

**KATONAH-LEWISBORO
SCHOOL DISTRICT
District Guidance Plan**

2015 - 2016

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THE MISSION OF THE KATONAH-LEWISBORO SCHOOL DISTRICT

The mission of the Katonah-Lewisboro School District, a student inspired, community-based center of educational excellence, is to ensure that each student has a passion for learning and defines and achieves individual success in a dynamic, competitive global society through a system distinguished by:

- Highly motivated active learners who continuously assess their progress and feel joy in their accomplishments;
- Faculty and staff dedicated to the success of all students;
- Rigorous curricula and innovative approaches to instruction that honor the uniqueness in each student;
- Collaboration among school, home, and community to create a stimulating learning environment.

The school counselors support the mission by working with students, parents, guardians, teachers, administrators and other staff members in a variety of proactive and responsive ways through our comprehensive, developmental school counseling program.

JOHN JAY COUNSELING CENTER GOALS FOR ALL STUDENTS

To help each student work toward academic success by developing:

- A work ethic
- A personal connection to learning
- A sense of pride in producing quality work

To help students cultivate a sense of confidence and comfort in their intellectual, emotional and social life.

To assist each student's development toward becoming a responsible, caring community member and global citizen.

To encourage informed, thoughtful and appropriate decision-making in each student's personal and academic life.

To help students identify their strengths and academic achievements in order to make knowledgeable decisions about future plans.

HIGHLIGHTS OF THE HIGH SCHOOL PROGRAM

Academic

- Academic Meetings with Students / Families
- Family / Teacher Conferences
- Review Report Cards and Interim Reports
- Attend Grade Level Meetings
- Assist with Response to Intervention (RtI)
- Scheduling of all Students
- Review Academic Placement
- Monitor Graduation Requirements
- Consultation with School Psychologist and Social Workers
- Response to Intervention Team (RtI) Meetings and Data Team Meetings
- Committee on Special Education (CSE) / 504 Meetings
- Review Standardized Test Scores
- Work with Special Education Faculty / Staff

Transition

- New Student Orientation
- 8th Grade Transition
- 9th Grade Pot Luck Supper
- 8th to 9th Grade Articulation
- 9th Grade Student Orientation & Parent Orientation
- 9th Grade Parent Coffee and Conversation
- 9th Grade Student Club Fair
- 10th Grade Parent Meetings
- Administer and Review Interest Inventory
- 9th-12th Grade Individual / Family Post HS Planning Meetings
- Financial Aid Meeting
- Senior Seminar
- Post High School Reachout Evening Programs

- 9th-12th Grade Student Group Meetings
- Advocate for Scholarship Opportunities
- Senior Recognition Night
- Graduation

Personal / Social

- Case Manager
- Individual and Group Counseling
- Consultation with and/or Referral to Social Workers / Psychologist
- Consultation with Faculty / Staff / Administrators
- Participation on the Counseling Crisis Team
- Review Students' Current Extracurricular Involvement
- Provide Personal Counseling on Problem Solving, Goal Setting, Decision Making, etc.

High School Counselors' Ongoing Professional Activities

- NYS Association for College Admissions Counseling
- National Association for College Admissions Counseling
- College Board Meetings
- Westchester Putnam-Rockland Counseling Association Meetings (WPRCA)
- College / University Campus Visits
- Meet Regularly and Host College Admissions Counselors
- College Clinic
- Professional Conferences and Workshops

HIGHLIGHTS OF THE MIDDLE SCHOOL

Grade Specific Programs (Created around the “Habits of Mind,” Costa and Kallick, 2000)

6th Grade “Learn”

Lesson 1 (Fall)

- Taking responsible risks
- Gathering data through all senses

Lesson 2 (Winter)

- Thinking interdependently
- Persisting

Lesson 3 (Spring)

- Applying past knowledge to new situations
- Listening with understanding and empathy

7th Grade “Care”

Lesson 1 (Fall)

- Listening with understanding and empathy
- Managing impulsivity

Lesson 2 (Winter)

- Listening with understanding and empathy
- Communicating with clarity and precision
- Gathering data through all senses

Lesson 3 (Spring)

- Thinking interdependently
- Taking responsible risks
- Remaining open to continuous learning
- Thinking flexibly

8th Grade

“Lead”

Lesson 1 (Fall)

- Thinking and communicating with clarity and precision
- Managing impulsivity
- Listening with understanding and empathy
- Striving for accuracy

Lesson 2 (Winter)

- Thinking and communicating with clarity and precision
- Applying past knowledge to new situations

Lesson 3 (Spring)

- Taking responsible risks.
- Learning continuously
- Responding with wonderment and awe

