

# UPPER DARBY SCHOOL DISTRICT

K-12

## School Counseling Program

### Elementary Schools

Aronimink

Bywood

Garrettford

Highland Park

Hillcrest

Charles Kelly

Primos

Walter M. Senkow

Stonehurst Hills

Westbrook Park

Kindergarten Center

### Middle Schools

Beverly Hills

Drexel Hill

### High School

Upper Darby

Upper Darby School District  
K-12 Comprehensive School Counseling Plan

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# UPPER DARBY SCHOOL DISTRICT

## Community Profile 2018-2019

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

Upper Darby School District serves the residents of Upper Darby Township, Clifton Heights Borough, and Millbourne Borough. Upper Darby is one of the largest school districts in Pennsylvania, with approximately 12,000 students and over 960 professional staff and 840 support personnel. The district has 14 schools – 1 high school, 2 middle schools, 10 elementary schools and a Kindergarten Center. The District's mission is to provide “a comprehensive and challenging educational program which encourages all learners in a safe environment to respect others, value education, and appreciate and contribute to their community as confident, independent thinkers.”

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

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

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

# Upper Darby School District

## K-12

### School Counseling Personnel

In the Upper Darby School District, comprehensive school counseling services are provided by three School Counselors assigned to each middle school and twelve School Counselors assigned to the high school. In addition, there is a Coordinator of Counseling Services at the high school, a part-time Coordinator of Post-Secondary Planning, and a full-time secretary.

Developmental Social Work Services are provided in grades K-12; one social worker is in each of our elementary and middle schools and three are assigned to the high school. Social Workers at the secondary level work in collaboration with the counselors to help provide tier 3 social/emotional interventions, provide referrals to, and serve as liaisons with, outside mental health and social service agencies and personnel.

### Kindergarten and Elementary Schools

#### School Social Worker

Francine Gibson & John Wehler	Kindergarten Center
Monica Strachan	Aronimink Elementary,
AEDY Pat Mulholland	Bywood Elementary
Marcia Monachello & Erin Connolly	Garrettford
Dena Koser-Hanna	Highland Park
Molly Harris	Hillcrest Elementary
Laura Dolan	Kelly Elementary Anne
Hensel	Primos Elementary
Michelle Cello	Senkow Elementary, ELL
Margarita Christoforidis	Stonehurst Hills Elementary
Margie Bates	Westbrook Park Elementary[KM1]

#### Counselors

Athony Laverghetta	Highland Park Elementary
Caitlin Cecco	Stonehurst Hills Elementary

Beverly Hills Middle School

School Counselors

Jane Archibald  
Daniel Fisher  
Shelly McDowell  
Alexander Haines  
Dina Moscony

School Social Worker

Rebecca Ruff  
Theresa Hamlett

Drexel Hill Middle School

School Counselors

Dennis Kays  
Colleen Arnold  
Michael Mucchetti  
Danielle Morro

School Social Worker

Stacey Doyle  
Colleen Felder

Drexel Hill Middle School

School Counselors

Dennis Kays  
Colleen Arnold  
Michael Mucchetti

School Social Worker

Stacey Doyle

Upper Darby High School

Coordinator of Counseling Services  
Coordinator of Post-Secondary Planning  
Secretary for School Counseling

Katherine Mertens  
Emily Catlett  
Liz McNaull

Counselors

**Freshman Academy 2022**  
James Murphy (E & G)  
William Haines (A & B)  
Tina Johnston (Teams C,D & F)

School Social Workers

Lisa Fleming  
Mary Cannon  
Beth O'Rourke

**Sophomore 2021**  
Amy Ceasar (A-G)  
Sharon Donohue (H-O)  
Latisha Mejias (P-Z)

**Junior 2020**  
Jill Morris (A-G)  
Jen Sullenberger (H-O)  
Mayra Perez (P-Z)

**Senior Class of 2019**  
Mike Lavetsky (A-G)  
Elizabeth Desmond (H-M)  
Lauren Ambrosine (N-Z)

# UDSD SCHOOL COUNSELING PROGRAM

## MISSION STATEMENT

The Upper Darby School District provides a comprehensive school counseling program that supports the academic, social/emotional, personal, and career development of all students. The program relies on the effective collaboration of school, family, and community stakeholders to empower students to become competent lifelong learners and responsible citizens in a diverse community.

## UDSD School Counseling Program Belief Statements

We believe:

- All individuals are capable of learning.
- Individuals learn in different ways and at different rates.
- Individuals have the right to be treated with respect and dignity.
- Students are unique individuals with varied talents and skills.
- 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.
- Instructional and other technologies, in addition to improving productivity, should also foster communication, collaboration, critical thinking and problem solving, and creativity among our students, staff, and community learners.
- Professional development of all staff is vital to meet the changing needs of students and to reflect current best practices.
- The counseling program must meet the needs of all learners and be responsive to the needs and resources of the community.
- The Board is committed to providing school environments and a counseling program that promote social and emotional wellbeing as part of the total learning experience for students.
- Cultural and ethnic diversity is a valued strength of our community.
- Society benefits when individual rights are balanced with the needs of the group as a whole.
- Lifelong learning is essential for all individuals.
- Education is the responsibility of the entire community, the school, the family, and, most importantly, the individual.



## COMMUNICATION

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

### Communicating Educational Opportunities to Students and Parents/Guardians

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

The open house program and Freshman Orientation are advertised through direct mailings, Naviance family connection messages, global emails, and the district web site.

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

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

Upper Darby School District is in the process of creating a School Counseling Advisory Council. The purpose of the School Counseling Advisory Council is to increase communication between all stakeholders in the counseling program. The School Counseling Advisory Council includes members from the following stakeholder groups: school counselors, school board members, administration, teachers, community members, and parents. The council will meet at least once per semester (twice per year). The fall meeting will include programming and outcome goals for the year, and the spring meeting will include a report on the results of those initiatives. These meetings are also an opportunity to solicit feedback from stakeholders on effectiveness of programming and brainstorm ideas for new initiatives.

### Career Information and Assessments

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

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

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

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

At the middle school, counselors are preparing to use Naviance to deliver career and college counseling. Naviance will be rolled out to students and parents at the middle school in Fall 2017. School counselors at the middle school will use developmentally appropriate assessments, career and college information, and goal setting tools tailored to the needs of the middle school student population. In addition, because the platform is hosted online, parents and students will be able to access Naviance career exploration and higher education literacy materials at home, during the summer, or at the public library.

