



# K-12 Guidance Plan

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## Upper Darby School District Community Profile

Upper Darby School District serves the residents of Upper Darby Township, Clifton Heights Borough, and Millbourne Borough, each of which collectively represent a residential suburb of about 93,000 residents. Upper Darby School District is located in Southeast Delaware County, Pennsylvania and is one of the largest school districts in Pennsylvania, with over 12,500 students, approximately 1,600 employees, 1,000 professional staff, and 550 support personnel. The district has 13 schools – 1 high school, 2 middle schools, 9 elementary schools, and a Kindergarten Center.

Upper Darby School District covers 8.3 square miles. In this community of neighborhoods, residents reflect a great diversity of socioeconomic and ethnic backgrounds. There are over 80 birth countries and 100 home languages represented by the students of Upper Darby School District. The township's wide range of housing options 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. The School District enrolls over 2,050 students served in its English Language Learner program, over 2,400 students in its special education programs, and 178 high school students attend career and technical programs in two county-level schools. There are 138 CTE students outside of the school district. There are 40 CTE students in the Cosmetology program.

The District has a budget of over \$269 million, with a millage of approximately 25.1224 and an average property value assessment of \$165,000. The Upper Darby School District provides transportation services to and from school for approximately 5,000 students attending over 130 public, charter, and non-profit schools. These services are offered through a combination of vehicles and public transit options.

Established on July 4, 1839, Upper Darby School District has a long and distinguished history of providing public education for its residents. The 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 a 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. For more information about Dr. Smith see the Upper Darby Historical Society website.

Upper Darby School District boasts a diverse group of alumni who live across the globe and who proudly represent the spirit of the Royals in demonstrating Excellence, providing Opportunity, and promoting Unity in their chosen professions in their ways to make our world a better place. We want to tell their stories and celebrate their successes through the Alumni Wall of Fame.

Upper Darby School District works closely with the Upper Darby Township, the Upper Darby Township Sellers Memorial Free Public Libraries, the Upper Darby Township Police Department, the Upper Darby Township Fire Department, parent groups, and civic and faith-based entities to enhance the quality of life for all students, families, and residents. In 2010, the District was awarded the “Great Place to Work” Award by the Philadelphia Inquirer.

## School Counseling Personnel K - 12

<b>Elementary</b>	<ul style="list-style-type: none"> <li>• Aronimink</li> <li>• Bywood</li> <li>• Charles Kelly</li> <li>• Garrettford</li> <li>• Highland Park</li> <li>• Hillcrest</li> <li>• Kindergarten Center</li> <li>• Primos</li> <li>• Stonehurst Hills</li> <li>• Westbrook Park</li> </ul>
<b>Middle</b>	<ul style="list-style-type: none"> <li>• Beverly Hills</li> <li>• Drexel Hill</li> </ul>
<b>High</b>	<ul style="list-style-type: none"> <li>• Upper Darby</li> </ul>

In the Upper Darby School District, comprehensive school counseling services are provided by School Counselors assigned to each elementary school. Additionally, there are fourteen School Counselors assigned to the middle schools and sixteen School Counselors assigned to the high school.

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.

Counselor	Assignment
Mikki Schrodell	Aronimink
Gina McCaughan	Bywood
Kim Brenneman	Charles Kelly
Sarah Thomas	Garrettford
Malina Mastrocola	Highland Park
Ali Deluca	Hillcrest
Jill Shaw	Kindergarten Center
Cecelia King	Primos



Counselor	Assignment
Marissa DiFilipo	Stonehurst Hills
Kirsten Hahn	Westbrook Park
Jane Archibald	Beverly Hills Middle School (Grade 6)
Shelly McDowell	Beverly Hills Middle School (Grade 7)
Daniel Fisher	Beverly Hills Middle School (Grade 8)
Alex Haines	Beverly Hills Middle School
Dina Moscony	Beverly Hills Middle School
Carolyn Fuski	Beverly Hills Middle School
McKenzie Golden	Drexel Hill Middle School (Grade 6)
Maura Kitzinger	Drexel Hill Middle School (Grade 7)
Tina Johnston	Drexel Hill Middle School (Grade 8)
Emily Phillips	Drexel Hill Middle School
Sharia Mapp	Drexel Hill Middle School
Anthony LaVerghetta	Drexel Hill Middle School
Jason Krauth	Upper Darby High School (9th Grade A to G)
Jen Sullenberger	Upper Darby High School (9th Grade H to O)
Mayra Elias	Upper Darby High School (9th Grade P to Z)
Brianna Morton	Upper Darby High School (10th Grade A to G)
Katie Guidone	Upper Darby High School (10th Grade H to N)
Andrea Downie	Upper Darby High School (10th Grade O to Z)
Jill Morris	Upper Darby High School (11th Grade A to F)
Jennifer Dougherty	Upper Darby High School (11th Grade G to O)
Rebecca VanderMeulen	Upper Darby High School (11th Grade P to Z)
Theresa San Diego	Upper Darby High School (12th Grade A to G)



Counselor	Assignment
Sharon Donohue	Upper Darby High School (12th Grade H to O)
Lauren Lombardo	Upper Darby High School (12th Grade P to Z)
Emily Catlett	Upper Darby High School (College and Career)
William Haines	Upper Darby High School (College and Career)
Bill Walleekendeh	Upper Darby High School (College and Career)
Nicole Lawton	Upper Darby High School (College and Career)

## Mission Statement

The Upper Darby School District's comprehensive school counseling program reflects the values of Opportunity, Unity, and Excellence. Founded on the belief that all students deserve equitable access to academic, personal/social, and career development, the program empowers students to thrive in a diverse, changing world. Through collaboration with stakeholders, counselors use data-driven practices to promote resilience and personal growth. As leaders and advocates, they remove barriers, foster systemic change, and prepare students for lifelong learning, leadership, and meaningful contributions.

## 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.
- 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.

## Stakeholder Involvement

### **Students**

Students actively shape our counseling program by participating in yearly course selection meetings, aligning their academic paths with personal goals. They collaborate with counselors and administrators, providing valuable input on program offerings, extracurricular activities, and school initiatives. Through College and Career Day, peer mentoring, and small-group sessions, students share experiences, helping to build an inclusive and supportive peer community.

### **Parents**

Parents are essential partners, significantly contributing to their child's personal growth and our program's effectiveness. Their attendance at back-to-school nights provides insights that help support their children academically and socially. By assisting during course selection, parents ensure informed decisions align with their child's goals. Participation in events like College Information Night strengthens the home-school connection, promoting student success.

### **Post-Secondary Institutions**

Partnerships with post-secondary institutions enhance our counseling program by preparing students for a successful transition beyond high school. Colleges provide essential resources, information sessions, and application guidance, empowering students to pursue their academic and career aspirations confidently. These collaborative efforts establish clear and seamless pathways, supporting students' readiness for their next educational phase.

### **Educators**

Educators directly experience the benefits of our counseling program through improved student well-being and academic achievement. By integrating social-emotional learning into the curriculum and identifying students who need additional support, teachers actively partner with counselors. This close collaboration ensures a holistic approach to student development, promoting success both academically and emotionally.

### **Businesses**

Businesses connect academic learning to real-world opportunities, enriching student experiences through internships, mentorships, job shadowing, and participation in career fairs. They offer industry-specific insights, practical workshops, and networking opportunities that equip students with valuable professional skills. This collaboration prepares students to confidently enter the workforce and succeed after graduation.

### **Community Agencies**

Community agencies strengthen our counseling program by providing crucial resources for students' social, emotional, and mental health needs. Their partnership ensures access to mental health support, family services, crisis intervention, and community outreach. By collaborating closely with school counselors through small-group sessions and peer mentoring programs, these agencies deliver comprehensive care, helping students and families thrive.

## Role of the School Counselor

### **As a Leader:**

School counselors lead the charge in fostering an inclusive and supportive school climate where opportunity thrives. They employ data-driven strategies and evidence-based practices to design and implement programs that ensure all students achieve academic, career, and social-emotional success. By inspiring excellence in education, counselors serve as pivotal figures in advancing equity and access for every learner.

### **As an Advocate:**

Grounded in a commitment to student well-being, school counselors champion the rights and needs of all students. They actively remove barriers to learning, advocate for fair access to resources, and empower students to realize their fullest potential. In promoting unity, they collaborate with families, educators, and community stakeholders to ensure that every student's voice is heard and valued.

### **As a Collaborator:**

Understanding the power of partnerships, school counselors build strong connections with teachers, administrators, parents, and community organizations. Through teamwork and collective efforts, they deliver innovative and tailored solutions that address the unique needs of their students. By uniting diverse stakeholders, they promote a shared vision of excellence in education.

### **As an Agent of Systematic Change:**

School counselors play a critical role in transforming school systems to be more equitable and inclusive. Using data to identify disparities, they design and implement initiatives that close achievement and opportunity gaps. Their work in creating systemic changes reflects a steadfast commitment to advancing opportunity for all students while fostering unity across the school community.

## Program Goals

The Upper Darby School District's school counseling program is grounded in the district's mission and slogan, "Opportunity, Unity, Excellence." By fostering growth in academic, career, and personal/social areas, the program creates a supportive and inclusive environment for all students.

### **Academic Counseling Goals**

The school counseling program is committed to fostering academic excellence. By providing access to challenging coursework and personalized support, counselors help students build the skills and self-awareness they need to succeed. Through data-driven strategies, counselors track progress, provide targeted interventions, and celebrate achievements, ensuring every student can overcome barriers to learning. Improving attendance and encouraging participation in academic support programs are key priorities that help students reach their full potential and ultimately prepare them for post-secondary success.

### **Career Counseling Goals**

Creating the opportunity for students to explore their personal interests and futures is a central goal of the counseling program. Counselors guide students in identifying their strengths and interests through tools like career assessments, self-reflective interest inventories, and career awareness experiences. By collaborating with local businesses, colleges, and families, the program ensures students have access to valuable experiences that prepare them for life after high school. These opportunities empower students to set meaningful goals and take confident steps toward their careers.

### **Personal/Social Counseling Goals**

Developing strong social-emotional skills and fostering a sense of community and unity are core to the counseling program's mission. Through individual counseling, group activities, and SEL lessons, counselors help students connect with others and build a sense of belonging and unity. Initiatives like peer mentoring, anti-bullying campaigns, and family engagement events create a welcoming environment where every student feels supported. Addressing attendance challenges is a key focus, with counselors working to remove obstacles and ensure consistent participation.