Academic

- Academic team meetings
- Parent / team conferences
- Review report cards and interim reports
- Review standardized test scores
- Scheduling of all students
- Review of academic placement
- Consultation with School Psychologist

- Response to Intervention meetings (RTI)
- Committee on Special Education (CSE)/504 meetings
- RTI data team meetings

Personal / Social

- Case Manager
- Individual and group counseling
- Crisis intervention
- Consultation with and/or referral to Social Workers, Psychologists, and Speech and Language Pathologists
- Ongoing communication and consultation with Faculty/Staff/Administration
- AIMS Web behavioral goals

Transition

- Orienting new students to counseling program
- Deliver elementary school presentations to the 5th Grade students
- Participate in articulation meetings, 5th-6th, 8th-9th
- Present High School orientation classroom sessions
- Present scheduling classes to all grades outlining options and opportunities for the following year

To further assist our school community and to understand our students better, the Counseling Staff participates in:

- Open House
- 8th Grade Moving-Up Ceremony
- 5th and 8th Grade Parent Orientation meetings
- 6th Grade “Meet and Greet”
- PTO programs
- New Student Orientation

K-12 STATE PROGRAM OBJECTIVES

New York State regulations require that all students receive counseling services to support their academic development, career development, and personal/social development. These plans should include program objectives, staff/resources and annual assessment. The Katonah-Lewisboro plan includes:

Grades K-5

- To prepare students to participate effectively in their future educational program
- To provide help for students exhibiting academic problems
- To provide help for students who exhibit attendance problems
- To help students who exhibit school, behavioral or adjustment problems
- To provide instruction at each grade level – Articulation between levels and scheduling for grade level
- To educate students concerning the avoidance of child sexual abuse
- To encourage parent involvement

Grades 6 – 8

- To encourage and facilitate parental involvement and communication in the educational process
- To review each student's educational progress and academic plans annually
- To provide advisory assistance to enable students to benefit from the counseling program in the following area: academic issues
- To provide advisory assistance to enable students to benefit from the counseling program in the following area: attendance
- To provide advisory assistance to enable students to benefit from the counseling program in the following areas: behavioral and/or adjustment problems
- To Implement a Comprehensive Guidance Curriculum to teach students the “Habits of Mind” they need to be successful with students, friends, and contributing members of the community

Grades 9-12

- To help students explore various career options through resources, experiences and academic options
- To review each student's educational progress, career directions and future plans annually and to meet with all new students to review education goals and assist during periods of transition
- To provide academic support and advisement for students experiencing academic struggles
- To provide advisory assistance for students who exhibit attendance problems
- To provide advisory assistance for students who exhibit behavioral and/or adjustment problems
- To effectively work with students and parents on enrolling in appropriately challenging courses in order to maximize post-secondary options
- To provide advisory assistance to help students develop and implement post-secondary educational and career plans
- To encourage and facilitate parental involvement and communication in the educational process
- To provide staff development and professional growth for school counselors

The following pages outlines the strategies and activities counselors utilize to deliver services. Although this District Counseling Plan is comprehensive in scope, it is not intended to be a summary of everything the staff does throughout the year.



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
K-5

Program Objective #1: To prepare students to participate effectively in their future educational program

Expected Outcomes:

Students will:

- Begin to understand the relationship between current learning and future educational programming and career planning
- Improve students’ attitudes towards learning by recognizing and eliminating negative thoughts and feelings about self and strengthening and discovering positive thoughts and feelings about self
- Increase students’ understanding of their responsibility toward their future educational program
- Learn to formulate and follow through on goals
- Begin to develop career awareness and career planning skills

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|-------------------|----------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Social Studies curriculum. Great Body Shop. Be instructed in a variety of roles in the school community and the outside community | i.2 | Ongoing | K-5 Students | Teachers, parents/guardians Great Body Shop, health curriculum | Teacher observation, Improved student participation |
| Support services and principal consult with teachers and parents to assess and improve student progress | i.2 | Ongoing | K-5 Students | RtI Team*, teacher, principal | Multiple measures of assessments including progress reports and universal screenings |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|--|--------------------------|--|-------------------|----------------------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Teacher referral process to RtI Team to improve student performance | i.2 | | Ongoing | K-5 Students Identified Students | Teachers | Student progress reports , Teacher comments, Student work samples |
| Teacher conferences with parents/guardians to assess and improve student performance | i.2 | | September - June | K-5 Identified Students | Teacher, RtI team | Student progress reports, Teacher comments, Student work samples, Students cumulative folder |
| Consultations with principal and teachers about student placement | i.2 | | Spring | K-5 | RtI team members, parents/guardians, teacher, principal | Student cumulative folder, Progress report |
| Orientation concerning transition to JJMS | i.2 | | Spring | Parents of Grade 5 Students | JJMS counselors, principal, parents/guardians | Student feedback, Counselor check-in |
| Articulation meetings between Grade 5 teachers and counselors | i.2 | | Spring | Grade 5 Students | Articulation forms | Class placement |

Note: RtI Team is comprised of the school psychologist, interventionists, a classroom teacher representative, the assistant principal and/or principal. Additional members, such as the speech-language therapist, social worker and OT/PT attend as needed.