## CONSULTATION AND COORDINATION OF SERVICES

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

### Learning Support

When a parent, teacher, or student services personnel identify a student who may have a learning disability or other disability that is interfering with the student's success in the classroom, a Student Support Team meeting is held. The team determines what interventions can be provided the student and an intervention plan is implemented. The team may also decide to pursue a full psycho-educational evaluation and a "permission to evaluate" is initiated.

### Behavioral Support

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

### Mental Health Support

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

### Crises and Trauma

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

## Substance Abuse

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

## Medical Issues

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

## DEVELOPMENTAL SERVICES

Upper Darby School District is committed to supporting all students in addressing their academic, behavioral, health, personal, and social development needs. The middle school and high school counseling programs provide universal school-wide supports to help meet the developmental needs of its students and foster their resilience. The school counseling program is structured to provide consistency and continuity of service to students. In the middle school, one counselor is assigned to each grade level and they move up with their students, allowing them to develop a long-term relationship with their students and focus on the developmental needs of each specific age group. At the high school, three counselors serve the Freshman Academy each year, focusing on the transition needs of that cohort. Upon entering the 10<sup>th</sup> grade, students are assigned to one of three counselors by alphabet who follow their students through to graduation.

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

### Individual Counseling

Counselors meet with students one-on-one to support them in their academic, personal, social, and emotional development. Common areas addressed include: goal setting, problem solving, decision making, conflict resolution, anger management, self awareness, assertiveness, self expression, stress management, coping strategies, organizational skills, time management, study skills, course selection, college planning, and career exploration. It is through individual counseling that counselors develop caring and supportive relationships with their students.

### Small Group Counseling

Small groups are utilized by counselors to deliver school counseling curriculum, disseminate important information, and provide social supports. Small group counseling is utilized in the following areas: orientation program, course selection, self awareness, decision making, career development, college planning, college athletics, anger management, student success groups, bereavement, critical incident stress management, and personal growth.

### Large Group Information Sessions

Counselors utilize large group or assembly programs to deliver information and serve the needs of students in a number of ways: career exploration fair, drug and alcohol awareness and prevention programs, date rape awareness, violence prevention, and motivational programs.

## Consultations

Counselors consult with teachers, coaches, and other school personnel to help serve the needs of students. Counselors often help teachers understand the strengths and weaknesses of students and can help with strategies for maximizing their academic success. Counselors can also provide insight student classroom behavior that may help the teacher effectively meet their academic needs.

## Orientation

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

## Dissemination of Information

The counseling staff provides written information to support the developmental needs of students in a variety of formats: guides, handbook, flyers, Naviance, and the district web site. This information covers topics such as: Course Selection, Career Development, College Planning, Student Assistance Program, Teenage Pregnancy, and Student Success.

Upper Darby School District  
The Counselor's Role

How Can a Counselor Help?

By Listening

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

By Advising

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

By Interpreting

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

By Informing

- When you need facts about graduation requirements, future careers, college admissions, or student rights and responsibilities—

By Mediating

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

By Referring

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

When and how can you see a Counselor?

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

What about Confidentiality?

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

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



Position Description:                      Instructional Services                      Code:

A      Title of Position:                      Coordinator of Counseling Services

B.      Location of Position:                      High School

C.      Accountable to:                      Principal and Director of Pupil Services

D.      Position Relationship:                      Line Relationship to Director of Pupil Services and  
Principal

E.      Major Function:

1. To plan, coordinate and monitor the high school counseling program.
2. To prepare and administer the department budget.
3. To direct the counseling staff in collaboration with the building principals.
4. To prepare an annual evaluation of the counseling program.
5. To coordinate the delivery of district and out-of-district professional development opportunities in collaboration with Director of Pupil Services.
6. To coordinate the counseling department's integration of technology into the delivery of services.
7. To coordinate student records management, including confidentiality requirements.
8. To serve on district-wide committees, including the strategic planning committee, representing the counseling program.
9. To maintain an awareness of current research, literature and innovations in school counseling.
10. To communicate the scope of the services available to families and the community.
11. To monitor the district's standardized testing program.
12. To facilitate department meetings and district level counseling program meetings according to a planned schedule.

F.      Key Performance Effectiveness Areas:

- 1) Service to Parents
  - a) To initiate and monitor all forms of communication with parents related to counseling services.
  - b) To coordinate and monitor small and large group meetings with parents.
  - c) To assess the needs of parents and to coordinate programs to meet those needs.
  - d) To coordinate meetings and communication on course selection and the development of an informed educational plan.
  - e) To coordinate and monitor programs to inform parents on careers, postsecondary planning, scholarships, and financial aid.
- 2) Service to Pupils
  - a) To coordinate and monitor the delivery of counseling services to students.
  - b) To coordinate and monitor group guidance programs.
  - c) To coordinate and monitor the Advanced Placement testing program.
  - d) To coordinate the school crisis team in collaboration with the principal.
  - e) To coordinate and facilitate the course selection process.

- f) To coordinate and monitor scheduling and rostering in collaboration with the assistant principal for operations.
  - g) To monitor the maintenance of student records.
  - h) To monitor the services provided by the Student Assistance Team.
  - i) To monitor the services provided by the Career and College Center.
- 3) Service to Teachers and Staff
- a) To communicate to teachers and staff the counseling services provided to students.
  - b) To communicate to teachers and staff current information related to barriers to education.
  - c) To coordinate with school social workers referrals for outside support.
  - d) To monitor the Multidisciplinary Team process.
  - e) To coordinate consultative services related to the personal, social, and academic needs of students.
  - f) To communicate information, guidelines and procedures in the event of a crisis in collaboration with the principal.
- 4) Service to the Community
- a) To communicate to the community information related to counseling programs and services.
- 5) To assume any duties assigned by the Director of Pupil Services or Principal.

G. Performance Standards for Position:

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

H. Areas of Authority:

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

I. Minimum Requirements:

Master's degree in School Counseling from an accredited institution of higher education.  
 Pennsylvania certification as a secondary school counselor.  
 A minimum of five years experience in the field of school counseling.

