocational choices
6. To provide an environment to facilitate personal and social growth
7. To initiate and implement a career educational program
8. To serve as a liaison between the home and school, teacher and pupil, school and community
9. To provide an effective system of referrals to other specialists within the school system
10. To provide available information on scholarships and financial aid.
11. To utilize and recommend the services available in the Career Center to students, parents, staff, and community
12. To serve as a Student Assistance Team member

F. Key Performance Effectiveness Areas:

1) Service to Parents

- a. To initiate and receive phone contact regarding pupil's academic and social progress
- b. To contact parents regarding specific problems
- c. To interpret group test results at individual and group meetings
- d. To provide orientation meetings for incoming 9th graders and their parents
- e. To attend team-parent meetings, when appropriate
- f. To help parents in planning child's educational program and career choices
- g. To plan assembly programs for parents regarding the rostering process, college planning, scholarships, and financial aid

2) Service to Pupils

- a. To schedule periodic contact with students over academic and/or social/and personal progress
- b. To help students gain self-esteem and self-awareness through individual and group counseling
- c. To interpret test results in order to help students to greater self-understanding
- d. To make self available for crisis counseling
- e. To help students in course selection process
- f. To roster students and keep credit count for graduate requirements
- g. To coordinate work completion for students who will be absent for longer than five days.
- h. To maintain the pupil's cumulative school record
- i. To be responsible for student records in compliance with School District policy
- j. To initiate and facilitate a Group Guidance Program
- k. To attend Student Assistance Team meetings to service the students at high risk

3) Service to Teachers and Staff

- a. To provide teachers with information regarding a student's strengths and

- weaknesses and family information which is relevant to a student's progress
 - b. To meet with teachers to help plan for an individual's educational needs
 - c. To refer students to the home and school visitor who might require outside intervention
 - d. To initiate referrals for testing, placement, etc. when appropriate
 - e. To schedule students into appropriate programs
 - f. To act as a liaison between school and home when parents need to be contacted
 - g. To confer and consult with teachers about pupil management techniques.
 - h. To meet with students who are referred by teachers for behavioral and emotional problems
- 4) Service to the Community
- a. To provide opportunities for the community to attend meetings wherein educational information is disseminated regarding rostering, college planning, and financial aid.
- 5) To assume any duties assigned by the Director of Pupil Services and Principal

G. Performance Standards for Position:

To provide counseling, individual and group, consultation with parents and staff, and specific programs thus enabling each student to meet his/her educational goals.

H. Areas of Authority:

Staff Position. Resource person to Principal, Assistant Principals, Psychologists, Home and School Visitors, Teachers, Nurses, Attendance Officer

I. Minimum Requirements:

Appropriate Pennsylvania Certificate

J. Working Conditions/Physical Environment:

High School Counselor works inside a climate-controlled facility for 100% of day.

K. Physical Demands/Sensory Abilities

This position is classified as sedentary in nature as defined by the U. S. Department of Labor. Sedentary work is defined as exerting up to ten pounds of force occasionally or a negligible amount of force frequently to lift, carry, push, pull, or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for intermittent periods of time.

The High School Counselor typically sits for up to one hour at one time, up to a total of seven hours in a workday.

The High School Counselor may be required to bend and reach (at and above shoulder on an occasional basis).

Duties typically require the use of one hand for simple grasping, pushing and pulling and fine

manipulation, when writing on paper and when preparing educational materials/reports.

This position requires the ability to communicate effectively with students, colleagues and administrators. The counselor must also be able to model speech sounds and proper word pronunciation.

L. Equipment used:

Audio-visual equipment, various instructional materials, telephone, computer.

M. Temperament Requirements:

The counselor assumes responsibility for direction, control and planning of her/his own activities and those of the students in their caseload.

The counselor must be capable of positively influencing students and interacting with others, including parents, in an effective manner.