Elementary (K-5) SMART Goals			
Smart Format	Academic	Career	Personal/Social
<b>Goal Statement</b>	All K-5 Classrooms will participate in at least one attendance-focused lesson or initiative in a given school year.	At least 98% all 5th grade students will meet the PA Statewide Standard of 6 Career Education and Work Artifacts	All K-5 classrooms will have completed at least two Second Step SEL lessons in a given school year.
<b>SPECIFIC:</b> What is the specific issue based on your schools' data?	Inconsistent attendance impacts student learning and engagement.	Students need early exposure to career exploration activities to align with PA Career Education and Work Standards.	Students in grades K-5 need support in developing problem-solving and conflict-resolution skills.
<b>MEASURABLE:</b> How will we measure the effectiveness of our interventions?	Counselors will track lesson completion and participation in attendance initiatives, ensuring 100% of K-5 classrooms have engaged in at least one activity.	Student progress will be measured through Naviance Task Completion	Counselors and teachers will track student participation in Second Step SEL lessons, ensuring that at least 90% of students in grades K-5 complete a minimum of two lessons.
<b>ATTAINABLE:</b> What outcome would stretch us but is still attainable	This goal is achievable within the given timeline.	This goal is achievable within the given timeline.	This goal is achievable within the given timeline.
<b>RESULTS:</b> Is the goal reported in results- oriented data (process, perception, outcome)	Process Data: Number of K-5 classrooms completing an attendance-focused lesson. Perception Data: Student knowledge on the importance of attendance. Outcome Data: Comparison of attendance rates before and after lessons to measure impact.	Process: Number of career lessons delivered. Perception: Student knowledge on career awareness. Outcome: Number of students completing career artifacts.	Process Data: Number of students completing at least two Second Step lessons. Perception Data: Student confidence in problem-solving and conflict resolution. Outcome Data: Reduction in peer conflict referrals and increased student self-reported ability to resolve conflicts independently.
<b>TIMELINE:</b> When will the goal be accomplished?	By June of the current school year, all K-5 classrooms will have participated in at least one attendance-focused lesson or initiative	By May 1st in 5th grade	By June of the current school year, all K-5 classrooms will have completed at least two Second Step SEL lessons

Middle (6-8) SMART Goals			
Smart Format	Academic	Career	Personal/Social
<b>Goal Statement</b>	90% of students continuously enrolled from 6th to 8th grade will complete an Interest Profiler by the end of 8th grade.	At least 98% all 8th grade students will meet the PA Statewide Standard of 6 Career Education and Work Artifacts	90% of Students Will Complete a Goal-Setting Lesson Using SMART Goals
<b>SPECIFIC:</b> What is the specific issue based on your schools' data?	Completing the Interest Profiler supports academic planning by helping continuously enrolled 6th-8th grade students align course selection with their career interests.	Students need early exposure to career exploration activities to align with PA Career Education and Work Standards.	Students need structured goal-setting strategies for academic and personal success. Counselors will facilitate lessons on creating SMART goals.
<b>MEASURABLE:</b> How will we measure the effectiveness of our interventions?	Completion rates will be tracked through Naviance	Student progress will be measured through Naviance Task Completion	Student completion of SMART goal lesson reflection in Naviance.
<b>ATTAINABLE:</b> What outcome would stretch us but is still attainable	This goal is achievable within the given timeline.	This goal is achievable within the given timeline.	This goal is achievable within the given timeline.
<b>RESULTS:</b> Is the goal reported in results- oriented data (process, perception, outcome)	Process Data: Percentage of students who complete the Interest Profiler. Perception Data: Student knowledge of self interests Outcome Data: Increased student engagement in career-focused course selection, pathway planning, and post-secondary decision-making.	Process: Number of career lessons delivered. Perception: Student knowledge on career awareness. Outcome: Number of students completing career artifacts.	Process: Number of students completing the goal-setting activity. Perception: Students' understanding of goal-setting (survey). Outcome: Increase in students following through on personal goals.
<b>TIMELINE:</b> When will the goal be accomplished?	By May of 8th grade	By May 1st in 8th grade	By the end of the School Year.

High (9-12) SMART Goals			
Smart Format	Academic	Career	Personal/Social
<b>Goal Statement</b>	100% of high school students will have participated in a course selection meeting.	At least 98% all 11th grade students will meet the PA Statewide Standard of 4 Career Education and Work Artifacts	All Juniors will take a Course to assist with planning their personal post-secondary pathway
<b>SPECIFIC:</b> What is the specific issue based on your schools' data?	High school students need individualized course selection meetings to ensure their schedules align with graduation requirements, career interests, and post-secondary goals.	Students need early exposure to career exploration activities to align with PA Career Education and Work Standards.	Students struggle with identifying their personal post-secondary pathway. The required career exploration course will provide structured activities to build confidence in decision-making.
<b>MEASURABLE:</b> How will we measure the effectiveness of our interventions?	Counselors will track student participation in course selection meetings to confirm 100% completion.	Student progress will be measured through Naviance Task Completion	Students will learn how to create a post-Secondary plan, measured through Naviance and Schoology
<b>ATTAINABLE:</b> What outcome would stretch us but is still attainable	This goal is achievable within the given timeline.	This goal is achievable within the given timeline.	This goal is achievable within the given timeline.
<b>RESULTS:</b> Is the goal reported in results- oriented data (process, perception, outcome)	Process Data: Number of students who completed course selection meetings. Perception Data: Student confidence in course choices and understanding of graduation requirements. Outcome Data: Increased alignment between student schedules and post-secondary pathways	Process: Number of career lessons delivered. Perception: Student knowledge on career awareness. Outcome: Number of students completing career artifacts.	Process: Completion of pathway exploration activities. Perception: Increased confidence in the post-secondary pathway. Outcome: More students identifying a clear post-secondary plan and taking action toward it.
<b>TIMELINE:</b> When will the goal be accomplished?	By the end of April	By May 1st in 11th grade	During the 11th grade School Year

## K-12 Comprehensive School Counseling Program

Program Goal	Grade	Activity	Timeline	Participants	Domains
To provide guardians the opportunity to meet the social worker/school counselor and ask questions in order to learn about supportive services	K-5 <sup>th</sup>	Orientation/ Open house/ Back to School Night	August-September	Social Worker, Administrator, Teacher, Counselor, Guardian	Academic Personal/Social
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 <sup>th</sup>	Presentation at Faculty Meeting	August-September	Social Worker, Administrator, Teachers, School Counselor	Academic Personal/Social
To gather information from/transfer information to the social worker and school counselor 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 <sup>th</sup>	Transferring of student information to/from other counselors	August-September	Social Worker, MS Counselors, Elementary Counselors	Academic Personal/Social
To assist classroom teachers in supporting new/transfer students to the school (inclusion in social skills groups to promote social interaction if necessary)	K-12 <sup>th</sup>	New Student Program	Ongoing	Social Worker, Administrator, Students, Teachers	Academic Personal/Social
To provide guardians, teachers, and Social Workers the opportunity to meet and discuss student's school progress	K-5 <sup>th</sup>	Report Card Conferences	Fall and Spring	Social Worker, Teachers, Guardians	Academic Personal/Social
To engage in educational activities with a focus on anti-bullying, compassion, communication, ATOD prevention, enhancing school community (Tier 1)	K-5 <sup>th</sup>	Red Ribbon Week Activities	October	Social Worker, Administrator, Teachers, Students	Academic Personal/Social
To teach students about college options	K-12 <sup>th</sup>	College Sweatshirt Day	November	Teacher/School Counselor	Career
To help students identify their interests and passions and how these can help pave their future career choices	3 <sup>rd</sup>	How Will I Change the World?	December	School Counselor	Career Personal/Social
To help students explore and identify career options they can pursue right out of high school	4 <sup>th</sup>	Careers You Can Start After High School	Winter	School Counselor	Career
To help students explore different Military options	4 <sup>th</sup>	Military Careers	Winter	School Counselor	Career
To teach students about businesses and encourage students to pursue their dreams	5 <sup>th</sup>	Entrepreneurship	Winter	School Counselor	Career



Program Goal	Grade	Activity	Timeline	Participants	Domains
To teach students about businesses and encourage students to pursue their dreams	5 <sup>th</sup>	Ice Cream Business Lesson	Winter	School Counselor	Career
To help students identify areas of need and create a plan to address that area	6 <sup>th</sup> -8 <sup>th</sup>	SMART Goals	November	School Counselor	Career
To help students explore and identify career options	6 <sup>th</sup> -8 <sup>th</sup>	Career Reflection Survey	Winter	School Counselor	Career
To help students explore and identify career options	7 <sup>th</sup> -8 <sup>th</sup>	Career Pathway Survey (Act 158)	Spring	School Counselor	Career
To help students identify their interests and passions and how these can relate to course programming	6 <sup>th</sup>	6th Grade Elective Reflection Survey	Spring	School Counselor	Academic
To help students identify their interests and passions and how these can relate to course programming	7 <sup>th</sup>	7th Grade Elective Reflection Survey	Spring	School Counselor	Academic
To provide group support to students in need of friendship / social skills development	K-5 <sup>th</sup>	Social Skills (8-12 sessions per group)	October-May	Social Worker, School Counselor, Students	Academic Personal/Social
To provide Tier 1 classroom intervention to provide support and education around social skills development/ problem solving/ conflict resolution.	K-5 <sup>th</sup>	Classroom lessons Second Step curriculum	October-May	School Counselor, Teachers, Students	Academic Personal/Social
To provide targeted Tier 2 individual and group interventions for students identified through behavioral/discipline referrals.	K-5 <sup>th</sup>	Student Groups Second Step curriculum	October-May	Social Worker, School Counselor, Administrator, Teachers, Students, Guardians	Personal/Social
To provide information regarding services in the community, child development, parenting strategies, and child health/welfare	K-5 <sup>th</sup>	Parent Resource table	Fall & Spring	Social Worker, Service Agency Personnel, Guardians, Students	Personal/Social
To provide students the opportunity to tour and learn about middle school	5 <sup>th</sup>	Middle School Visitation	Spring	Social Worker, MS Counselors, Administrators, Teachers, Students	Academic Career Personal/Social
To provide supportive services to students and guidance/resources to families experiencing difficulties.	K-12 <sup>th</sup>	Individual/group support for students, Family support, Referrals to community agencies and resources	Ongoing	Social Worker, School Counselor, Students, Guardians	Academic Personal/Social
To provide support for students and their family experiencing acute mental health/behavioral issues.	K-12 <sup>th</sup>	Individual risk screening of those in mental health/behavioral crisis, Referral to outside mental health agencies, Assistance with transitioning back to school	Ongoing	School counselor, Social Worker, Service Agency Personnel, Guardians, Students	Academic Personal/Social

Program Goal	Grade	Activity	Timeline	Participants	Domains
To assist students in learning how to resolve conflict by encouraging effective and positive communication.	K-12 <sup>th</sup>	Peer mediation & conflict resolution	Ongoing	School Counselor, Social Worker, Teachers, Administrator, Students	Personal/Social
To support at-risk children, develop interventions, and monitor outcomes to determine further interventions	K-12 <sup>th</sup>	Student Support Team Meetings / Response to Instruction and Intervention (Tier 2 & 3)	Ongoing	School Counselor, Social Worker, Administrator, Teachers, Guardians, Students	Academic Personal/Social
To provide supportive services to students and their families with the purpose of enhancing the students' academic engagement and social skills.	K-12 <sup>th</sup>	Individual and Family Support Referral to, and collaboration with, community resources, Consultation and Collaboration with Faculty	Ongoing	School counselor, Social Worker, Teachers, Service Agency Personnel, Guardians, Students	Academic Personal/Social
To actively participate in team meetings when developing plans for intervention and support	K-12 <sup>th</sup>	IEP/GIEP/504 Meetings	Ongoing	Social Worker, Teachers, School Psychologist, School Counselor, Guardians, Students	Academic Personal/Social
To provide support and referrals for students with excessive absences from school.	K-12 <sup>th</sup>	Completion of Attendance Improvement Plans, Referral to outside resources, Gathering of documentation for processing of students involved with Truancy Court	Ongoing	School Counselor, Social Worker, Administrator, Service Agency Personnel, Guardians, Students	Academic Personal/Social
To provide assessment and interventions to students who are experiencing exceptional barriers to achieving academic and social/emotional growth	K-12 <sup>th</sup>	Student Assistance Program	Ongoing	School counselor, Social Worker, SAP Team, Teachers, Guardians, Students	Academic Personal/Social
To provide leadership and guidance to stakeholders following crises that impact the student body and/or community at large.	K-12 <sup>th</sup>	Crisis Management Team	Ongoing	School counselor, Social Worker, Administrator, School Psychologist, Teachers, Guardians, Students	Personal/Social
To participate in ongoing professional development through the district and professional organizations.	K-12 <sup>th</sup>	Faculty/Department Meetings, In-service/Staff Development	Ongoing	School Counselor, Social Worker, Administrator, Teachers	Academic Personal/Social