J. Working Conditions/Physical Environment:

The Coordinator of Counseling Services works inside a climate-controlled facility for 100% of day.

K. Physical Demands/Sensory Abilities:

This position is classified as sedentary in nature as defined by the U. S. Department of Labor. Sedentary work is defined as exerting up to ten pounds of force occasionally or a negligible amount of force frequently to lift, carry, push, pull, or otherwise move objects. Sedentary work

involves sitting most of the time, but may involve walking or standing for intermittent periods of time.

The Coordinator of Counseling Services typically sits for up to one hour at one time, up to a total of seven hours in a workday.

The Coordinator of Counseling Services may be required to bend and reach (at and above shoulder level) on an occasional basis.

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

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

L. Equipment used:

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

M. Temperament Requirements:

The Coordinator of Counseling Services assumes responsibility for direction, control and planning of her/his own activities and those of the students in their case load.

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

Position Description: Secretarial/Clerical/Business Support

Code: SCB-06

- A. Title of Position Secretary for School Counseling Services  
B. Classification V  
C. Location of Position UDHS  
D. Accountable to: Coordinator of Counseling Services, Principal

E. Description of Duties:

1. To provide clerical services in support of the guidance program, including: word processing, data management, copying, filing, phone and email.
2. Assist students, counselors and teachers with resources available in the College/Career Center.
3. Coordinate and host college representative visits for the high school.
4. Assist the Post-Secondary Planning Coordinator with the planning and implementation of the annual College and Career Exploration Fair.
5. Process all transcript requests and graduation verifications for UDHS graduates.
6. Assist with guidance record keeping and processing of student files for storage upon graduation.
7. Assist with maintenance of records and information within the Naviance online platform for College and Career exploration and planning.
8. Manage student assistants.
9. Perform all other duties as assigned by the Coordinator of Counseling Services or Principal.

F. Performance Standards for Position:

G. Minimum Requirements:

High School Diploma

H. Working conditions

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

I. Physical Demands/Sensory Abilities:

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

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

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

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

J. Equipment Used:

Telephone, copier, computer, fax, scanner.

K. Temperament Requirements:

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

Position Description: Instructional Services Code: IS-06

- A Title of Position: High School Counselors
- B. Location of Position: High School
- C. Accountable to: Principal and Director of Pupil Services
- D. Position Relationship: Line Relationship to Director of Pupil Services and Principal
- E. Major Function:
1. To provide individual and group counseling to assure that students will gain the optimum from the educational program
  2. To help implement group testing program ( 9-12)
  3. To support students, staff and parents of students so that each student can meet his/her educational goals.
  4. To support students in course selections and to roster students following Upper Darby guidelines.
  5. To help students with college and vocational choices
  6. To provide an environment to facilitate personal and social growth
  7. To initiate and implement a career educational program
  8. To serve as a liaison between the home and school, teacher and pupil, school and community
  9. To provide an effective system of referrals to other specialists within the school system
  10. To provide available information on scholarships and financial aid.
  11. To utilize and recommend the services available in the Career Center to students, parents, staff, and community
  12. To serve as a Student Assistance Team member
- F. Key Performance Effectiveness Areas:
- 1) Service to Parents
    - a. To initiate and receive phone contact regarding pupil's academic and social progress
    - b. To contact parents regarding specific problems
    - c. To interpret group test results at individual and group meetings
    - d. To provide orientation meetings for incoming 9th graders and their parents
    - e. To attend team-parent meetings, when appropriate
    - f. To help parents in planning child's educational program and career choices
    - g. To plan assembly programs for parents regarding the rostering process, college planning, scholarships, and financial aid
  - 2) Service to Pupils

- a. To schedule periodic contact with students over academic and/or social/and personal progress
  - b. To help students gain self-esteem and self-awareness through individual and group counseling
  - c. To interpret test results in order to help students to greater self-understanding
  - d. To make self available for crisis counseling
  - e. To help students in course selection process
  - f. To roster students and keep credit count for graduate requirements
  - g. To gather work and materials for students who are going to be absent for approximately five days
  - h. To maintain the pupil's cumulative school record
  - i. To be responsible for student records in compliance with School District policy
  - j. To initiate and facilitate a Group Guidance Program
  - k. To attend Student Assistance Team meetings to service the students at high risk
- 3) Service to Teachers and Staff
- a. To provide teachers with information regarding a student's strengths and weaknesses and family information which is relevant to a student's progress
  - b. To meet with teachers to help plan for an individual's educational needs
  - c. To refer students to the home and school visitor who might require outside intervention
  - d. To initiate referrals for testing, placement, etc. when appropriate
  - e. To schedule students into appropriate programs
  - f. To act as a liaison between school and home when parents need to be contacted
  - g. To confer and consult with teachers about pupil management techniques.
  - h. To meet with students who are referred by teachers for behavioral and emotional problems
- 4) Service to the Community
- a. To provide opportunities for the community to attend meetings wherein educational information is disseminated regarding rostering, college planning, and financial aid.
- 5) To assume any duties assigned by the Director of Pupil Services and Principal

G. Performance Standards for Position:

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

H. Areas of Authority:

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

I. Minimum Requirements:

Appropriate Pennsylvania Certificate

J. Working Conditions/Physical Environment:

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

K. Physical Demands/Sensory Abilities

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

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

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

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

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

L. Equipment used:

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

M. Temperament Requirements:

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

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



Position Description: Instructional Services Code: IS-07

- A Title of Position: Middle School Counselors
- B. Location of Position: District Personnel in the Middle Schools
- C. Accountable to: Principal and Director of Pupil Services
- D. Position Relationship: Line Relationship to Director of Pupil Services and Middle School Principals

E. Major Function:

- To administer individual and group counseling services to students as indicated in Key Performance Effectiveness Areas
- To implement the Personal Development Guidance Program (PDP)
- To implement group testing program (Grades 6-8)
- To implement the Stress Management Program (6-8)
- To support students, staff and parents of students so that each student can meet his/her educational goals
- To provide individual and group counseling to assure that students will gain the optimum from the educational program
- To provide students with an opportunity to focus on such topics as personal-social growth, adjustment concerns, crisis intervention, and the like
- To provide a system whereby students can compare their feelings, attitudes and values, test their perceptions of reality, and improve their ability to communicate ideas and feelings
- To initiate and implement a "Personal Development Program" which will be conducted by the instructional staff
- To initiate and implement a career education program
- To implement a coordinated and purposeful system of testing which enhances the objectives of the school system and to interpret the results of the testing program to students, staff, parents, and the community
- To serve as a liaison person between the home and school and between the teacher and pupil
- To provide an effective system of referrals within the school system