Position Description:		Instructional Services	Code: IS-07
A	Title of Position:	Middle School Counselors	
B.	Location of Position:	District Personnel in the Middle Schools	
C.	Accountable to:	Principal and Director of Pupil Services	
D.	Position Relationship:	Line Relationship to Director of Pupil Services and Middle School Principals	
E.	Major Function:	To administer individual and group counseling services to students as indicated in Key Performance Effectiveness Areas To implement the Personal Development Guidance Program (PDP) To implement group testing program (Grades 6-8) To implement the Stress Management Program (6-8)	

To support students, staff and parents of students so that each student can meet his/her educational goals

To provide individual and group counseling to assure that students will gain the optimum from the educational program

To provide students with an opportunity to focus on such topics as personal-social growth, adjustment concerns, crisis intervention, and the like

To provide a system whereby students can compare their feelings, attitudes and values, test their perceptions of reality, and improve their ability to communicate ideas and feelings

To initiate and implement a "Personal Development Program" which will be conducted by the instructional staff

To initiate and implement a career education program

To implement a coordinated and purposeful system of testing which enhances the objectives of the school system and to interpret the results of the testing program to students, staff, parents, and the community

To serve as a liaison person between the home and school and between the teacher and pupil

To provide an effective system of referrals within the school system

F. Key Performance Effectiveness Areas :

1) Services to Parents

- a. Receives phone contact regarding pupil's academic and social progress
- b. Contact parents regarding specific problems being experienced by the student
- c. Interprets group test results at individual and group meetings
- d. Provides orientation meetings for incoming (fifth grade) and outgoing (eighth grade) students
- e. Contacts, explains, and elicits parental cooperation in the psychological testing feedback meetings
- f. Schedules psychological testing feedback meetings
- g. Attends team-parents in planning child's educational program
- h. Helps parents in planning child's educational program

2) Services to Pupils

- a. Schedules periodic contact with students over academic and/or social progress
- b. Helps students gain self-esteem and self-awareness through individual and group counseling
- c. Supervises testing program and interprets group results to help students to greater self-understanding
- d. Makes self available for crisis counseling
- e. Helps students in course selection process
- f. Accurately rosters students
- g. Meets with student and team as a support person
- h. Gathers work and materials for students who are going to be absent for more than two days
- i. Cares for and protects the pupil's cumulative school record

- j. Efficiently files and is responsible for student records in compliance with school district policy
- 3) Services to Teachers and Staff
 - a. Provides teachers with information regarding a student's strengths and weaknesses and family information which is relevant to a student's progress
 - b. Initiates and facilitates a group guidance program ("Personal Development Program")
 - c. Meets with teams on a regular basis to help plan for an individual's specific educational needs
 - d. Refers students to the Home and School visitor when student is exhibiting social and emotional difficulties which might require outside intervention
 - e. Initiates referrals for testing, Placement,, etc. when appropriate
 - f. Schedules students into appropriate program
 - g. Provides teachers with resource material in the effective educational area
 - h. Provides teachers with career information which can be integrated into the curriculum
 - i. Acts as liaison between school and home when parents need to be contacted
 - j. Contacts students who are frequently absent and refers to the home visitor if truancy is suspected
 - k. Confers and consults with teachers around pupil management techniques
 - l. Meets with students who are referred by teachers for behavioral and emotional problems
 - m. Assumes position of assessment team leader in charge of staffing
- 4) Service to the Community
 - a. Provides opportunities for the community to attend meetings where test interpretation, school program and other educational information is disseminated
- 5) Assume any duties assigned by the Director of Pupil Services

G. Performance Standards for Position:

To mobilize students, parents and staff through individual and group counseling skills through a comprehensive Personal Development Program (PDP), through a Stress Management Program, and through a comprehensive group testing program, thus enabling each student to meet educational goals

H. Areas of Authority:

Staff Position. Resource person to Principal, Assistant Principals, Psychologists, Home and school Visitors, Teachers, Nurses, Attendance Officers

I. Minimum Requirements:

Appropriate Pennsylvania Certificate

J. Working Conditions/Physical Environment:

Middle School Counselor works inside a climate-controlled facility for 100% of day.

K. Physical Demands/Sensory Abilities:

This position is classified as sedentary in nature as defined by the U. S. Department of Labor. Sedentary work is defined as exerting up to ten pounds of force occasionally or a negligible amount of force frequently to lift, carry, push, pull, or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for intermittent periods of time.

The Middle School Counselor typically sits for up to one hour at one time, up to a total of seven hours per day.

The Middle School Counselor may be required to bend and reach (at and above shoulder level) on an occasional basis.

Duties typically require the use of one hand for simple grasping, pushing and pulling and fine manipulation, when writing on paper and when preparing educational materials/reports.