Program Goal	Grade	Activity	Timeline	Participants	Domains
To plan and deliver in-service lessons to faculty as identified through needs assessment and/or requests of administration.	K-12 <sup>th</sup>	Faculty/Department Meetings, In-service/Staff Development	Ongoing	School Counselor, Social Worker, Administrator, Teachers	Academic Personal/Social
To assist with planning and implementation of civic/school engagement activities to enhance student and parent connection with the school community.	K-12 <sup>th</sup>	Food drives, fundraisers, literacy activities, MLK day drive	Ongoing	Social Worker, Administrator, Teachers, Guardians, Students	Academic Personal/Social
To provide career exploration-focused classroom guidance to students in grades 3-5 to promote career development and collect PDE-mandated artifacts, per the Career, Education, and Work Standards.	3 <sup>rd</sup> -5 <sup>th</sup>	Classroom guidance using Naviance	Ongoing	School counselor, teachers, administrator	Academic Career
To provide guardians with the opportunity to learn about programs pertinent to a student's life at school	K-12 <sup>th</sup>	Website/Recorded phone messages/ Emails	Ongoing	Counselor	Academic Career Personal/Social
To provide guardians with the opportunity to learn about programs pertinent to a student's life at school	9 <sup>th</sup> -12 <sup>th</sup>	Naviance Home Page as a newsletter	Quarterly	Counselor	Academic Career Personal/Social
To provide guardians the opportunity to meet the counselor and ask questions in order to learn about counseling services	K-12 <sup>th</sup>	Open house	September	Counselor, Teacher, Guardian	Academic Career Personal/Social
To provide guardians the opportunity to meet the counselor and ask questions in order to learn about counseling services	K-12 <sup>th</sup>	Parent-teacher conferences	Ongoing	Counselor, Teacher, Guardian	Academic Career Personal/Social
To provide guardians the opportunity to meet the counselor and ask questions in order to learn about counseling services	9 <sup>th</sup> -12 <sup>th</sup>	Naviance communications; open house	Ongoing	Counselor & Guardian	Academic Career Personal/Social
To provide guardians with information and the opportunity to give input into their student's needs for school success.	K-12 <sup>th</sup>	IEP/GIEP/504 Meetings	Ongoing	Administrator, Counselor, Teacher, Student, Guardian	Academic Career Personal/Social
To provide guardians the opportunity to learn about curriculum and course selection	6 <sup>th</sup> -12 <sup>th</sup>	Course Selection Night; using an electronic guide with the link posted on various sites	Winter	Administrator, Counselor, Guardians	Academic Career
To provide students and guardians the opportunity to tour and learn about their new school	5 <sup>th</sup>	MS Fun Day	Spring	Administrator, Counselor, Teacher, Guardian, Student	Academic Career Personal/Social



Program Goal	Grade	Activity	Timeline	Participants	Domains
To provide students and guardians the opportunity to tour and learn about their new school	8 <sup>th</sup>	Top 100	October-November	Administrator, Director of Guidance, Teacher, Guardian, Student	Academic Career Personal/Social
To provide students and guardians the opportunity to tour and learn about their new school	9 <sup>th</sup>	Freshman Orientation	August	Administrator, Counselor, Teacher, Guardian, Student	Academic Career Personal/Social
To provide students and guardians the opportunity to tour and learn about their new school	6 <sup>th</sup> -12 <sup>th</sup>	New Student Orientation	Ongoing	Counselor, Guardian, Students	Academic Career Personal/Social
To provide the guardians, teachers, and counselors the opportunity to meet and discuss student's academic progress	9 <sup>th</sup> -12 <sup>th</sup>	Parent/Teacher/Counselor Conferences	Ongoing	Counselor, Teacher, Guardian, Student	Academic
To provide students with access for individual counseling	K-12 <sup>th</sup>	Individualized counseling as needed	Ongoing	Counselor, Student, Social Worker, Student	Academic Career Personal/Social
To provide guardians the opportunity to learn about the college search and admissions process, required tests and financial aid timelines	9 <sup>th</sup> -10 <sup>th</sup>	College Awareness Night	May	Counselor, Guardian, Student	Academic Career
To provide guardians the opportunity to learn about the college search and admissions process, required tests and financial aid timelines	11 <sup>th</sup>	Parent Chats	Monthly	Counselor, Guardian	Academic Career
To provide guardians the opportunity to learn about the college search and admissions process, required tests and financial aid timelines	11 <sup>th</sup>	Junior College Planning Night	March-April	Counselor, Guardian, Student, College Admissions Officers	Academic Career
To provide students with the opportunity to select technical training	10 <sup>th</sup> -11 <sup>th</sup>	DCTS recruiting presentation and application process	November-January	Counselor, CTE Liaison, Student	Career
To provide students with the opportunity to select technical training	10 <sup>th</sup>	DCCC recruiting for 2+2 programs	January-May	Counselor, Student, DCCC Liaison	Career
To provide students with information on positive decision making in regards to high school academic requirements	9 <sup>th</sup>	Classroom guidance lessons on decision making skills in regards to high school academic records and future planning	Fall	Counselor, Student	Academic Career Personal/Social
To provide students with the tools used to investigate their futures	9 <sup>th</sup>	Classroom guidance to introduce the Naviance program	Spring	Counselor, Student	Academic Career

Program Goal	Grade	Activity	Timeline	Participants	Domains
To provide students with the tools used to investigate their futures	11 <sup>th</sup>	Classroom Guidance as a Q & A set up	April-May	Counselor, Student	Academic Career
To orient students to the main high school program related to that academic year	10 <sup>th</sup> -11 <sup>th</sup>	Classroom guidance sessions to introduce counselors to the cohort, discuss the 10 <sup>th</sup> /11 <sup>th</sup> grade timeline, discuss expectations	September-October	Counselor, Student	Academic Career
To assist student in developing SMART goals	10 <sup>th</sup>	Naviance classroom guidance lesson on Specific, Measurable, Achievable, Relevant, and Timely goals for personal and academic growth	December	Counselor, Student	Academic Career Personal/Social
To assist students in developing a resume	10 <sup>th</sup>	Naviance classroom guidance session using resume builder	May	Counselor, Student	Career
To assist students in understanding assessment results and review tools to utilize for improvement	10 <sup>th</sup> -11 <sup>th</sup>	Group sessions to review PSAT results, set up accounts with College Board and Khan Academy	Winter	Counselor, Student	Academic Career
To assist students in understanding assessment results and review tools to utilize for improvement	11 <sup>th</sup> -12 <sup>th</sup>	Offer Applications to Free SAT/ACT Prep programs offered by supporting organizations	Ongoing	Director of Guidance, Counselor, Student, College Access Center	Academic Career
To assist students in following the process to register for standardized testing-SAT/ACT/ASVAB	11 <sup>th</sup> -12 <sup>th</sup>	Provide websites, deadlines and fee waivers when criteria is met	Ongoing	Counselor, Guardian, Student	Academic Career
To provide students the opportunity to have ongoing college mentoring	11 <sup>th</sup> -12 <sup>th</sup>	Offer applications at the end of 10 <sup>th</sup> grade for qualified students to work with College Possible	Ongoing	Counselor, Student	Academic Career
To provide students with various post-secondary options so that each student finds a good fit	9 <sup>th</sup> -12 <sup>th</sup>	NCAA Night to understand the process for college athletics	November	Director of Guidance, Coaches, Student, Guardian	Academic Career Personal/Social
To provide students with various post-secondary options so that each student finds a good fit	9 <sup>th</sup> -12 <sup>th</sup>	Post Secondary Planning for Students with Disabilities	October	Director of Guidance, Post Secondary Coordinator, Transitions Coordinator, Student, Guardian	Academic Career Personal/Social

Program Goal	Grade	Activity	Timeline	Participants	Domains
To provide students with various post-secondary options so that each student finds a good fit	10 <sup>th</sup>	Naviance sessions: Using the Career Interest Inventory to then look at occupations and post high school education/training	December-March	Counselor, Student	Academic Career Personal/Social
To provide students with various post-secondary options so that each student finds a good fit	10 <sup>th</sup> -12 <sup>th</sup>	College and Career Fair at UDHS	March-April	Counselor, Student, Post Secondary Coordinator	Academic Career Personal/Social
To provide students with various post-secondary options so that each student finds a good fit	10 <sup>th</sup> -12 <sup>th</sup>	Field trip to at least 1 off campus college fair	Fall or Spring	Counselor, Student, Post Secondary Coordinator	Academic Career Personal/Social
To provide students with various post-secondary options so that each student finds a good fit	11 <sup>th</sup>	Classroom Guidance to find a good fit exploring occupations, branches of the military, trade/technical schools and colleges	December-March	Counselor, Student	Academic Career Personal/Social
To provide students with various post-secondary options so that each student finds a good fit	12 <sup>th</sup>	Seniors "Still Deciding" Event	May	Counselor, Student, Post Secondary Coordinator	Academic Career Personal/Social
To assist students in selecting course options that align with their individual goals and plans beyond high school	8 <sup>th</sup> -11 <sup>th</sup>	Individual and group meetings on course offerings at the high school	December-February	Counselor, Student	Academic Career
To provide students with the opportunity to meet post high school representatives and learn more about various offerings	11 <sup>th</sup> -12 <sup>th</sup>	In house meetings with college admission representatives	September-November	Post Secondary Coordinator, College Admissions Rep, Counselor, Student	Academic Career
To provide students with the opportunity to meet post high school representatives and learn more about various offerings	11 <sup>th</sup> -12 <sup>th</sup>	In house meetings with admissions representatives from technical programs	September-November	Post Secondary Coordinator, Technical School Admissions Rep, Student	Academic Career
To provide students with the opportunity to meet post high school representatives and learn more about various offerings	11 <sup>th</sup> -12 <sup>th</sup>	Meetings with Military Officers for the academies and enlisting	Ongoing	Post Secondary Coordinator, Military Recruiter, Cadet, Student	Academic Career
To provide students with information on an alternative to a regular diploma	9 <sup>th</sup> -12 <sup>th</sup>	Discussion of Job Corp program or DCCC's Graduate Equivalency Diploma (GED)	Ongoing	Counselor, Guardian, Student	Career, Personal/Social
To provide students with alternative options to learning the required curriculum	6 <sup>th</sup> -12 <sup>th</sup>	Alternative Education for Disruptive Youth (AEDY) referral	Ongoing	Administrators, Counselors, Planning and Placement Team	Academic Personal/Social