F. Key Performance Effectiveness Areas :

1) Services to Parents

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

- f. Schedules psychological testing feedback meetings
  - g. Attends team-parents in planning child's educational program
  - h. Helps parents in planning child's educational program
- 2) Services to Pupils
- a. Schedules periodic contact with students over academic and/or social progress
  - b. Helps students gain self-esteem and self-awareness through individual and group counseling
  - c. Supervises testing program and interprets group results to help students to greater self-understanding
  - d. Makes self available for crisis counseling
  - e. Helps students in course selection process
  - f. Accurately rosters students
  - g. Meets with student and team as a support person
  - h. Gathers work and materials for students who are going to be absent for more than two days
  - i. Cares for and protects the pupil's cumulative school record
  - j. Efficiently files and is responsible for student records in compliance with school district policy
- 3) Services to Teachers and Staff
- a. Provides teachers with information regarding a student's strengths and weaknesses and family information which is relevant to a student's progress
  - b. Initiates and facilitates a group guidance program ("Personal Development Program")
  - c. Meets with teams on a regular basis to help plan for an individual's specific educational needs
  - d. Refers students to the Home and School visitor when student is exhibiting social and emotional difficulties which might require outside intervention
  - e. Initiates referrals for testing, Placement,, etc. when appropriate
  - f. Schedules students into appropriate program
  - g. Provides teachers with resource material in the effective educational area
  - h. Provides teachers with career information which can be integrated into the curriculum
  - i. Acts as liaison between school and home when parents need to be contacted
  - j. Contacts students who are frequently absent and refers to the home visitor if truancy is suspected
  - k. Confers and consults with teachers around pupil management techniques
  - l. Meets with students who are referred by teachers for behavioral and emotional problems
  - m. Assumes position of assessment team leader in charge of staffing
- 4) Service to the Community

- a. Provides opportunities for the community to attend meetings where test interpretation, school program and other educational information is disseminated
- 5) Assume any duties assigned by the Director of Pupil Services

G. Performance Standards for Position:

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

H. Areas of Authority:

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

I. Minimum Requirements:

Appropriate Pennsylvania Certificate

J. Working Conditions/Physical Environment:

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

K. Physical Demands/Sensory Abilities:

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

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

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

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

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

L. Equipment Used:

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

M. Temperament Requirements:

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

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

MIDDLE SCHOOL  
COUNSELING PROGRAM AND TIMELINE

<p><b>AUGUST</b></p> <ul style="list-style-type: none"> <li>· New student testing and scheduling &amp; records request</li> <li>· Scheduling corrections</li> <li>· Summer School grade reporting</li> <li>· 5<sup>th</sup>-6<sup>th</sup> grade orientation</li> </ul>	<p><b>SEPTEMBER</b></p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· MAP testing- whole school</li> <li>· Back to school night</li> </ul>	<p><b>OCTOBER</b></p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· Red Ribbon Week</li> <li>· UDHS Top 100</li> </ul>	<p><b>NOVEMBER</b></p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· NJHS planning</li> <li>· 1<sup>st</sup> marking period report cards</li> <li>· Parent/teacher conferences</li> <li>· Parent night</li> </ul>
<p><b>DECEMBER</b></p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· College Prep class visit</li> <li>· NJHS ceremony</li> <li>· UDHS scheduling</li> </ul>	<p><b>JANUARY</b></p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· Map testing-whole school</li> <li>· Semester class changes</li> <li>· UDHS elective scheduling</li> </ul>	<p><b>FEBRUARY</b></p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· PSSA inventory</li> </ul>	<p><b>MARCH</b></p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· Parent Forum</li> <li>· 6-7<sup>th</sup>; 7-8<sup>th</sup> scheduling</li> <li>· PSSA coordination</li> </ul>

<p>APRIL</p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· PSSA coordination &amp; testing</li> <li>· Failure warning letters</li> <li>· Parent/teacher conferences</li> </ul>	<p>MAY</p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· Map testing-whole school</li> <li>· Keystone testing</li> <li>· Parent Forum</li> <li>· 8<sup>th</sup> grade awards prep</li> <li>· Elementary school visits</li> </ul>	<p>JUNE</p> <ul style="list-style-type: none"> <li>· Map testing/ new student scheduling &amp; records request</li> <li>· Scheduling input</li> <li>· Records transfer</li> <li>· Summer school letters mailed and rosters created</li> <li>· 8<sup>th</sup> grade passing ceremonies</li> <li>· 8<sup>th</sup> grade awards night</li> </ul>	
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Daily/ weekly responsibilities: individual/small group counseling; SAP team members; Student Support Team members; Data team members; Tier II members; Truancy/ attendance team members; PBIS CORE team members; 504 case managers; consultation with teachers, parents, administration; completing private school applications and recommendations

**UPPER DARBY HIGH SCHOOL  
COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
<ul style="list-style-type: none"> <li>· Scheduling</li> <li>· Transcript Review</li> <li>· Record Transfer for retained/promoted students</li> <li>· New Student Orientations</li> <li>· Freshmen Summer Orientation Program</li> <li>· Develop Classroom Guidance Plan utilizing Naviance-College/Career Readiness (all grades)</li> </ul>	<ul style="list-style-type: none"> <li>· Senior college planning program (DAY/EVE)</li> <li>· College Rep visits</li> <li>· New Student Orientations</li> <li>· Coordinate Student Support Groups thru SAP</li> <li>· College Possible program begins</li> <li>· Junior Year Timeline</li> <li>· Let's Get Ready-SAT Prep begins</li> <li>· Back to school night               <ul style="list-style-type: none"> <li>· Financial Aid Night</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· PSAT's – led by Junior counselors and Coordinator</li> <li>· 1<sup>st</sup> quarter interims</li> <li>· College Rep visits</li> <li>· Sophomore Academic Decision Making</li> <li>· Freshmen Orientation with Counselor</li> <li>· College Application Process for Seniors</li> <li>· 8<sup>th</sup> Grade Top 100 Presentations</li> <li>· College Chats—Junior Parents</li> <li>· Post HS Planning for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>· 1<sup>st</sup> quarter grades</li> <li>· College Rep</li> <li>· College Application Process for Seniors</li> <li>· College Chats—Junior Parents</li> <li>· College Athletic Meeting</li> <li>· Schedule changes due to data</li> <li>· Begin Course selection process</li> <li>· Semester 1 Classroom Guidance using Naviance</li> </ul>