This position requires the ability to communicate effectively with students, colleagues and administrators. The counselor must also be able to model speech sounds and proper word pronunciation.

L. Equipment Used:

Audio-visual equipment, various instructional materials, telephone, computer.

M. Temperament Requirements:

The counselor assumes responsibility for direction, control and planning of her/his own activities and those of the students in their caseload.

The counselor must be capable of positively influencing students and interacting with others, including parents, in an effective manner.

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MIDDLE SCHOOL COUNSELING PROGRAM AND TIMELINE

AUGUST · New student testing and scheduling & records request · Scheduling corrections · Summer School grade reporting · 5th-6th grade orientation	SEPTEMBER · Map testing/ new student scheduling & records request · MAP testing- whole school · Back to school night	OCTOBER · Map testing/ new student scheduling & records request · Red Ribbon Week · UDHS Top 100	NOVEMBER · Map testing/ new student scheduling & records request · NJHS ceremony · 1st semester cards · Parent conference · Parent meeting
DECEMBER · Map testing/ new student scheduling & records request · College Prep class visit · NJHS ceremony · UDHS scheduling	JANUARY · Map testing/ new student scheduling & records request · Map testing-whole school · Semester class changes · UDHS elective scheduling	FEBRUARY · Map testing/ new student scheduling & records request · PSSA inventory	MARCH · Map testing/ new student scheduling & records request · Parent conference · 6-7th grade cards · PSSA inventory

APRIL · Map testing/ new student scheduling & records request · PSSA coordination & testing · Failure warning letters · Parent/teacher conferences	MAY · Map testing/ new student scheduling & records request · Map testing-whole school · Keystone testing · Parent Forum · 8th grade awards prep · Elementary school visits	JUNE · Map testing/ new student scheduling & records request · Scheduling input · Records transfer · Summer school letters mailed and rosters created · 8th grade passing ceremonies · 8th grade awards night	
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Daily/ weekly responsibilities: individual/small group counseling; SAP team members; Student Support Team members; Data team members; Tier II members; Truancy/ attendance team members; PBIS CORE team members; 504 case managers; consultation with teachers, parents, administration; completing private school applications and recommendations

UPPER DARBY HIGH SCHOOL COMPREHENSIVE SCHOOL COUNSELING PROGRAM

AUGUST · Scheduling · Transcript Review · Record Transfer for retained/ promoted students	SEPTEMBER · Senior college planning program (DAY/EVE)	OCTOBER · PSAT's – led by Junior counselors · 1st quarter interims	NOVEMBER · 1st quarter grades · College Rep · College Application Process · College Chats—Junior Parents
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· New Student Orientations · Freshmen Summer Orientation Program · Develop Classroom Guidance Plan utilizing Naviance-College/Career Readiness (all grades)	· College Rep visits · New Student Orientations · Coordinate Student Support Groups thru SAP · College Possible program begins · Junior Year Timeline · Identify students for Let's Get Ready SAT Prep program · Open House · Financial Aid Night	· College Rep visits · Sophomore Academic Decision Making · Freshmen Orientation with Counselor · College Application Process for Seniors · 8th Grade Top 100 Presentations · College Chats—Junior Parents · Post HS Planning for students with disabilities	· College Athletic Meeting · Schedule changes due to d · Begin Course selection pro · Semester 1 Classroom Gui
DECEMBER · 2nd quarter interims · College Rep visits · College Application Process for Seniors · Sophomore Goal Setting and Career Interest Inventory · Prepare for Course Selection Process · College Chats – Junior	JANUARY · 2nd quarter grades · College Application Process for Seniors · College Chats—Junior Parents · Proctor and	FEBRUARY · Course Selection (assemblies/ small group/ individual) · 3rd quarter interims · College Chats—Junior	MARCH · Course selection revi · 3rd quarter grades · Junior College Planni · Prepare Students for Fair (10th & 11th) · Sophomore Career E · Spring Open House (· Recruit College Poss - sophomore class · Develop GRAD cohor