Program Goal	Grade	Activity	Timeline	Participants	Domains
To provide students the opportunity to earn college credit while in high school	10 <sup>th</sup> -12 <sup>th</sup>	AP Potential and other test data to be reviewed to level students into Advanced Placement Courses	Winter	Counselor, Teacher, Student	Academic
To provide students the opportunity to earn college credit while in high school	10 <sup>th</sup> -12 <sup>th</sup>	Dual Enrollment collaboration with DCCC	Ongoing	Counselor, Student, Guardian, DCCC Dual Enrollment Liaison	Academic
To provide students the opportunity to graduate early to begin their postsecondary plan.	11 <sup>th</sup> -12 <sup>th</sup>	Early graduation	Spring	Counselor, Student, Guardian, DCCC liaison	Academic
To provide resources to students and guardians to assist in the financial aid process	11 <sup>th</sup> -12 <sup>th</sup>	Scholarship search through Naviance	Spring	Counselor, Student	Academic Personal/Social
To provide resources to students and guardians to assist in the financial aid process	11 <sup>th</sup> -12 <sup>th</sup>	Postings of Scholarships on Naviance	Ongoing	Post Secondary Coordinator, Student	Academic Personal/Social
To provide resources to students and guardians to assist in the financial aid process	11 <sup>th</sup> -12 <sup>th</sup>	Financial Aid Night	Fall	Counselor, Director of Guidance, Post Secondary Coordinator, Student, Guardian	Academic Personal/Social
To provide resources to students and guardians to assist in the financial aid process	11 <sup>th</sup> -12 <sup>th</sup>	FAFSA Completion Night	Fall-Winter	Counselor, Director of Guidance, Post Secondary Coordinator, Student, Guardian	Academic Personal/Social
To provide resources to students and guardians to assist in the financial aid process	12 <sup>th</sup>	UDSD Scholarship Program	January	Counselor, Student, Guardian, Scholarship Committee	Academic Personal/Social
To provide students and guardians the opportunity to learn about substance abuse prevention	9 <sup>th</sup> -12 <sup>th</sup>	Assemblies where presenters come to speak to the different grade levels	Ongoing	Student Assistance Program coordinator and team members	Personal/Social
To provide social/emotional and substance use/abuse support and guidance to students and guardians	9 <sup>th</sup> -12 <sup>th</sup>	Student Assistance Program weekly meetings and assessments as scheduled	Ongoing	SAP Coordinator, Intervention Specialist, Counselor, H&S Visitor, Administrator, Student, Guardian	Personal/Social
To provide education and support to small groups of students (6-12) which are based on the relevant needs at that time	9 <sup>th</sup> -12 <sup>th</sup>	Grief Groups	Weekly	Counselor, Students	Personal/Social

Program Goal	Grade	Activity	Timeline	Participants	Domains
To provide education and support to small groups of students (6-12) which are based on the relevant needs at that time	9 <sup>th</sup> -12 <sup>th</sup>	Positive Decision Making/Self Esteem/Social Skills	Weekly in Fall and Spring	Counselor, H&S Visitor, Intervention Specialist	Personal/Social
To ensure student success	K-12 <sup>th</sup>	Student Support Team Meetings and follow up	Ongoing	Counselor, Administrator, Teacher, School Psychologist, H&S Visitor, Guardians	Academic Career Personal/Social
To provide academic, social and/or emotional support and guidance to students	K-12 <sup>th</sup>	Communication with educators and attend problem solving meetings with stakeholders	Ongoing	Counselor, H&S Visitor, Teacher, Additional Stakeholders	Academic Personal/Social
To provide academic, social and/or emotional support and guidance to students	K-12 <sup>th</sup>	Individual Counseling	Ongoing	H&S Visitor, Counselor, Student	Academic Personal/Social
To provide academic, social and/or emotional support and guidance to students	6 <sup>th</sup> -12 <sup>th</sup>	Teacher teams with regular meetings and follow up	Weekly	Counselor, Teacher, Administrator	Academic Personal/Social
To provide academic, social and/or emotional support and guidance to students	9 <sup>th</sup> -12 <sup>th</sup>	Concussion Management Team follow up	Ongoing	Counselors, Teachers, Nurses, Athletic Trainer, School Psychologist	Academic Personal/Social
To provide student with additional social/ emotional support with links to outside resources	6 <sup>th</sup> -12 <sup>th</sup>	Referral to H&S Visitor	Ongoing	Counselor, Student, Guardian, H&S Visitor	Personal/Social
To provide leadership and guidance to stakeholders in the event of a crisis	K-12 <sup>th</sup>	Crisis Management Team meets, determines plan, and debriefs	Ongoing	Administrators, Counselors, H&S Visitor, School Psychologist	Personal/Social
To provide risk assessments on students who present to be in crisis	9 <sup>th</sup> -12 <sup>th</sup>	Individual risk assessment of those in immediate crisis with referral to social worker	Ongoing	Counselor, H&S Visitor, Administrator, Student, Guardian	Personal/Social
To assist students in learning how to resolve conflict with peers and faculty	9 <sup>th</sup> -12 <sup>th</sup>	Individual meetings, peer mediations, and conflict resolution meetings	Ongoing	Counselor, Student, Teacher	Personal/Social
To assist students in understanding the importance of social interaction and involvement in extracurricular activities	9 <sup>th</sup> -12 <sup>th</sup>	Review the various activities at orientations, all class meetings, and individual sessions	Ongoing	Counselor, Student	Academic

Standards:

CEW - [Pennsylvania's Career, Education, and Work Standards](#)

A, C, PS: [American School Counselor Association \(ASCA\) Standards](#)

## Elementary School Counseling Program Timeline

August	September	October	November
<ul style="list-style-type: none"> <li>-Back to School Night</li> <li>-Introductory Lessons</li> <li>-Planning and preparation</li> <li>-Lesson Prep</li> <li>-Welcoming new families</li> </ul>	<ul style="list-style-type: none"> <li>-Begin lunch bunches</li> <li>-Begin SST and MDET</li> <li>-PBIS kickoff assembly</li> <li>-Hispanic Heritage Month</li> <li>-Student of the Month Assembly</li> <li>-Monthly Counselor Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>-Red Ribbon Week</li> <li>-Family engagement event/ Counselor meet and greet</li> <li>-Fire Prevention Week</li> <li>-National Bullying Prevention Month</li> <li>-Student of the Month Assembly</li> <li>-Monthly Counselor Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>-World Kindness Day</li> <li>-American Education Week</li> <li>-Fall Food Drive</li> <li>-Student of the Month Assembly</li> <li>-Monthly Counselor Newsletters</li> </ul>
December	January	February	March
<ul style="list-style-type: none"> <li>-Student of the Month Assembly</li> <li>-Begin small group instruction</li> <li>-Holiday Outreach</li> <li>-Monthly Counselor Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>-PBIS Refresher Assembly</li> <li>-Random Acts of Kindness</li> <li>-Student of the Month Assembly</li> <li>-Monthly Counselor Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>-Great Kindness Challenge</li> <li>-Black History Month</li> <li>-Parent-teacher conference</li> <li>-Student of the Month Assembly</li> <li>-National School Counselor Week</li> <li>-Monthly Counselor Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>-Support Read Across America Week</li> <li>-Women's History Month</li> <li>-Student of the Month Assembly</li> <li>-Autism Awareness Month</li> <li>-Monthly Counselor Newsletters</li> </ul>
April	May	June	July
<ul style="list-style-type: none"> <li>-College Sweatshirt Day - Artifact</li> <li>-Summer can food drive</li> <li>-Student of the Month</li> <li>-Monthly Counselor Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>-Multicultural Awareness Month</li> <li>-Student of the Month</li> <li>-Monthly Counselor Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>-Conclude Guidance Lessons</li> <li>-Class list participation</li> <li>-Student of the Month</li> <li>-Support with 5th grade transition</li> <li>-Attend 5th grade move up day at Middle school</li> <li>-Monthly Counselor Newsletters</li> <li>-Career Artifacts portfolios</li> </ul>	

Ongoing responsibilities -

- Individual Counseling
- Orient new students
- 504 Case Manager
- Attend SAP Team meetings
- Attend Tier 2 Team meetings
- Data track for artifact completion
- Lunch Bunches/small group counseling
- SEL group lessons - see [this link](#) for a sample lesson timeline
- Serve as school's PBIS team/as the coach
- Participate in weekly core team meetings
- SST and MDET Team meetings
- Family engagement events
- Schoolwide spirit weeks
- Consultations with teachers and families
- Attend Parent Meetings
- PSSA test assistant
- Attend grade level meetings (when requested)
- Collaborate with mental health providers
- Attend IEP meetings (when requested)

## Middle School Counseling Program Timeline

August	September	October	November
New student testing and scheduling & records request Scheduling corrections Summer School grade reporting 5th-6th grade orientation	Map testing/ new student scheduling & records request MAP testing- whole school Back to school night	Map testing/ new student scheduling & records request Red Ribbon Week UDHS Top 100	Map testing/ new student scheduling & records request NJHS planning 1 <sup>st</sup> marking period report cards Parent/teacher conferences Parent night
December	January	February	March
Map testing/ new student scheduling & records request College Prep class visit NJHS ceremony UDHS scheduling	Map testing/ new student scheduling & records request Map testing-whole school Semester class changes UDHS elective scheduling	Map testing/ new student scheduling & records request PSSA inventory	Map testing/ new student scheduling & records request Parent Forum 6-7 <sup>th</sup> ; 7-8 <sup>th</sup> scheduling PSSA coordinator
April	May	June	July
Map testing/ new student scheduling & records request PSSA coordination & testing Failure warning letters Parent/teacher conferences	Map testing/ new student scheduling & records request Map testing-whole school Keystone testing Parent Forum 8 <sup>th</sup> grade awards prep Elementary school visits	Map testing/ new student scheduling & records request Scheduling input Records transfer Summer school recommendations 8 <sup>th</sup> grade passing ceremonies 8 <sup>th</sup> grade awards night	

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

## High School Counseling Program Timeline

August	September	October	November
Scheduling/schedule changes Transcript Review Record transfer for retained/ promoted students New student orientations Freshman Summer Orientation Develop Classroom Guidance Plan utilizing Naviance College/Career Readiness (all grades) College Application Process for UDHS seniors	Senior college planning program (day/evening) College Rep visits New student orientations Coordinate Student Support Groups through SAP Junior Year Timeline for post-secondary planning Open House 9th grade classroom guidance - HS Habits/decision making	PSAT's –supported by Junior counselors 1 <sup>st</sup> quarter interims College Rep visits 8 <sup>th</sup> Grade Top 100 Presentations College Chats—Junior Parents Post HS Planning for students with disabilities DCTS meeting/applications for sophomores FAFSA Completion Night	1 <sup>st</sup> quarter grades College Rep visits College Application Process for Seniors College Chats—Junior Parents College Athletic Meeting Schedule changes due to data Begin Course selection process 10th grade classroom guidance - Career Interest Profiler
December	January	February	March
2 <sup>nd</sup> quarter interims Prepare for Course Selection Process College Chats – Junior Parents 11th grade classroom guidance - “Finding a Good Fit” FAFSA Completion night Leveling Day #1 – Course Selection	2 <sup>nd</sup> quarter grades UDHS Scholarship Assembly College Chats—Junior Parents PSAT return Coordinate Student Support Groups through SAP Semester failures Leveling day #2 – Course Selection FAFSA Completion nights Schedule changes due to data	Course Selection (assemblies/ small group/ individual) 3 <sup>rd</sup> quarter interims College Chats—Junior Parents FAFSA Completion night Credit Recovery 8 <sup>th</sup> Grade Course Selection Meetings/Orientation UDHS scholarship committee meetings (seniors)	Course selection meetings 3 <sup>rd</sup> quarter grades Junior College Planning Prepare Students for the College and Career Fair (10 <sup>th</sup> & 11 <sup>th</sup> ) Spring Open House Recruit College Possible candidates from the sophomore class Schedule changes due to data UDHS Scholarship committee meetings (seniors)

April	May	June	July
College and Career Fair – led by Sophomore counselors and College/Career center College Chats—Junior Parents Schedule revisions due to data Continue Course Selection review with parents, students, and teachers Classroom Guidance using Naviance - 11th grade college application tutorial 11th grade College Planning Night 9th & 10th grade career/college awareness program	Still-Deciding Seniors event 4 <sup>th</sup> quarter interims 10th grade classroom guidance - Resume Building Junior year scholarship search AP Testing	Graduation Summer School Sign up Record Transfer for retained/promoted students Review Scheduling conflicts Schedule changes due to data/summer school Final transcripts to post secondary schools NCAA transcript upload	

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, personal/social, and career development.
- Counselors collaborate with our social workers to support the social/emotional needs of our students through Tier III support and referrals to outside resources.
- Counselors engage in ongoing communication and consultation with teachers, administrators, and parents to promote student success.
- Counselors serve as case managers 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.
- In the event of virtual school counseling due to an extended closure, school counselors are able to facilitate the events and services above that are not highlighted in red. These services and events may be provided using virtual videoconferencing or Schoology conferences. Materials associated with virtual events (powerpoint presentations, screen captures, recordings of large group events, etc) may be sent out to students and parents via schoology, parentlink, or Naviance email blast.