DECEMBER	JANUARY	FEBRUARY	MARCH
<ul style="list-style-type: none"> <li>· 2<sup>nd</sup> quarter interims</li> <li>· College Rep visits</li> <li>· College Application Process for Seniors</li> <li>· Sophomore Goal Setting and Career Interest Inventory</li> <li>· Prepare for Course Selection Process</li> <li>· College Chats – Junior Parents</li> <li>· College Board/Naviance sessions with Juniors on “Finding a Good Fit”</li> <li>· Proctor and assist with Keystones</li> <li>· FAFSA Completion nights</li> <li>· Leveling Day #1 – Course Selection</li> </ul>	<ul style="list-style-type: none"> <li>· 2<sup>nd</sup> quarter grades</li> <li>· College Application Process for Seniors</li> <li>· College Chats—Junior Parents</li> <li>· Proctor and assist with Keystones</li> <li>· PSAT return</li> <li>· Coordinate Student Support Groups thru SAP</li> <li>· Semester Failures</li> <li>· Leveling Day #2 – Course Selection</li> <li>· FAFSA Completion nights</li> <li>· Schedule changes due to data</li> </ul>	<ul style="list-style-type: none"> <li>· Course Selection (assemblies/ small group/ individual)</li> <li>· 3<sup>rd</sup> quarter interims</li> <li>· College Chats—Junior Parents</li> <li>· FAFSA Completion nights</li> <li>· Let’s Get Ready-SAT Prep begins</li> <li>· Credit Recovery</li> <li>· 8<sup>th</sup> Grade Course Selection Meetings/Orientation</li> </ul>	<ul style="list-style-type: none"> <li>· Course selection review</li> <li>· 3<sup>rd</sup> quarter grades</li> <li>· Junior College Planning</li> <li>· Prepare Students for the College and Career Fair (10<sup>th</sup> &amp; 11<sup>th</sup>)</li> <li>· Sophomore Career Exploration</li> <li>· Spring Open House (DAY/EVE)</li> <li>· Recruit College Possible candidates from the sophomore class</li> <li>· Develop GRAD cohort</li> <li>· Schedule changes due to data</li> </ul>



APRIL	MAY	JUNE	JULY
<ul style="list-style-type: none"> <li>· College and Career Fair – led by Sophomore counselors (coordinated w/ Gisela Klein)</li> <li>· College Chats—Junior Parents</li> <li>· Schedule revisions due to data</li> <li>· Continue Course Selection review with parents, students, and teachers</li> <li>· Conference night</li> <li>· Semester 2 Classroom Guidance using Naviance</li> <li>· Junior Year Q &amp; A sessions</li> </ul>	<ul style="list-style-type: none"> <li>· 9<sup>th</sup>/10<sup>th</sup> College Awareness</li> <li>· Still Deciding Seniors Fair</li> <li>· 9<sup>th</sup> to 10<sup>th</sup> transition mtg</li> <li>· 4<sup>th</sup> quarter interims</li> <li>· AP Exam Proctoring</li> <li>· Proctor and assist with Keystones</li> <li>· Sophomore Resume Building</li> <li>· Junior year scholarship search</li> </ul>	<ul style="list-style-type: none"> <li>· Graduation</li> <li>· Summer School Sign up</li> <li>· Record Transfer for retained/promoted students</li> <li>· Review Scheduling conflicts</li> <li>· Let's Get Ready-SAT Prep begins</li> <li>· Schedule changes due to data/ summer school</li> <li>· Final Transcripts to Post Secondary Schools</li> </ul>	<p style="text-align: center;">New Student Orientations</p>

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

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

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

Upper Darby School District  
Secondary School Counseling Program  
Grades 6-12

Program Goals	Grade Level	Activity	Timeline	Participants	ASCA Competencies
To provide guardians with the opportunity to learn about programs pertinent to a student's life at school	K-12	Website/Recorded phone messages/ Emails	Ongoing	Counselor	A: A6, B30 C: A36, B58 PS: C115
	9-12	Naviance Home Page as a newsletter	Quarterly	Counselor	
To provide guardians the opportunity to meet the counselor and ask questions in order to learn about counseling services	K-12	Open house	September	Counselor, Teacher, Guardian	
	K-12	Parent-teacher conferences	Each semester	Counselor, Teacher, Guardian	
	9-12	Pamphlet in offices; Naviance Training	Ongoing	Counselor, Teacher, Guardian	
To provide guardians with information and the opportunity to give input into their student's needs for school success	K-12	IEP/GIEP/504 Meetings	Ongoing	Administrator, Counselor, Teacher, Student, Guardian	
		Conferences	As requested	Counselor, Teacher, Guardian, Students	
To provide guardians the opportunity to learn about curriculum and course selection	6-12	Course Selection Night; using an electronic guide with the link posted on various sites	Winter	Administrator, Counselor, Guardians	
To provide students and guardians the opportunity to	5 <sup>th</sup>	MS Fun Day	Spring	Administrator, Counselor, Teacher, Guardian, Student	

tour and learn about their new school	8 <sup>th</sup>	Top 100	October-November	Administrator, Director of Guidance, Teacher, Guardian, Student	
	9 <sup>th</sup>	Freshman Orientation	August	Administrator, Counselor, Teacher, Guardian, Student	
	6-12	New Student Orientation	Ongoing	Counselor, Guardian, Students	A: A12, B22, 23, C30
To provide the guardians, teachers, and counselors the opportunity to meet and discuss student's academic progress	9-12	Parent/Teacher/Counselor Conferences	Ongoing	Counselor, Teacher, Guardian, Student	A: B19, 25, 26
To provide students with access for individual counseling	6-12	Individualized counseling as needed	Ongoing	Counselor, Student	A: B20 C: A37
	K-5		Ongoing	Social Worker, Student	PS: B108, 109, C120
To provide guardians the opportunity to learn about the college search/ admissions process, required tests and financial aid timelines	9-10	College Awareness Night	May	Counselor, Guardian, Student	A: C32, 34 C: B56, C67
	11 <sup>th</sup>	Parent Chats	Monthly	Counselor, Guardian	C: A41, B55, 58, 64, C74
	11 <sup>th</sup>	Junior College Planning Night	March/April	Counselor, Guardian, Student, College Admissions Officers	C: A41, B62, C67, 69, 74
To provide students with the opportunity to select technical training	10-11	DCTS recruiting presentation and application process	November to January	Counselor, CTE Liaison, Student	C: A42, B58, 62