Parents · College Board/Naviance sessions with Juniors on “Finding a Good Fit” · Proctor and assist with Keystones · FAFSA Completion nights · Leveling Day #1 – Course Selection	assist with Keystones · PSAT return · Coordinate Student Support Groups through SAP · Semester Failures · Leveling Day #2 – Course Selection · FAFSA Completion nights · Schedule changes due to data	Parents · FAFSA Completion nights · Let’s Get Ready-SAT Prep begins · Credit Recovery · 8th Grade Course Selection Meetings/Orientation	· Schedule changes due to data
APRIL · College and Career Fair – led by Sophomore counselors · College Chats—Junior Parents · Schedule revisions due to data · Continue Course Selection review with parents, students, and teachers · Conference night · Semester 2 Classroom Guidance using Naviance · Junior Year Q & A sessions	MAY · 9th/10th College Awareness · Still Deciding Seniors Fair · 9th to 10th transition mtg · 4th quarter interims · AP Exam Proctoring · Proctor and assist with Keystones · Sophomore Resume Building · Junior year scholarship search	JUNE · Graduation · Summer School Sign up · Record Transfer for retained/promoted students · Review Scheduling conflicts · Identify students for Let’s Get Ready-SAT Prep · Schedule changes due to data/summer school · Final Transcripts to Post Secondary Schools	JULY New Student Orientations

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The School Counseling Program of Upper Darby High School provides comprehensive and developmentally appropriate services to students and their families to support the student's academic, social, personal, and career development needs.

The timeline provided above delineates many of the services, tasks, and duties the school counselors perform throughout the school year. In addition, the counselors provide the following services on an ongoing basis throughout the year.

- Individual counseling occurs daily to support student success and all aspects of their academic, social, and personal development.
- Counselors collaborate with our social workers to support the social/emotional needs of our students.
- Counselors engage in ongoing communication and consultation with teachers, administrators, and parents to promote student success.
- Counselors manage 504 Service Agreements.
- Counselors serve as active participants on IEP Teams, Student Support Teams, Planning & Placement Committee, and the SAP Team; and on various school and district-wide committees.

K-5 School Counseling Program

Program Goals	Grade Level	Activity	Timeline	Participants
To provide guardians the opportunity to meet the social worker and ask questions in order to learn about supportive services	K-5	Orientation/ Open house/ Back to School Night	Beginning of Academic Year	Social Worker, Administrator, Teacher, Counselor

To provide information to staff about the role of the school counselor, social worker, how to access services, and review relevant district policies and procedures.	K-5	Presentation at Faculty Meeting	Beginning of Academic Year	Social Worker, Administrator, Teachers, school counselor
To gather information from/transfer information to the social worker of the sending/receiving school for students at risk/those in need of extra support that will be promoted to the middle school or moving between schools in the district.	K-5	Transferring of student information to/from other counselors	Beginning of Academic Year	Social Worker, MS Counselors, elementary counselors
To assist classroom teachers in supporting new/transfer students to the school (inclusion in social skills groups to promote social interaction if necessary)	K-5	New Student Program	Ongoing	Social Worker, Administrator, Students, Teachers
To provide guardians, teachers, and Social Workers the opportunity to meet and discuss student's school progress	K-5	Report Card Conferences	Fall and Spring	Social Worker, Teachers, Guardians
To engage in educational activities with a focus on anti-bullying, compassion, communication, ATOD prevention, enhancing school community (Tier 1 RtBII Interventions)	K-5	Red Ribbon Week Activities	October	Social Worker, Administrator, Teachers, Students
To provide group support to students in need of friendship / social skills development	1 - 5	Social Skills (8 – 12 sessions per group)	Oct. - May	Social Worker, Students
To provide targeted Tier 2 classroom intervention for those in need of additional support and education around social skills development/ problem solving/ conflict resolution.	K-5	Classroom lessons Second Step curriculum	Oct. – May	Social Worker, Teachers, Students
To provide targeted individual and group interventions for students identified through behavioral/discipline referrals.	K-5	RtBII Tier 2 & 3 (6- 10 sessions per tier)	Oct - May	Social Worker, Administrator, Teachers, Students, Guardians
To provide information/brochures	K-5	Parent Resource table	Fall & Spring	Social Worker,