## Guidance Delivery System

### Elementary (K-5):

Guidance Curriculum	Prevention, Intervention, and Responsive Services	Individual Student Planning	System Support
Introduces a structured guidance program that fosters academic, social, and emotional growth.	Identifies and responds to students' needs through classroom lessons, small groups, and individual support.	Helps students build foundational skills for goal setting and decision-making.	Supports school-wide initiatives, staff development, and program effectiveness.
Purpose	Purpose	Purpose	Purpose
Guide the development of social/emotional, academic and career readiness skills and awareness	Provide prevention, intervention, and responsive services at the individual, group, and school-wide levels	Proactively promote student achievement, self-awareness and responsibility for learning.	Ensures the effective delivery and support of counseling services.
Academic	Academic	Academic	Academic
Assist students in developing essential classroom skills, including learning strategies, collaborative teamwork, decision-making, goal setting, attention focus, impulse control, and stress management.	Kindergarten visits, 5th to 6th grade Middle School transition, responsive counseling, behavior management, Guidance curriculum, SAIPs	Develop and coordinate 504 service plans; student observations; data conferences, SST, Attendance	Organize and share transition data, assist with assessments, attendance meetings, 504 Meetings,
Career	Career	Career	Career
Help students identify and explore their personal strengths and interests while teaching them how these connect to growth and future careers	K-5th Guidance curriculum	Develop career awareness and exploration	Program delivery and support
Social/Emotional	Social/Emotional	Social/Emotional	Social/Emotional
Second Step Curriculum	Open House, new student orientation, individual and small group counseling as needed, classroom guidance, assist with SST and SAP	Individual responsive counseling; 504 service plan coordination; class grouping meetings; parent teacher conferences; MTSS	School-wide Positive Behavior Support, Red Ribbon Week, bullying prevention, Title IX prevention
Counselor Role	Counselor Role	Counselor Role	Counselor Role
The counselor actively participates in all of the above programs, both individually and in group settings.	The counselor actively participates in all of the above programs, both individually and in group settings.	The counselor actively participates in all of the above programs, both individually and in group settings.	The counselor actively participates in all of the above programs, both individually and in group settings.

**Middle School (6-8):**

Guidance Curriculum	Prevention, Intervention, and Responsive Services	Individual Student Planning	System Support
Delivers a structured and comprehensive guidance program to all students in grades 6-8	Assess and support the needs of the students at the whole school level, grade level and small group level. Addresses personal, academic, and behavioral concerns	Assists students and parents in development of academic and career plans	Oversees counseling initiatives, collaborates with teachers, and ensures alignment with school objectives.
<b>Purpose</b>	<b>Purpose</b>	<b>Purpose</b>	<b>Purpose</b>
Develops students' academic, social, and career readiness skills needed to achieve academically and be career and college ready by graduation	Prevention, Intervention and MTSS to group and/or individual	Personalized academic and career planning, decision-making, goal setting, and preparation for academic transitions for individual students.	Program delivery and support
<b>Academic</b>	<b>Academic</b>	<b>Academic</b>	<b>Academic</b>
Career guidance lessons and/or small group meetings: support systems, time management, goal setting, organizational skills, study skills	track and meet with failing students, create plan for students at risk, collaborate with MTSS team and data meetings, coordinate student support services, restorative practice, decision making counseling	Schedule new students, consult on student placement (regular ed, IEP, 504), coordinate 504 accommodations, communicate with parents and staff, document interventions	Attend team, faculty, child study, and department meetings; 504 case managers; assessment support
<b>Career</b>	<b>Career</b>	<b>Career</b>	<b>Career</b>
Naviance Lessons and Self-assessments Middle School Career Day	Naviance Lessons and Self-assessments Middle School Career Day	Naviance Lessons and Self-assessments Middle School Career Day	Naviance Lessons and Self-assessments Middle School Career Day
<b>Social/Emotional</b>	<b>Social/Emotional</b>	<b>Social/Emotional</b>	<b>Social/Emotional</b>
Career Guidance lessons 6-8th grade Peer Mediation Middle school orientation 6th grade Transition to UDHS 8th grade	SAP, SST, Student Support Specialists, Threat Assessments, Risk Assessment screening support	Coordinate and facilitate transition 504 meetings to high school Consult and assist in facilitation of 504 meetings to middle school	School-wide Positive Behavior Support, bullying prevention, Middle School Career Day
<b>Counselor Role</b>	<b>Counselor Role</b>	<b>Counselor Role</b>	<b>Counselor Role</b>
The counselor actively participates in all of the above programs, both individually and in group settings.	The counselor actively participates in all of the above programs, both individually and in group settings.	The counselor actively participates in all of the above programs, both individually and in group settings.	The counselor actively participates in all of the above programs, both individually and in group settings.

**High School (9-12):**

Guidance Curriculum	Prevention, Intervention, and Responsive Services	Individual Student Planning	System Support
Delivers a structured and comprehensive guidance program to all students in grades 9-12.	Addresses school and student needs	Assists students and parents in development of academic and career plans	Includes program, staff and school support activities and services
<b>Purpose</b>	<b>Purpose</b>	<b>Purpose</b>	<b>Purpose</b>
Enhancing student awareness, skill development, and application of essential skills for academic success and readiness for college and careers by graduation.	Prevention, Intervention and Responsive services to group and/or individual	Individual student academic and occupational/career planning, decision making, goal setting, and preparing for academic transitions	Program delivery and support
<b>Academic</b>	<b>Academic</b>	<b>Academic</b>	<b>Academic</b>
9th, 10th, 11th, and 12th grade guidance programming, Individual 12th grade college planning, 9-11 course selection planning and graduation requirements	Meet with failing grade students, Grade/IPR weekly grade reports Royal pride, Tutorial services through honor societies MTSS meetings and interventions	Course selection grade level meetings open house, Financial aid night. FAFSA completion night, College night, Naviance programming, College Possible	Tutorial services through honor societies, Course selection counseling, assist with assessments, PSAT testing
<b>Career</b>	<b>Career</b>	<b>Career</b>	<b>Career</b>
10th grade Career Interest Profiler 9-12 individual student conferences Large group college process assembly 11th Grade PA Future Focus: Career Exploration	11th Grade PA Future Focus: Career Exploration	Individual Course Selection Meetings	Career Day
<b>Social/Emotional</b>	<b>Social/Emotional</b>	<b>Social/Emotional</b>	<b>Social/Emotional</b>
Groups, varied subjects 9th grade and new student orientation Individual curriculum support	MTSS (student support team) Peer mediation Student Relations outreach	Personal counseling, individual conferencing for future planning for career/post-secondary goals	MTSS SAP
<b>Counselor Role</b>	<b>Counselor Role</b>	<b>Counselor Role</b>	<b>Counselor Role</b>
The counselor actively participates in all of the above programs, both individually and in group settings.	The counselor actively participates in all of the above programs, both individually and in group settings.	The counselor actively participates in all of the above programs, both individually and in group settings.	The counselor actively participates in all of the above programs, both individually and in group settings.

## External Resources by Career Cluster

### Career Clusters

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Government &amp; Public Administration</li> <li>● Health Science</li> </ul> | <ul style="list-style-type: none"> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Math</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul> |
|---|---|

**Agriculture, Food & Natural Resources** – Agriculture, Agricultural Mechanization, Agricultural Production Operations, Agricultural & Food Products Processing, Horticulture/Horticultural Operations, Animal Sciences, Veterinary/Animal Health Technology/Technician & Veterinary Assistant, Agriculture Operations & Related Sciences, Natural Resources Management & Policy, Forestry Technology/Technician

- [Department of Agriculture | Commonwealth of Pennsylvania](#)
- CareerSafe <https://www.careersafeonline.com/>
- Delaware County Conservation District <https://www.delcoco.org>
- Pennsylvania Forestry Association <https://paforestry.org>
- Pennsylvania Resources Council <https://prc.org>
- [John Heinz National Wildlife Refuge at Tinicum](#)

**Architecture & Construction** – Architectural Drafting & Architectural CAD/CADD, Mason/Masonry, Carpentry/Carpenter, Lineworker, Electrical & Power Transmission Installers, Building/Property Maintenance, Painting/Painter & Wall Coverer, Plumbing Technology/Plumber, Well Drilling/Driller, Construction Trades, Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician

- Delaware County Technical School Career & Technical Education / School of Construction Technology [School of Construction Technology - Delaware County Intermediate Unit](#)
- Delaware County Community College Pathways (Carpentry) <https://www.dccc.edu/highschool/open-enrollment>
- National Safety Council <https://www.nsc.org/>
- Pennsylvania Career Link [PA CareerLink® | Registered Apprenticeship](#)
- Pennsylvania Department of Education Architecture & Construction [Career and Technical Education | Department of Education | Commonwealth of Pennsylvania](#)
- Philadelphia Building Trades Council <https://www.philadelphiabuildingtrades.com/>
- Regional Council of Carpenters <https://www.kmltf.org/>
- Local 542 Operating Engineers <https://www.iuoe542.com/>



**Arts, A/V Technology, & Communications** – Graphic Design, Digital Media Production, Audio/Video Technology, Journalism, Film & Video Editing, Broadcasting & Sound Engineering, Printing Technology, Animation & Special Effects

- Delaware County Technical School Career & Technical Education / [School of Engineering & Computer Science - Delaware County Intermediate Unit](#)
- Pennsylvania Department of Education Arts, A/V Technology & Communications (pa.gov)
- Certiport <https://certiport.pearsonvue.com/>
- Delaware County Arts Consortium <https://delcoarts.org>
- Community Arts Center | [Delaware County Artist Opportunities | Community Arts Center](#)

**Business Management & Administration** – Business Administration & Management, Office Management & Supervision, Human Resources Management, Logistics & Supply Chain Management, Project Management, Customer Service Management, Operations Research

- Franklin Mint Credit Union <https://www.fmfcu.org/>
- Delaware County Chamber of Commerce <https://www.delcochamber.org>
- Junior Achievement of Southeastern PA <https://southeasternpa.ja.org/>
- Foundation for Free Enterprise Education <https://www.pfew.org>
- Pennsylvania Department of Education Business, Management & Administration (pa.gov)