	10	DCCC recruiting for 2+2 programs	January to May	Counselor, Student, DCCC Liaison	C: B62, 63, C77
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	A: B26, C33, 34 C: A39, 41 PS: A87, B109
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	A: B19 C: B59
	11 <sup>th</sup>	Classroom Guidance as a Q & A set up	April/May	Counselor, Student	A: B24 C: A41, B56
To orient students to the main high school program related to that academic year	10-11	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	A: B24, C30, 34 C: C67, 74
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	A: B22, 25, C34 C: A40 PS: B106, 109
To assist students in	10 <sup>th</sup>	Naviance classroom	May	Counselor, Student	C: A50

developing a resume		guidance session using resume builder			
To assist students in understanding assessment results and review tools to utilize for improvement	10-11	Group sessions to review PSAT results, set up accounts with College Board and Khan Academy	Winter	Counselor, Student	A: B23 C: A37, B59, 63
	11-12	Offer Applications to Free SAT/ACT Prep programs offered by supporting organizations	Fall/Spring/Summer	Director of Guidance, Counselor, Student, Let's Get Ready or College Access Center	A: B17, 23 C: C67
To assist students in following the process to register for standardize testing-SAT/ACT/ASVAB	11-12	Provide websites, deadlines and fee waivers when criteria is met	Ongoing	Counselor, Guardian, Student	A: B21 C: A41
To provide students the opportunity to have ongoing college mentoring	11-12	Offer applications at the end of 10 <sup>th</sup> grade for qualified students to work with College Possible	Ongoing	Director of Guidance, Counselor, Student	A: B28 C: B62, C74
To provide students with various post-secondary options so that each student finds a good fit	9-12	NCAA Night to understand the process for college athletics	November	Director of Guidance, Coaches, Student, Guardian	A: B28 C: A41, B55 PS: B109
	9-12	Post Secondary Planning for Students with Disabilities	October	Director of Guidance, Post Secondary Coordinator, Transitions Coordinator,	A: A7, 9 C: A36, 37 PS: B107, 108, 109

	10 <sup>th</sup>	Naviance sessions: Using the Career Interest Inventory to then look at occupations and post high school education/training	December to March	Student, Guardian  Counselor, Student	C: A36, 37, B55, 58, C69
	10-11	College and Career Fair at UDHS	March/April	Counselor, Student, Post Secondary Coordinator	C: A41, B58, 62, C67
	10-12	Field trip to at least 1 off campus college fair	Fall or Spring	Counselor, Student, Post Secondary Coordinator  Counselor, Student	A: B28, C32 C: B62
	11 <sup>th</sup>	Classroom Guidance to find a good fit exploring occupations, branches of the military, trade/technical schools and colleges	December to March		C: A41, B62, C67, 69, 74
	12 <sup>th</sup>	Seniors Still Deciding Day	May	Counselor, Student, Post Secondary Coordinator	C: A42, B62, C67, 69, 74
To assist students in selecting course options	8-11	Individual and group meetings on course	December to February	Counselor, Student	A: A12, B22, 24 C: A41, 42, B65

that align with their individual goals and plans beyond high school		offerings at the high school			
To provide students with the opportunity to meet post high school representatives and learn more about various offerings	11-12	In house meetings with college admission representatives	Primarily September to November	Post Secondary Coordinator, College Admissions Rep, Counselor, Student	A: B28, C32 C: B62
		In house meetings with admissions representatives from technical programs	September to November	Post Secondary Coordinator, Technical School Admissions Rep, Student	A: B28, C32 C: A36, B61, C70
		Meetings with Military Officers for the academies and enlisting	Ongoing	Post Secondary Coordinator, Military Recruiter, Cadet, Student	A: B28, C32 C: C69
To provide students with information on an alternative to a regular diploma	9-12	Discussion of Job Corp program or DCCC's Graduate Equivalency Diploma (GED)	Ongoing	Counselor, Guardian, Student	C:B62, 63 PS: A81
To provide students with alternative options to learning the required curriculum	6-12	Alternative Education for Disruptive Youth (AEDY) referral	Ongoing	Administrators, Counselors, Planning and Placement Team	PS: A81, B107
	9-12	Cyber Option at the Blended Learning Center	Ongoing	Administrators, Counselors, Planning and Placement Team	A: B21 PS: A81, B107

To provide students the opportunity to earn college credit while in high school	10-12	AP Potential and other test data to be reviewed to level students into Advanced Placement Courses	Winter	Counselor, Teacher, Student	A: B17, 23
	10-12	Dual Enrollment collaboration with DCCC	Ongoing	Counselor, Student, Guardian, DCCC Dual Enrollment Liaison	A: B17, 21, 22, C30, 32
To provide students the opportunity to graduate early to attend DCCC	11-12	GATEWAY to REACHING A DEGREE (GRAD)	Spring into Fall of Senior year	Counselor, Student, Guardian, DCCC GRAD Liaison	A: B21, 22, C32
To provide resources to students and guardians to assist in the financial aid process	11 <sup>th</sup>	Scholarship search through Naviance	Spring	Counselor, Student	A: C34 PS: B108, 109
	12 <sup>th</sup>	Postings of Scholarships on Naviance	Ongoing	Post Secondary Coordinator, Student	A: C34 PS: B108, 109
	12 <sup>th</sup>	Financial Aid Night	Fall	Counselor, Director of Guidance, Post Secondary Coordinator, Student, Guardian	PS: B108
	12 <sup>th</sup>	FAFSA Completion Night	Fall/Winter	Counselor, Director of Guidance, Post Secondary Coordinator, Student, Guardian	PS: B108
	12 <sup>th</sup>	UDSD Scholarship	January	Counselor, Student,	A: C34