regarding services in the community, child development, parenting strategies, child health and welfare			Conferences	Service Agency Personnel, Guardians, Students
To provide students the opportunity to tour and learn about middle school	5	Middle School Visitation	Spring	Social Worker, MS Counselors, Administrators, Teachers, Students
To provide supportive services to students and guidance/resources to families experiencing difficulties.	K-5	Individual/group support for students Family support Referrals to community agencies and resources	Ongoing	Social Worker, Students, Guardians
To provide support for students and their family experiencing acute mental health/behavioral issues.	K - 5	Individual risk screening of those in mental health/behavioral crisis Referral to outside mental health agencies Assistance with transitioning back to school	Ongoing	Social Worker, Service Agency Personnel, Guardians, Students
To assist students in learning how to resolve conflict by encouraging effective and positive communication.	K-5	Peer mediation & conflict resolution	Ongoing	Social Worker, Teachers, Administrator, Students
To children at risk, develop interventions and monitor outcomes to determine further interventions	K-5	Student Support Team Meetings / Response to Instruction and Intervention (Tier 2 & 3)	Ongoing	Social Worker, Administrator, Teachers, Guardians, Students
To provide supportive services to students and their families with the purpose of enhancing the students' academic engagement and social skills.	K-5	Individual and Family Support Referral to, and collaboration with, community resources Consultation and Collaboration with Faculty	Ongoing	Social Worker, Teachers, Service Agency Personnel, Guardians, Students
To actively participate in team meetings when developing plans for intervention and support	K-5	IEP/GIEP/504 Meetings	Ongoing	Social Worker, Teachers, School Psychologist,

				Guardians, Students
To provide support and referrals for students with excessive absences from school.	K-5	Completion of Attendance Improvement Plans Referral to outside resources Gathering of documentation for processing of students involved with Truancy Court	Ongoing	Social Worker, Administrator, Service Agency Personnel, Guardians, Students
To provide assessment and interventions to students who are experiencing exceptional barriers to achieving academic and social/emotional growth	K-5	Student Assistance Program	Ongoing	Social Worker, SA Team, Teachers, Guardians, Students
To provide leadership and guidance to stakeholders following crisis that impact the student body and/or community at large.	K-5	Crisis Management Team	Ongoing	Social Worker, Administrator, School Psychologist, Teachers, Guardians, Students
To participate in ongoing professional development through the district and professional organizations. To plan and deliver in-service lessons to faculty as identified through needs assessment and/or requests of administration.	K-5	Faculty/Department Meetings, In-service/Staff Development	Ongoing	Social Worker, Administrator, Teachers
To assist with planning and implementation of civic/school engagement activities to enhance student and parent connection with the school community.	K-5	Food drives, fundraisers, literacy activities, NED show, MLK day drive	Ongoing	Social Worker, Administrator, Teachers, Guardians, Students

College Planning Activities

College Representative Visits :

During the school day, meet with College admission officers who visit UDHS in the fall.

College Fairs:

Students: Spring Fair at UDHS during lunch periods. Parents and students: Villanova hosts a large fair each spring; PSU in the fall

College Open Houses:

Often on weekends, check college websites.

Career/College Search:

In addition to the resources on Naviance, there are various resources available in the Career Center. Students are encouraged to visit the Career Center. Internet resources can be found in Appendix A.

Individual Post High School Planning Session:

Student meets with counselor. Parents welcome to attend.

SAT and/or ACT:

Required for college admission.

SAT-Subject Tests:

Candidates for Early Decision, Military Academies, and Highly Selective Universities should take the SAT-Subject Tests.

AP Examinations:

Taken in May while enrolled in the appropriate course.

Military Academies:

Application process begins in Junior year.

Campus Visits:

Preferably when the college is in session.

PRE-COLLEGE PLANNING

YOU - The first step in college selection is to know yourself.

ACADEMIC - Check E-School and Naviance for scores!

Find out your cumulative GPA _____ (grade point average)

Your Highest SAT/PSAT/ACT score: _____

Strongest subject _____

Favorite subject _____

Weakest subject _____

INTERESTS

What school activity is important to you? _____

List all leadership positions in or out of school that you held while:

What personal quality are you proud of:

COLLEGE

Do you want to commute or live on campus?

Location Preference - circle one: city small town suburban rural

Distance from home: 1 hour 2-3 hours 4 or more

Do you expect to attend a:

____ two year college ____ four year college ____ technical school

Desired college student body size:

(Keep in mind that Upper Darby High School has 3600 students).