**Education & Training** – Early Childhood Education, Elementary & Secondary Teaching, Special Education, School Counseling & Guidance Services, Educational Administration, Corporate Training & Instructional Design, Library Science

- Delaware County Technical School Career & Technical Education / [School of Hospitality, Tourism, & Human Services - Delaware County Intermediate Unit](#)
- Delaware County Community College (Pre-teaching Pathway Program) <https://www.dccc.edu/highschool/open-enrollment>
- Pennsylvania State Education Association PSEA Home <https://www.psea.org/>
- PAREAP Pennsylvania Teaching Jobs - Where Pennsylvania School Teachers & Administrators Find Jobs - PAREAP [www.pareap.net](http://www.pareap.net)
- Peace Corps Peace Corps | [Peace Corps](#)
- AmeriCorps Home | [AmeriCorps](#)
- City Teaching Alliance <https://cityteachingalliance.org>
- Pennsylvania Department of Community and Economic Development [PA Department of Community & Economic Development](#)

**Finance** – Accounting & Auditing, Banking & Financial Services, Financial Planning & Wealth Management, Insurance & Risk Management, Investment Banking & Securities, Taxation, Actuarial Science

- Franklin Mint Credit Union <https://www.fmfcu.org/>
- Junior Achievement of Southeastern PA <https://southeasternpa.ja.org/>
- Foundation for Free Enterprise Education <https://pfew.org>
- Next Gen Personal Finance <https://www.ngpf.org/>
- Corporate Finance Institute [Explore Careers in Finance & Banking | Interactive Career Map](#)



**Government & Public Administration** – Public Administration & Policy, Urban & Regional Planning, International Relations, Emergency Management, Military Science, Political Science, Legal Studies

- Local Government Agencies <https://www.pa.gov>
- Public Service Careers <https://www.publicservicecareers.org/>

**Health Science** – Nursing, Medical Assisting, Dental Hygiene, Pharmacy Technology, Radiologic Technology, Physical & Occupational Therapy, Health Information Management

- American Heart Association First Aid and Adult CPR and AED [www.redcross.org](http://www.redcross.org)
- CareerSafe (OSHA) <https://www.careersafeonline.com/>
- Explore Health Careers Home | [explorehealthcareers.org](http://explorehealthcareers.org)
- Delaware County Technical School Career & Technical Education / [School of Health & Biosciences - Delaware County Intermediate Unit](#)
- Delaware County Community College Pathways (Pre-Nursing)
- Mayo Clinic College and Medicine and Science - [Careers A-Z - Explore Healthcare Careers - Mayo Clinic College of Medicine & Science](#)

**Hospitality & Tourism** – Hotel & Lodging Management, Restaurant & Culinary Arts, Travel & Tourism Management, Event Planning, Recreation & Amusement Services, Food & Beverage Service

- Delaware County Technical School Career & Technical Education / [School of Hospitality, Tourism, & Human Services - Delaware County Intermediate Unit](#)
- ServSafe <https://www.servsafe.com/>
- Pennsylvania Restaurant & Lodging Association <https://prla.org>
- Visit Delco Home - Visit Delco PA <https://visitdelcopa.com/>
- Visit Philadelphia Official Philly Tourism and Visitor Information - [Visit Philadelphia](#)

**Human Services** – Social Work, Psychology & Counseling, Substance Abuse Counseling, Child & Family Services, Personal Care Services, Community Health Services, Cosmetology

- Delaware County Technical School Career & Technical Education / [School of Hospitality, Tourism, & Human Services - Delaware County Intermediate Unit](#)
- American School Counseling Association <https://schoolcounselor.org/>
- National Organization for Human Services <https://www.nationalhumanservices.org/>

**Information Technology** – Computer Programming, Cybersecurity, Network & Systems Administration, Software Development, Data Science & Analytics, Web Design & Development, IT Support & Help Desk

- Delaware County Technical School Career & Technical Education / [School of Engineering & Computer Science - Delaware County Intermediate Unit](#)
- Certiport <https://certiport.pearsonvue.com/>
- Jobs for the Future Building a future that works - Jobs for the Future <https://www.jff.org/>



**Law, Public Safety, Corrections, & Security** – Law Enforcement & Criminal Justice, Firefighting & Emergency Services, Legal Studies & Paralegal Services, Homeland Security, Private Security & Investigation, Forensic Science

- Upper Darby Police Department - <https://udpd.org/>
- Delaware County Technical School Career & Technical Education / Emergency and Protective Services [School of Health & Biosciences - Delaware County Intermediate Unit](#)
- National Security Agency U.S. Intelligence Community careers - [NSA career fields](#)
- Public Service Careers <https://www.publicservicecareers.org/>
- Military
  - [Space Force](#)
  - <https://www.navy.mil/>
  - <https://www.marines.com/>
  - <https://www.airforce.com/>
  - <https://www.army.mil/>
  - <https://www.nationalguard.com/>
- Philadelphia Fire Department <https://www.phila.gov/services/working-jobs/city-jobs-and-internships/join-the-fire-department/>
- Upper Darby Fire Department <https://www.upperdarby.org/departments/Fire>

**Manufacturing** – Machining & CNC Programming, Industrial Maintenance Technology, Welding Technology, Robotics & Automation, Quality Control & Safety, Production Planning & Operations

- Boeing <https://www.boeing.com/sustainability/education#anchor1>
- Delaware County Technical School Career & Technical Education / [School of Construction Technology - Delaware County Intermediate Unit](#)
- American Welding Society <https://www.aws.org/>
- Steamfitters Union Local 420 <https://www.lu420.com/>

**Marketing** – Advertising & Promotions, Public Relations, Market Research & Analytics, Sales & Business Development, Digital Marketing & Social Media, Brand Management

- O-NET <https://www.onetonline.org/find/career?c=14>
- National Retail Federation Foundation <https://nrf.com/>

**Science, Technology, Engineering, & Math (STEM)** – Civil, Mechanical, Electrical, & Aerospace Engineering, Environmental Science & Sustainability, Biotechnology & Bioinformatics, Mathematics & Statistics, Physics & Astronomy, Laboratory Technology

- Delaware County Technical School Career & Technical Education / [School of Health & Biosciences - Delaware County Intermediate Unit](#)
- Delaware County Technical School Career & Technical Education / [School of Engineering & Computer Science - Delaware County Intermediate Unit](#)
- Eaton <https://www.eaton.com/us/en-us.html>
- Road2Research University of Pennsylvania Penn | [PennR2R](#)



**Transportation, Distribution, & Logistics** – Commercial Truck Driving, Supply Chain & Logistics Management, Aviation Technology & Piloting, Marine & Port Management, Automotive Technology, Freight & Warehouse Operations

- Philadelphia International Airport <https://www.phl.org/working-at-phl/airport-positions>
- Delaware County Technical School Career & Technical Education / [School of Logistics, Distribution, & Transportation - Delaware County Intermediate Unit](#)

**Elementary Publications and Literature:**

- Whose Hat it This? Sharon Katz Cooper
- Oh the Places You'll Go by Dr. Seuss
- Someday by Eileen Spinelli
- When I Grow Up by Al Yankovic
- Rosie Revere Engineer
- Issy Peck Architect
- What Do You Do With an Idea
- Social Studies Alive "Me and My World!"
- Being a Writer
- Ms. Nelson is Missing by Harry Allard

**Online Resources:**

- [www.naviance.com](http://www.naviance.com)
- <https://succeed.naviance.com/career-cluster/>
- <http://www.thenedshow.com/career-exploration-for-kids-3.html>
- [www.mynextmove.org](http://www.mynextmove.org)
- <http://www.educationplanner.org/>
- <https://pacareerlinkdelco.org/>
- [Pacareerstandards.com](http://Pacareerstandards.com)
- [Pacareerzone.com](http://Pacareerzone.com)
- [www.educationplanner.org](http://www.educationplanner.org)
- [www.onetonline.org](http://www.onetonline.org)
- [www.pacareercoach.org](http://www.pacareercoach.org)
- [www.myfuture.com](http://www.myfuture.com)
- [www.careertech.org](http://www.careertech.org)
- [www.careertech.org/resources/clusters/interest-survey.html](http://www.careertech.org/resources/clusters/interest-survey.html)
- [www.roadtripnation.org](http://www.roadtripnation.org)
- [www.asvab.com](http://www.asvab.com)

Resource Types	List Resources
Organizations/Agencies	
Intermediary Organizations	<p><b>Delaware County Intermediate Unit</b>            200 Yale Avenue, Morton PA 19070            610-938-9000</p> <p><b>Paoli Hospital</b>            255 W. Lancaster Ave, Paoli PA 19301            484-565-1000</p> <p><b>Bryn Mawr Hospital</b>            130 S. Bryn Mawr Ave., Bryn Mawr, PA 19010            484-337-3000</p> <p><b>Lankenau Hospital</b>            100 E. Lancaster Ave, Wynnewood PA 19096            484-476-2000</p> <p><b>Upper Darby Police Department</b>            7236 West Chester Pk, Upper Darby Township, PA 19082            610-734-7693</p> <p><b>Holcomb Behavioral Health</b>            290 Kirk Lane Media, PA 19063            610-566-5411</p> <p><b>Peter's Place</b>            336 King of Prussia Rd. Wayne, PA 19087            610-687-5150</p>
Umbrella Organizations	<p><b>Delaware County Chamber of Commerce</b>            1001 Baltimore Pike Suite 9LL, Springfield PA 19064            610-565-3677</p> <p><b>Main Line Chamber of Commerce</b>            175 Strafford Ave, Wayne, PA 19087            (610) 687-6232</p> <p><b>Delaware County Economic Development Corporation</b>            2 West Baltimore Ave., Suite 200            Media, PA 19063            (610)- 566- 2225</p>
Community/State Agencies	<p>PHEAA - Pennsylvania Higher Education Assistance Agency  <a href="https://www.pheaa.org/granthelp@pheaa.org">https://www.pheaa.org/granthelp@pheaa.org</a>            800-692-7392</p>
Networking Opportunities	<p>Main Line Regional College Fair <a href="#">Main Line Villanova College Fair</a>            NACAC Philadelphia National College Fair            DCCC Career Fair            Delaware County Chamber of Commerce Career Fair</p>

**Workforce Information:**

- [www.bls.gov/k12](http://www.bls.gov/k12) – Bureau of Labor Statistics! Many resources and information for students and educators.
- [www.paworkforce.state.pa.us](http://www.paworkforce.state.pa.us) – PA Workforce (labor market data, high-priority occupations, etc.).
- [www.careeronestop.org](http://www.careeronestop.org) – Sponsored by the US Department of Labor.
- [winwin.workforce3one.org/](http://winwin.workforce3one.org/) – Labor market Information, many resources, sponsored by the US Dept. of Labor, Employment and Training Administration.
- [www.bl.gov/ooh](http://www.bl.gov/ooh) – Occupational Outlook Handbook. Number of new jobs (projected); Growth rate (projected)
- [www.keystoneedge.com](http://www.keystoneedge.com) – Innovation, technology and entrepreneurship in PA
- [money.usnews.com/careers/best-jobs/rankings](http://money.usnews.com/careers/best-jobs/rankings) – US News Best Jobs (Top 100)
- [www.cwds.state.pa.us](http://www.cwds.state.pa.us) – Commonwealth Workforce Development System, PA CareerLink. Information for job seekers and employers in PA.
- [www.quintcareers.com](http://www.quintcareers.com) – Great site for job seekers of any age. Tips on numerous job search- related topics.
- [www.educationplanner.org](http://www.educationplanner.org) – Free website from PHEAA. Outstanding Pa. site for college and career information.
- [www.gettingthemthere.org](http://www.gettingthemthere.org) – Developed by Pa. Bureau of Career and Technical Education for Post-Secondary.
- [www.mymajors.com](http://www.mymajors.com) – College major website.
- [www.myplan.com](http://www.myplan.com) – College Board site. Excellent major finder
- [www.whatcanidowithismajor.com](http://www.whatcanidowithismajor.com) – Connects majors to careers.
- [www.bls.gov/ooh](http://www.bls.gov/ooh) - Bureau of Labor Statistics - career information on duties, education and training, pay, and outlook for hundreds of occupations.
- <https://www.onetcenter.org/> - O-net resource center