		Program		Guardian, Scholarship Committee	PS: B108, 109
To provide students and guardians the opportunity to learn about substance abuse prevention	9-12	Assemblies where presenters come to speak to the different grade levels	Fall/Winter/ Spring	Student Assistance Program coordinator and team members	PS: C117
To provide social/emotional and substance use/abuse support and guidance to students and guardians	6-12	Student Assistance Program weekly meetings and assessments as scheduled	Ongoing	SAP Coordinator, Intervention Specialist, Counselor, H&S Visitor, Administrator, Student, Guardian	PS: C117
To provide education and support to small groups of students (6-12) which are based on the relevant needs at that time	9-12	Grief Groups	Weekly	Counselor, Students	PS: C120
	9-12	Positive Decision Making/Self Esteem /Social Skills	Weekly in Fall and Spring	Counselor, H&S Visitor, Intervention Specialist	PS: A88, 92, B101, 105
To ensure student success	K-12	Student Support Team Meetings and follow up	Ongoing	Counselor, Administrator, Teacher, School Psychologist, H&S Visitor, Guardians	
To provide academic, social and/or emotional support and guidance to students	K-12	Communication with educators and attend problem solving meetings with stakeholders	Ongoing	Counselor, H&S Visitor, Teacher, Additional Stakeholders	
	K-12	Individual Counseling  Teacher teams with	Ongoing	H&S Visitor, Counselor, Student	A: A6, 7, B15, 28 PS: A92, B101, 104, C120

	6-9	regular meetings and follow up	Weekly	Counselor, Teacher, Administrator	A: A10, B18, 26 PS: A95, B103
	9-12	Concussion Management Team follow up	Ongoing	Counselors, Teachers, Nurses, Athletic Trainer, School Psychologist	
To provide student with additional social/ emotional support with links to outside resources	6-12	Referral to H&S Visitor	Ongoing	Counselor, Student, Guardian, H&S Visitor	PS: B101, C114, 115
To provide leadership and guidance to stakeholders in the event of a crisis	K-12	Crisis Management Team meets, determines plan, and debriefs	Ongoing	Administrators, Counselors, H&S Visitor, School Psychologist	
To provide risk assessments on students who present to be in crisis	9-12	Individual risk assessment of those in immediate crisis with referral to social worker	Ongoing	Counselor, H&S Visitor, Administrator, Student, Guardian	PS: A95, B101
To assist students in learning how to resolve conflict with peers and faculty	9-12	Individual meetings, peer mediations, and conflict resolution meetings	Ongoing	Counselor, Student, Teacher	PS: B103
To assist students in understanding the importance of social interaction and involvement in extracurricular activities	9-12	Review the various activities at orientations, all class meetings, and individual sessions	Ongoing	Counselor, Student	A: C29, 30

### K-5 School Counseling Program

Program Goals	Grade Level	Activity	Timeline	Participants	Domains
To provide guardians the opportunity to meet the social worker and ask questions in order to learn about supportive services	K-5	Orientation/ Open house/ Back to School Night	Beginning of Academic Year	Social Worker, Administrator, Teacher	Academic Personal/Social
To provide information to staff about the role of the social worker, how to access services, and review relevant district policies and procedures.	K-5	Presentation at Faculty Meeting	Beginning of Academic Year	Social Worker, Administrator, Teachers	Personal/Social
To gather information from/transfer information to the social worker of the sending/receiving school for students at risk/those in need of extra support that will be promoted to the middle school or moving between schools in the district.	K-5	Transferring of student information to/from other counselors	Beginning of Academic Year	Social Worker, MS Counselors	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-5	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	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 RtBII Interventions)	K-5	Red Ribbon Week Activities	October	Social Worker, Administrator, Teachers, Students	Academic Personal/Social
To provide group support to students in need of friendship / social skills development	1 - 5	Social Skills (8 – 12 sessions per group)	Oct. - May	Social Worker, Students	Academic Personal/Social
To provide targeted Tier 2 classroom intervention for those in need of additional support and education around social skills development/ problem solving/ conflict resolution.	K-5	Classroom lessons Second Step curriculum	Oct. – May	Social Worker, Teachers, Students	Academic Personal/Social
To provide targeted individual and group interventions for students identified through behavioral/discipline referrals.	K-5	RtBII Tier 2 & 3 ( 6- 10 sessions per tier)	Oct - May	Social Worker, Administrator, Teachers, Students, Guardians	Personal/Social
To provide information/brochures regarding services in the community, child development, parenting strategies, child health and welfare	K-5	Parent Resource table	Fall & Spring Conferences	Social Worker, Service Agency Personnel, Guardians, Students	Personal/Social
To provide students the opportunity to tour and learn about middle school	5	Middle School Visitation	Spring	Social Worker, MS Counselors, Administrators, Teachers, Students	Academic Personal/Social Career
To provide supportive services to students and guidance/resources to families experiencing difficulties.	K-5	Individual/group support for students Family support	Ongoing	Social Worker, Students, Guardians	Academic Personal/Social

		Referrals to community agencies and resources			
To provide support for students and their family experiencing acute mental health/behavioral issues.	K - 5	Individual risk screening of those in mental health/behavioral crisis Referral to outside mental health agencies Assistance with transitioning back to school	Ongoing	Social Worker, Service Agency Personnel, Guardians, Students	Academic Personal/Social
To assist students in learning how to resolve conflict by encouraging effective and positive communication.	K-5	Peer mediation & conflict resolution	Ongoing	Social Worker, Teachers, Administrator, Students	Personal/Social
To children at risk, develop interventions and monitor outcomes to determine further interventions	K-5	Student Support Team Meetings / Response to Instruction and Intervention (Tier 2 & 3)	Ongoing	Social Worker, Administrator, Teachers, Guardians, Students	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-5	Individual and Family Support Referral to, and collaboration with, community resources Consultation and Collaboration with Faculty	Ongoing	Social Worker, Teachers, Service Agency Personnel, Guardians, Students	Academic Personal/Social
To actively participate in team meetings when developing plans for intervention and support	K-5	IEP/GIEP/504 Meetings	Ongoing	Social Worker, Teachers, School Psychologist, Guardians, Students	Academic Personal/Social

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

student and parent connection with the school community.		MLK day drive		Students	
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## College Planning Activities

### College Representative Visits :

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

### College Fairs:

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

### College Open Houses:

Often on weekends, check college websites.