____ under 5,000 ____ 5,000 to 10,000 ____ more than 10,000

Extracurricular activities important to you: _____

Intercollegiate Athletics? _____

What majors are you considering? _____

How diverse of a school do you want to attend? _____

Use Naviance to begin a list of "colleges I'm thinking about"

College Testing

Upper Darby Test Center #39-694
Upper Darby School Code 394965
Located in Drexel Hill

All registration is through the testing organization online. Apply online for SAT at www.collegeboard.org or ACT at www.act.org. You must register approximately five weeks **before** the test date. Payment must accompany all registrations. Fee waivers for both tests are available for students who receive free and reduced lunch. If you need a Sunday administration for religious reasons, check the website for the

process.

SAT - used for admissions by four year colleges. Evidence based Reading and Writing, Math and optional Essay. SAT Subject - Required for admission to the most competitive colleges & military academies.

ACT - accepted for admission by four year colleges and universities.
Reading, English, Math, Science, Writing (optional)

AP - Advanced Placement Tests - used for college credit or placement.

PSAT/NMSQT The Practice SAT/National Merit Scholarship Qualifying Test - gives students experience with college testing in Sophomore and Junior years. It identifies National Merit Scholars as well as outstanding African American and Hispanic students.

TOEFL Test of English as a Foreign Language - tests the English proficiency of students whose native language is not English.

Questions to ask when speaking to a college representative or attending a college visit

Academic Program

Which departments are the largest and strongest?
Must I declare my major as a freshman?
Is there an internship program in my field?
Is study abroad encouraged?
Can I get a bachelor's degree in fewer than four years?
What are your general education requirements?
What supports are available?

Are classes taught by professors or assistants?

Student Body

What is the size of the undergraduate enrollment?

What is the typical class size?

Is the population diverse?

Are there any students from Upper Darby enrolled there now?

What do students do on weekends?

Admission Requirements

When is your application deadline?

When are applicants notified of your decision?

Are transfer students accepted?

How many people applied for admission last year and how many were offered admission?

What are your SAT, SAT Subject, and ACT test requirements?

Do you accept the common application?

What's your application process? Or, How do I access your school's application?

Campus Life

Location of campus?

What percentage of students live on campus?

Are there separate dorms for freshmen?

Is there public transportation to campus?

Are there campus organizations, intercollegiate teams, and intramural programs?

What is campus safety like?

COLLEGE CAMPUS VISITS

Throughout the process of selecting a college, visiting the campus will probably have the ***greatest impact*** in determining which college you choose.

HOW TO MAKE THE MOST OF YOUR COLLEGE VISIT:

- 1) Research the college beforehand so that you can ask informed questions.
- 2) Make an appointment ahead of time to visit the campus. The spring/summer of the junior year is

an excellent time to make these college visits. If possible visit when college is in session. You will get a more realistic picture of the college atmosphere when the students are present.

3) Take a tour of the campus. If you have time and the college permits, attend a class, preferably in the academic field of study in which you plan to major. Visit the dormitories, dining hall, library, student center, classrooms, and recreational facilities.

4) Ask questions about the academic requirements, curriculum, tuition, activities on campus, labs, facilities, etc.

5) Check out the surrounding community for shopping, movie theaters, transportation, churches, etc.

6) Talk with students and faculty. Inquire about the following:

- a. How easy is it to talk to instructors?
- b. Is extra help available when you need it?
- c. Do you find the college academically challenging?
- d. How is the social life here?

7) Try to pick up a campus newspaper.

8) Write a “Thank You” note to the admissions person who helped you.

****A virtual tour may not be enough to “get a feel” for the school.****

TYPES OF COLLEGE ADMISSION

REGULAR - Most colleges have a particular deadline for the receipt of applications beginning on January 1. In this type of admissions plan, the college informs applicants about admissions any time before April 15, and the student is asked to respond to an acceptance notification by May 1. A sizable nonrefundable deposit is usually expected to secure students enrollment.

EARLY DECISION - Some colleges have an early decision plan involving a commitment between the student and the college. The admissions committee will review the student's application prior to those of students applying for regular decision. The committee will inform the student of its decision during December. In turn, the student, if accepted, **is ethically committed to attending the college** and to canceling applications to any other colleges. A student can submit an Early Decision application to **only one** college. This is a binding commitment regardless of any financial aid that is needed.

This is a good policy to take advantage of if you are absolutely sure the college is your first choice and if you are in a position to submit all your credentials (results of standardized tests, etc.) by November 1, the usual deadline for Early Decision. Colleges act on an Early Decision application in one of three ways:

accept, defer, reject. Defer means that the student's credentials will be reviewed again in the spring with the pool of applicants applying under regular decision. If a student is deferred, he/she is no longer committed to attending the college.