**College Planning - Costs / Financial Aid:**

- [www.collegeboard.com](http://www.collegeboard.com) - prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program.
- [www.pheaa.org/](http://www.pheaa.org/) – PHEAA's home page.
- [www.fafsa.gov](http://www.fafsa.gov) – Free Application for Federal Student Aid.
- [www.finaid.org](http://www.finaid.org) – The SmartStudent™ Guide to Financial Aid.
- [www.fastweb.com](http://www.fastweb.com) – Free scholarship search.
- [www.youcandealwithit.com](http://www.youcandealwithit.com) – Paying back that student loan; budgeting tips.
- <https://studentaid.gov/> – General financial aid info.
- [William D. Ford Federal Direct Loan Program](http://www.ed.gov/loans) – U.S. Department of Education's Direct Loan Program.
- [www.collegenavigator.gov](http://www.collegenavigator.gov) - Find the right college for you!
- [www.finaid.org](http://www.finaid.org) - Find everything from loans and grants to graduate school fellowships and education tax benefits to tuition payment plans.

## PA Career Education & Work (CEW) Measures

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's Future Ready PA Index emphasizes a holistic approach to evaluating schools, requiring students to participate in College & Career Ready activities throughout K-12, culminating in 20 "artifacts" by the end of junior year.

Students begin building their career portfolios in elementary school through career lessons, using Career Zone for storage. Middle and high schools utilize Naviance and Google Docs for this purpose. Evidence collection includes:

- Elementary School (Grades 3-5): Two artifacts per year.
- Middle School (Grades 6-8): Two artifacts per year.
- High School (Grades 9-11): Eight artifacts total by junior year.

Activities are integrated into PBIS and developmental guidance lessons. Transfer students must earn one artifact per semester to meet district requirements. School counselors or principals manage and maintain the portfolios.

## Elementary Artifact Collection

Dates	Grade	Activity
November	3-5	<a href="#">College Sweatshirt Day</a> <ul style="list-style-type: none"> <li>• <a href="#">College Sweatshirt Day Slideshow</a></li> <li>• Naviance survey is labeled 22-23 Elementary College Sweatshirt Day</li> <li>• <a href="#">Adapted College Sweatshirt Day Google Form</a> for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it</li> </ul>
December	3	<a href="#">How Will I Change the World?</a> <ul style="list-style-type: none"> <li>• <a href="#">How Will I Change the World Slideshow</a></li> <li>• Naviance Survey is labeled 21-22 Elementary How Will I Change The World?</li> <li>• <a href="#">Adapted How Will I Change the World Google Form</a> for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it</li> </ul>
Winter	4	<a href="#">Careers You Can Start After High School</a> <ul style="list-style-type: none"> <li>• <a href="#">Careers you can start after HS slideshow</a></li> <li>• Naviance Survey is labeled Elementary: Careers without needing a degree 21-22</li> <li>• <a href="#">Adapted Career Survey</a> for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it</li> </ul>
Winter	5	<a href="#">Entrepreneurship / Ice Cream Business Lesson</a> <ul style="list-style-type: none"> <li>• 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)</li> <li>• <a href="#">Entrepreneurship Adapted Survey</a> and <a href="#">Adapted Ice Cream Career Survey</a> for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it</li> </ul>
Winter	4	<a href="#">Military Branches</a> <ul style="list-style-type: none"> <li>• <a href="#">Military Branches Slideshow</a></li> <li>• Naviance survey is labeled as 21-22 Elementary Military Survey (listed under the task section on the student's Naviance home screen)</li> <li>• <a href="#">Adapted Military Survey</a> for students in Life Skills, Autistic Support, and Multiple Disability classrooms, and EL students who need it</li> </ul>

**Middle School Artifact Collection**

Dates	Grade	Activity
November	6-8	<a href="#">SMART Goals</a>  (push into Social Studies)
November	6-8	<a href="#">College Sweatshirt Day</a>  <a href="#">College Sweatshirt Day Teacher Slideshow</a>  Naviance Survey
Winter	6-8	Naviance Career Reflection Survey
Spring	7-8	Naviance Career Pathway Survey (Act 158)  Completed after meeting with School Counselor
Spring	6	Naviance Survey: 6th Grade Elective Reflection Survey
Spring	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**

The following are 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	Seventh Grade	Eighth Grade
<ul style="list-style-type: none"> <li>• Functional writing practice: writing an email</li> <li>• Social skills guided worksheet</li> <li>• College sweatshirt reflection</li> <li>• Evaluation of activities completed in vocational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution social skills lesson</li> <li>• Social skills guided worksheet</li> <li>• College sweatshirt reflection</li> <li>• Evaluation of activities completed in vocational skills</li> </ul>	<ul style="list-style-type: none"> <li>• PICS (pictorial career survey)</li> <li>• Resume or adaptive resume</li> <li>• Evaluation of activities completed in vocational skills</li> <li>• Self-monitoring form for vocational goals</li> <li>• Writing an email/writing a letter (functional writing)</li> <li>• College sweatshirt reflection</li> <li>• Conflict resolution social skills lesson</li> </ul>

Teacher's name:

Teacher's signature:

Date:

## Upper Darby High School Artifact Collection

### Naviance Tasks

How to log into Naviance:

<https://docs.google.com/presentation/d/1wU8kOAscPGqD-9QWAOc99MqQelyCNa7pOQTC48hbsK0/edit?usp=sharing>

Name - Description	Grade	Delivery	Date	Location
<b>Brag Sheet</b> 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 *Discussed in 1-1 meetings and shared at class Assemblies</i>	All year	<u>location</u> : About me section of Naviance, under surveys.
<b>Colleges I am Thinking About</b> Add colleges to your 'colleges I am thinking about' list. year.	11th	Task Assigned*	All year	<u>location</u> : College section of Naviance.
<b>Career Cluster</b> 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	Push In <i>Small group sessions in classes lead by counselors</i>	All year	<u>location</u> : Career section of Naviance.
<b>Career Interest Profile.</b> 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	Push In <i>Small group sessions in classes lead by counselors</i>	Winter	<u>location</u> : Career section of Naviance.
<b>Career Interest 10th grade Lesson Survey</b> Reflection on completing the CIP and the career lesson.	10th	Push In <i>Small group sessions in classes lead by counselors</i>	Winter	<u>location</u> : About Me section of Naviance, under Surveys.
<b>Strengths Explorer</b> Help uncover your talents and reveal your potential strengths to you and the people in your world. 1 answer 78 short questions. 2.	11th	Task Assigned*	All Year	<u>location</u> : About Me section of Naviance, under Assessments.

Name - Description	Grade	Delivery	Date	Location
<b>Resume</b> document that sums up an applicant's qualifications, skills.	10th	Task Assigned*	All Year	<u>Location:</u> About Me section of Naviance, under My Stuff
<b>Personalized Career Plan</b> 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.
<b>College/Career Fair Reflection</b> Short survey that captures what you learned at the college/career fair.	10-11th	Task Assigned*	Post April Event	<u>location:</u> About Me section of Naviance, under Surveys.
<b>Academic Goal</b> Set an academic goal for the year. Use next steps to break down your goal into smaller steps..	9-12th	Teacher/ Classroom <i>Teacher facilitates a created lesson</i>	Beginning of Fall semester	<u>location:</u> My Planner section of Naviance.
<b>Goal Reflection Survey</b> Follow-up to goal setting activity where students reflect on their implementation of their academic goal.	9-12th	Teacher/ Classroom <i>Teacher facilitates a created lesson</i>	Beginning of Spring semester	<u>location:</u> About Me section of Naviance, under Surveys.
<b>College/Career Sweatshirt Day Reflection</b> 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.
<b>Course Selection</b>	9-12th	1-1 Meetings <i>Counselor Face to Face</i>	Spring	NA

## **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):**

### **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.*

[https://docs.google.com/presentation/d/1owW3oao2UWxTEhFexe5k2xGNmf0gUg3\\_TDFnjX7Fips/edit?usp=sharing](https://docs.google.com/presentation/d/1owW3oao2UWxTEhFexe5k2xGNmf0gUg3_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.

[https://docs.google.com/presentation/d/19SjENB\\_PeLuC9lf890TVE0mA\\_LRupYL1OQXyk59AK6l/edit?usp=sharing](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.

<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.

[https://docs.google.com/presentation/d/1iVhFIAlqoYiGi\\_xZjmqIPCVHG4o8mOi7O4fyukSHWQ/edit?usp=sharing](https://docs.google.com/presentation/d/1iVhFIAlqoYiGi_xZjmqIPCVHG4o8mOi7O4fyukSHWQ/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.

<https://docs.google.com/presentation/d/129qdvROfVnEkNLTIDXdIKmQ6v0dLVPZ2dlfF4cYztLI/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.

<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**

The following are uploaded in PowerSchool

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

\*\*\*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:		
<b>Ninth Grade</b> <ul style="list-style-type: none"> <li>● Naviance career exploration (career cluster finder or interest profiler)</li> <li>● Naviance goal setting</li> <li>● Transferable skills reflection</li> <li>● Career survey</li> <li>● Job application practice</li> <li>● Success resume</li> <li>● Employability skills checklist</li> <li>● Job reflection</li> </ul>	<b>Tenth Grade</b> <ul style="list-style-type: none"> <li>● Naviance career exploration (career cluster finder or interest profiler)</li> <li>● Naviance goal setting</li> <li>● Transferable skills reflection</li> <li>● Career survey</li> <li>● Job application practice</li> <li>● Success resume</li> <li>● Employability skills checklist</li> <li>● Job reflection</li> </ul>	<b>Eleventh Grade</b> <ul style="list-style-type: none"> <li>● Naviance career exploration (career cluster finder or interest profiler)</li> <li>● Naviance goal setting</li> <li>● Transferable skills reflection</li> <li>● Career survey</li> <li>● Job application practice</li> <li>● Success resume</li> <li>● Employability skills checklist</li> <li>● Job reflection</li> </ul>

Teacher's name:

Teacher's signature:

Date:



**UDHS Newcomer EL Students CEW Standards Artifacts Checklist**

Artifact	Standards
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

## Post-Secondary Planning Activities

**Representative Visits** : During the school day meet virtually and in person with post secondary institution's admission officers who visit UDHS in the fall.