### Career/College Search:

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

### Individual Post High School Planning Session:

Student meets with counselor. Parents welcome to attend.

### SAT and/or ACT:

Required for college admission.

### SAT-Subject Tests:

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

### AP Examinations:

Taken in May while enrolled in the appropriate course.

### Military Academies:

Application process begins in Junior year.

### Campus Visits:

Preferably when the college is in session.



PRE-COLLEGE PLANNING

“Who am I?”- The first step in college selection is to know yourself.

ACADEMIC - Check E-School and Naviance for scores!

Find out your cumulative GPA \_\_\_\_\_(grade point average)

Your Highest SAT/PSAT/ACT score: \_\_\_\_\_

Strongest subject \_\_\_\_\_

Favorite subject \_\_\_\_\_

Weakest subject \_\_\_\_\_

INTERESTS

What school activity is important to you? \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

What personal quality are you proud of:

\_\_\_\_\_  
\_\_\_\_\_

COLLEGE

Do you want to commute or live on campus?

Location Preference - circle one:            city    small town    suburban    rural

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

Do you expect to attend a:

\_\_\_\_two year college    \_\_\_\_four year college    \_\_\_\_technical school

Desired college student body size:

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

\_\_\_\_under 5,000 \_\_\_\_5,000 to 10,000 \_\_\_\_more than 10,000

Extracurricular activities important to you: \_\_\_\_\_

\_\_\_\_\_

Intercollegiate Athletics? \_\_\_\_\_

\_\_\_\_\_

What majors are you considering? \_\_\_\_\_

\_\_\_\_\_

How diverse of a school do you want to attend? \_\_\_\_\_

\_\_\_\_\_

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

## College Testing

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

All registration is through the testing organization online. Apply online for SAT at [www.collegeboard.org](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 receive free and reduced lunch. If you need a Sunday administration for religious reasons, check the website for the process.

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

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

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

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

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

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

Academic Program

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

Student Body

What is the size of the undergraduate enrollment?  
What is the typical class size?  
Is the population diverse?  
Are there any students from Upper Darby enrolled there now?  
What do students do on weekends?

Admission Requirements

When is your application deadline?  
When are applicants notified of your decision?  
Are transfer students accepted?  
How many people applied for admission last year and how many were offered admission?  
What are your SAT, SAT Subject, and ACT test requirements?  
Do you accept the common application?  
What's your application process? Or, How do I access your school's application?

Campus Life

Location of campus?  
What percentage of students live on campus?  
Are there separate dorms for freshman?  
Is there public transportation to campus?  
Are there campus organizations, intercollegiate teams, and intramural programs?  
What is campus safety like?

## COLLEGE CAMPUS VISITS

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

### HOW TO MAKE THE MOST OF YOUR COLLEGE VISIT:

- 1) Research the college beforehand so that you can ask informed questions.
- 2) Make an appointment ahead of time to visit the campus. The spring/summer of the junior year is an excellent time to make these college visits. If possible visit when college is in session. You will get a more realistic picture of the college atmosphere when the students are present.
- 3) Take a tour of the campus. If you have time and the college permits, attend a class, preferably in the academic field of study in which you plan to major. Visit the dormitories, dining hall, library, student center, classrooms, and recreational facilities.
- 4) Ask questions about the academic requirements, curriculum, tuition, activities on campus, labs, facilities, etc.
- 5) Check out the surrounding community for shopping, movie theaters, transportation, churches, etc.
- 6) Talk with students and faculty. Inquire about the following:
  - a. How easy is it to talk to instructors?
  - b. Is extra help available when you need it?
  - c. Do you find the college academically challenging?
  - d. How is the social life here?
- 7) Try to pick up a campus newspaper.
- 8) Write a "Thank You" note to the admissions person who helped you.

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

## TYPES OF COLLEGE ADMISSION

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

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

This is a good policy to take advantage of if you are absolutely sure the college is your first choice and if you are in a position to submit all your credentials (results of standardized tests, etc.) by November 1, the usual deadline for Early Decision. Colleges act on an Early Decision application in one of three ways: accept, defer, reject. Defer means that the student's credentials will be reviewed again in the spring with the pool of applicants applying under regular decision. If a student is deferred, he/she is no longer committed to attending the college.

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

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

## How Schools Review your Application

Most schools will base their decision on the factors below:

1. Academic Record

- a. your grades
- b. courses taken

2. College Entrance Exam Scores

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

3. Recommendations

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

4. Extra-curricular Record

It is important to outline your out-of-class activities both at school and in the community. Colleges will look for the students whose involvement shows they have made a contribution to their school and community.

5. Competition

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

6. Work Experience

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

7. Application and Essays

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

8. Upper Darby High School Profile

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

## Financial Aid

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

## Summer Before Senior Year

1. Commit yourself to volunteering or maintaining a job.
2. Update and revise your Naviance resume.
3. Practice and prepare for the SAT/ACT - October sign-ups begin in August
4. Work on your college essay using the prompts on Common App and your particular school's application.
5. Visit college campuses. Registration for college open houses can be found on the college's website.
6. Gather all of the information you will need to complete the demographics on your application. Most applications open after August 15th.
7. Get your FSA ID set up through FAFSA.
8. Continue to research colleges or technical schools and add them to the "colleges I'm thinking about" list on Naviance.
9. Begin your brag sheet on Naviance for your recommendations.
10. Begin asking your teachers for recommendations!
11. Do your summer homework! Start Senior year off strong!



## INTERNET RESOURCES

Education Planner: [www.educationplanner.org](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)

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 test, search for colleges, search for scholarships & more.

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

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

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

Offers access to over \$1 billion in scholarships.

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: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)\*

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

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

## Summary

The Upper Darby School District provides a comprehensive school counseling program that supports the academic, social/emotional, personal, and career development of all students. The program relies on the effective collaboration of school, family, and community stakeholders to empower students to become competent lifelong learners and responsible citizens in a diverse community.

## Works Cited

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