EARLY ACTION - This plan is like Early Decision, but there is no commitment on the part of the student to attend if accepted. Students may apply to other colleges at any time under their regular admissions program.

ROLLING ADMISSIONS - Applications are reviewed in the order in which they are submitted, and candidates are notified of an admissions decision in a short turnaround time. In general, the more academically successful students are, the earlier they hear of their acceptance. As colleges with rolling admissions may send out their quota of acceptances early in the academic year, it is to the student's advantage to apply **early**.

How Schools Review your Application

Most schools will base their decision on the factors below:

1. Academic Record

- a. Student grades
- b. Courses taken

2. College Entrance Exam Scores

- a. SAT
- b. SAT Subject Test - usually required for more competitive schools
- c. ACT

3. Recommendations

The observations of your teachers, counselors, and other references can be very important in a college's evaluation of you. Colleges will usually specify if they require any letters from teachers or your counselor. Recommendation requests require a student to have a face-to-face conversation with the recommender.

4. Extra-curricular Record

It is important to outline your out-of-class activities both at school and in the community. Colleges will look

for the students whose involvement shows they have made a contribution to their school and community.

5. Competition

Most colleges accept a limited number of students. This affects your chances of acceptance so pay attention to details and meet all deadlines. **Apply Early!**

6. Work Experience

Your employment record could provide information about your skills, interests, and sense of responsibility.

7. Application and Essays

A carefully prepared application and a well-written, thoughtful essay will improve your chances of admission. Have someone proofread your essay. Start your essay early.

8. Upper Darby High School Profile

Colleges make evaluations of high schools: looking at things like program, subjects, honors courses, and number of college bound students. A UDHS profile is submitted with your transcript.

Financial Aid

Traditionally, the Free Application For Financial Aid (FAFSA) used a family's prior year tax returns and the application opened on January 1st of the year of college enrollment. Beginning with the Class of 2017, the FAFSA will be open for processing on October 1, 2016 and require families to use their prior year tax returns (2015 tax return). If your taxes were filed for 2015, the process will be more fluid. Students and parents must apply for a Federal Student Aid ID (FSA ID) before completing the FAFSA. This should be done at least 3 weeks before starting the FAFSA (so ideally in September). You can find more information at www.fasfa.gov or www.studentaid.ed.gov

Summer Before Senior Year

1. Commit yourself to volunteering or maintaining a job.
2. Update and revise your Naviance resume.
3. Practice and prepare for the SAT/ACT - October sign-ups begin in August
4. Work on your college essay using the prompts on Common App and your

particular school's application.

5. Visit college campuses. Registration for college open houses can be found on the college's website.
6. Gather all of the information you will need to complete the demographics on your application. Most applications open after August 15th.
7. Get your FSA ID set up through FAFSA.
8. Continue to research colleges or technical schools and add them to the "colleges I'm thinking about" list on Naviance.
9. Begin your brag sheet on Naviance for your recommendations.
10. Begin asking your teachers for recommendations!
11. Do your summer homework! Start Senior year off strong!

INTERNET RESOURCES

Education Planner: www.educationplanner.org

A one-stop career and college planning site where you can discover, prepare, select and apply to colleges. It also will help to make a final decision on colleges as well as how you will pay for college. - link to mysmartborrowing.org

ACT/College Search: www.act.org *

A website that allows students to search for careers & majors, learn more about the ACT & preparing for the ACT, and learn more about the college search process & the financial aid process.

SAT/College Search: www.collegeboard.org *

Comprehensive website that allows students to search for careers & majors, take practice SAT test, search for colleges, search for scholarships & more.

Student Aid: www.studentaid.ed.gov

Free information from the US Department of Education on preparing and funding a college education. Information is available for students beginning as early as the middle school years

QuestBridge: www.QuestBridge.org

Links bright, motivated, low-income, students with educational and scholarship opportunities at some of the nation's best colleges.

FAFSA: www.fafsa.ed.gov*

FREE Application for Federal Student Aid; This website will allow you to submit a FAFSA form in October of senior year. EVERY student who wishes to be considered for financial aid MUST complete this form. Can use the fafsa4caster to predict aid for next year.

*These Resources can be reached through links on the Naviance-Family Connections Homepage