**College Fairs**: Parents and Students: Please check the Class of 2025 Schoology page for updates. Furthermore, check the College and Career center counselors (255)

**Open Houses**: Often on weekends, check college and technical school's websites.

**Career/College Search**: Through Naviance–Career Interest Profiler, Road Trip Nation, StrengthsExplorer, finding a good fit activity, Super Match school search

**Individual Post High School Planning Session**: Student meets with counselor. Parents are welcome to attend.

**SAT and/or ACT**: Historically required college entrance exams. Students must register themselves for these exams

**AP Examinations**: Taken in May while enrolled in the appropriate course.

**Military Academies**: Application process begins in Junior year.

**Campus Visits**: Preferably when the school is in session.

### **PRE- PLANNING**

**YOU** - The first step in selecting a program or school is to know yourself.

**ACADEMIC** - Check HAC and Naviance for scores!

Find out your cumulative GPA (grade point average-we have a 100 point scale)

Your Highest SAT/PSAT/ACT score

Strongest subject, Favorite subject, Weakest subject

### **INTERESTS**

What school activity is important to you?

What leadership positions in or out of school that you held while in High School? (Don't forget to add these to your resume on Naviance!)

What personal quality are you proud of?

### **FINDING A GOOD-FIT**

#### **Questions to Consider When Searching for the Right School For You**

Do you want to commute or live on campus?

Location Preference - 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 4200 students).

\_\_\_ under 5,000    \_\_\_ 5,000 to 10,000    \_\_\_ more than 10,000

Extracurricular activities important to you–clubs, music, performances, etc

Intercollegiate Athletics? Intramural Sports?

What majors are you considering? What do they do for those who are undecided?

How diverse of a school do you want to attend? Do you want to attend a Historically Black College or University (HBCU)?

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



**COLLEGE TESTING**

**Upper Darby High School CEEB Code: 394965**

**Located in Drexel Hill**

*Please note that many colleges are test optional and some are test blind. The tests should only be taken if they are going to benefit you in the application process or scholarships awarded. <https://fairtest.org/test-optional-list/>*

All registration is through the testing organization online. Apply online for SAT at [www.collegeboard.org](http://www.collegeboard.org) or ACT at [www.act.org](http://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 qualify. If you need a Sunday administration for religious reasons, check the website for the process.

**Anticipated SAT Test dates 24-25:**

Aug 24	Oct 5	Nov 2	Dec 7	Mar 8	May 3	June 7
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**Anticipated ACT Test dates 24-25:**

Dec 14	Feb 8	Apr 5	June 14
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**SAT** - used for admissions by some four year colleges and universities.

Evidence based Reading and Writing and Math

**ACT** - used for admission by some four year colleges and universities.

Reading, English, Math, Science, Writing

**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.



**MILITARY TESTING**

**ASVAB-Armed Services Vocational Aptitude Test**

**Categories of Colleges**

Most Competitive	96% or 4.0 GPA	SAT 1350-1600; ACT 30-36
Highly Competitive	92% or 3.5 GPA	SAT 1200-1400; ACT 27-29
Very Competitive	87% or 3.0 GPA	SAT 1050-1250; ACT 24-26
Competitive	82% or 2.4 GPA	SAT 900-1100; ACT 21-23
Less Competitive	70% or 1.0 GPA	SAT less than 950; ACT < 21
Non-Competitive	High School Diploma	

**Tuition, Room and Board Costs**

<b>INSTITUTION</b>	<b>COMPETITIVENESS*</b>	<b>TUITION</b>	<b>ROOM/BOARD</b>
Arcadia University	Very Competitive	\$45,320	\$14,050
Cabrini College	Competitive	\$33,845	\$12,965
Cheyney University	Less Competitive	\$10,900	\$11,352
Clark Atlanta University	Competitive	\$21,695	\$10,098
Delaware County Community College	Non-Competitive	\$6,380	N/A
Delaware State University	Less Competitive	\$16,900	\$11,054
Drexel University	Highly Competitive	\$56,200	\$16,008
Hampton University	Competitive	\$25,442	\$11,218
Howard University	Very Competitive	\$28,440	\$15,650
IUP-Indiana University of PA	Competitive	\$13,114	\$12,744
LaSalle University	Competitive	\$39,800	\$13,940
Lincoln University	Less Competitive	\$13,816	\$10,969
Moore College of Art	Competitive	\$46,900	\$18,034
Morgan State University	Competitive	\$18,798	\$14,756
Neumann University	Less Competitive	\$32,960	\$14,260
New York University	Most Competitive	\$50,442	\$17,664
Penn College of Technology	Non-Competitive	\$17,610	\$11,340
Penn State University Brandywine	Competitive	\$15,284	N/A
University Park	Very Competitive	\$19,286	\$12,984
St. Joseph's University	Very Competitive	\$47,940	\$14,840
Thaddeus Stevens College of Technology	Less Competitive	\$8,450	\$9,670
Temple University	Very Competitive	\$16,970	\$12,766
Thomas Jefferson University	Competitive	\$39,130	\$12,290
University of Pennsylvania	Most Competitive	\$55,564	\$15,616
University of Pittsburgh	Highly Competitive	\$19,080	\$10,950
The University of the Arts	Competitive	\$46,680	\$17,630



University of the Sciences	Very Competitive	\$39,994	\$15,938
Villanova University	Highly Competitive	\$57,460	\$14,975
West Chester University	Competitive	\$10,423	\$9,494
Widener University	Competitive	\$48,575	\$13,701
York College of PA	Competitive	\$20,100	\$12,430

\*Stats found on the Naviance website and range from 2017-2021 school years \*\*SAT scores are out of 1600, ACT scores are out of 36

### Questions to ask when speaking to a College Representative/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 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?

### **POST SECONDARY INSTITUTION CAMPUS VISITS**

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

#### **HOW TO MAKE THE MOST OF YOUR SCHOOL VISIT:**

- 1) Research the school 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 visits. If possible visit when school 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 school 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.(see previous page)
- 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 1st. In this type of admissions plan, the college informs applicants about admissions any time before April 15th.

**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 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 1st, the usual deadline for Early Decision. Some schools do have Early Decision II as well and it is still a binding agreement if accepted.

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 to regular decision, 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**.

**PLEASE NOTE:** You will be asked to respond to an acceptance notification by May 1st for most colleges and universities. A sizable nonrefundable deposit is usually expected to secure students enrollment.

**\*\*KNOW YOUR DEADLINES AS THERE ARE MULTIPLE EARLY ACTIONS AND DECISIONS** (for Example: Early Action I and Early Action II may be listed under some institutions.)



### How Your Application is Reviewed

Most schools will base their decision on the factors below and the first 4 are considered the most important:

#### **1. Academic Record (Transcript)**

Your grades and courses taken all 4 years matter to schools.

#### **2. Application and Essays**

A carefully prepared application using capitalization and a well-written, thoughtful essay will improve your chances of admission. Have someone proofread your essay! Start your first essay early! Some schools require multiple essays.

#### **3. Extra-curricular Record & Work Experience**

It is important to outline your out-of-class activities both at school and in the community. Schools will look for the students whose involvement shows they have made a contribution to their high school and community. Your employment record could provide information about your skills, interests, and sense of responsibility.

#### **4. Recommendations**

The observations of your teachers, counselors, and other references can be very important in a school's evaluation of you. Schools 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.

#### **5. College Entrance Exam Scores—MAY BE TEST OPTIONAL OR TEST BLIND**

- a. SAT
- b. ACT

#### **6. Upper Darby High School Profile**

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

Most schools or programs accept a limited number of students per major. This affects your chances of acceptance so pay attention to details and meet all deadlines.

**Apply Early-recommend by Thanksgiving weekend!**



## Post High School Resources

### **College and Career Center**

The College and Career Center is in room 255. It is open daily under the supervision of our College and Career Counselor, Ms. Catlett. Call Ms. Catlett on extension 2310 or email her at [ecatlett@upperdarbysd.org](mailto:ecatlett@upperdarbysd.org) to schedule an appointment or ask a question. She also can be reached through a schoology message and on the google voice number (601) 298-8376 .

### **Representative Visits at UDHS**

College admission representatives hold information sessions for students at UDHS throughout the fall. The conferences are posted on Naviance under college visits. Students must sign up on Naviance in order to obtain clearance to attend a 12:00PM session. The 8:30AM sessions are virtually and sign up provides a link.

### **College Fairs**

College fairs provide opportunities to quickly obtain a large amount of information directly from college representatives. UDHS has an in-house fair in the spring each year. Penn State Brandywine and the Philadelphia Convention Center have a large fall event while Villanova hosts an event each year in May.

### **Career Readiness**

Naviance is a useful tool to research careers and pathways. Use Naviance and the surveys such as Career Cluster Finder and Career Interest Profiler to figure out your past-secondary path. Use RoadTrip Nation and Naviance as your career exploration sandbox and play around researching and exposing yourself to the world of work.

### **College Readiness**

There are multiple steps in the college application, financial aid application, college campus research, selection and enrollment process. Naviance is your go-to college process tool. Use scattergrams to evaluate the probability of admissions and if a particular school is a reach, target or safety for you. This BIG process is about three basic things: people, places and patience. Take your time and start early. Research best fit. Visit in person or virtually all of your top choices, complete applications on time, and be diligent about checking your college portals for updates and to-list items.

### **Post-secondary Readiness**

Please see Ms. Catlett to discuss transition skills. Often college/career bound students forget the goal of college; to graduate with a degree and seek gainful employment. You need to spend time on your skills to transition away from high school culture and norms and into the first stage of adulthood. If you want to be successful in postsecondary you will need to spend time thinking about what you need in the next stage of your life. You need to build a toolbox of transition skills while you are in highschool so you are ready! Listen to the Career Ready Lessons during FLEX where it outlines all the necessary skills needed for success.



### **Financial Aid**

The Free Application For Financial Aid (FAFSA) uses a family's prior year tax return and the application opens on December 1st, the year before attending college. Students and parents must apply for a Federal Student Aid ID (FSA ID) before completing the FAFSA. This should be done at least 10 days before starting the FAFSA (so ideally in November). You can find more information at [www.studentaid.gov](http://www.studentaid.gov)

### **Summer Before Senior Year**

1. Commit yourself to volunteering or maintaining a job.
2. Update and revise your Naviance resume.
3. Complete the Brag Sheet on Naviance.
4. Work on your college essay using the prompts on Common App and your particular school's application.
5. Visit campuses. Registration for open houses can be found on the school'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. Practice and prepare for the SAT/ACT if you need to take them for your applications.
8. Get your FSA ID set up through FAFSA.
9. Continue to research colleges, technical schools, or military branches and add them to the "colleges I'm thinking about" list on Naviance.
10. Begin asking your teachers for recommendations.



### INTERNET RESOURCES

Education Planner: [www.educationplanner.org](http://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](http://mysmartborrowing.org)*

College Navigator: [www.nces.ed.gov/collegenavigator](http://www.nces.ed.gov/collegenavigator)

*A government site used to estimate a student's cost from a particular college and to find colleges.*

Test Prep/College Search: [www.princetonreview.com](http://www.princetonreview.com)

*A website that helps with the college process from selecting schools to selecting majors and beyond. They have information on test prep. For students who are interested in more than a 4-year degree check out the website's grad school tab (includes information on law and medical schools).*

ACT/College Search: [www.act.org](http://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](http://www.collegeboard.org)

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

Scholarships: [www.fastweb.org](http://www.fastweb.org) and [www.scholarships.com](http://www.scholarships.com) and [www.goingmerry.com](http://www.goingmerry.com)

*Offers access to over \$1 billion in scholarships. More sites are listed on Naviance. NEVER pay for a scholarship search.*

QuestBridge: [www.QuestBridge.org](http://www.QuestBridge.org)

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

FAFSA and Student Aid: [www.studentaid.gov](http://www.studentaid.gov)

*FREE Application for Federal Student Aid; This website will allow you to submit a FAFSA form in December 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. Also provides 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*