Note: Clinicians refers to school social workers and psychologists.



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
K-5

Program Objective #2: To provide help for students exhibiting academic problems

Expected Outcomes:

Students will:

- Recognize the causes and consequences of academic problems
- Learn several ways of dealing with an academic problem
- Be provided with intervention services
- Improve school performance as indicated by:
 - classroom and homework completed
 - improved report card grades
 - reduced need for intervention services
 - increased participation in class

Students will learn to:

- Identify and verbalize the problem they are experiencing
- Discuss the feelings that are associated with their problem
- Identify and appraise possible alternative solutions
- Decide what action to take
- Implement their plan with support from teachers and clinicians
- Develop a process for evaluating the success of their plan

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|-------------------|-------------------|-------------------------|--------------------|---------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Provide targeted interventions and progress monitor student performance | i.4 | Ongoing | K-5 Identified Students | Interventions | Progress Monitoring |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--------------------------|-------------------|-------------------------|-----------------------------------|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Building RtI Team meeting to identify and assess students with academic difficulties if necessary, refer to Committee on Special Education | i.4 | Ongoing | K-5 Identified Students | Principal, teacher and clinicians | Progress monitoring |
| Communicate to inform parents of a child's academic progress | i.4 | Ongoing | Identified Students | Teachers, clinicians | Progress monitoring tools documented on RtIM Direct |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
K-5

Program Objective #3: To provide help for students exhibiting attendance problems

Expected Outcomes:

Students will:

- Understand the relationship between regular school attendance and improved educational performance
- Maintain regular attendance or improve attendance

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|--|--------------------------|--|------------------------|--|------------------------------------|--------------------------------------|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Daily attendance lists reviewed by teachers. Records evaluated by principal. Principal and clinicians explore causes and consequences of chronic absenteeism and provide suggestions and recommendations to parents for improvement as well as support and follow-up services. | i.3 | | September through June | K-5 Identified Students | Administrator, clinicians | Student attendance records |
| Parent communication regarding excessive student absences (10 or more days) | i.3 | | September through June | Students identified as having excessive absences K-5 | Administrator, clerical assistance | Attendance record on Infinite Campus |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|------------------------|-------------------------|------------------------------------|--------------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Building RtI Team meetings arranged to discuss student academic issues related to attendance problems | i.3 | September through June | K-5 Identified Students | Administrator, teacher, clinicians | Attendance record on Infinite Campus |
| Parent conferences regarding student attendance problems | i.3 | September through June | K-5 Identified Students | Clinicians, administrator | Attendance record on Infinite Campus |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
K-5

Program Objective #4: To help students who exhibit school, behavioral or adjustment problems

Expected Outcomes:

Students will:

- Improve school performance
- Reduce incidences of unacceptable behavior
- Improve self-image
- Improve social relationships
- Accept responsibility for their behavior

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|-------------------|--|--|---|--------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Kindergarten screening and review of records of all new entrants | i.5, i.6 | By fall for incoming kindergartener and ongoing for grades 1-5 | All new kindergarten children and all new entrants in grades 1-5 | Teachers and service providers | |
| Students will be reviewed and discussed at RtI meetings | i.5, i.6 | Ongoing | K-5 Identified Students | RtI Team, teachers, psychologists, administrators | Process monitoring |
| Communications with families and outside providers if permitted | i.5, i.6 | Ongoing | K-5 Identified Students | Teacher, administrator and clinicians as needed and outside consultants | |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|-------------------|--------------------------|---|-------------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Individual and/or small group counseling | i.5, i.6 | Ongoing | K-5 Identified Students | Clinicians | |
| Behavioral modification plans | i.5, i.6 | Ongoing | K-5 Identified Students | Teachers, clinicians | |
| Provide resources to access outside providers | i.5, i.6 | Ongoing | K-5 Families | Administrator, clinicians | |
| Teacher and clinician consultation and/or observations | i.5, i.6 | Ongoing | K-5 Identified Students | Teacher, clinicians | |
| Students identified from CPSE to CSE are evaluated for potential problem areas | i.5, i.6 | Spring/ Summer | CSE Classified Students | Service providers, CSE | IEP's |
| Guideline for acceptable conduct and discipline – <u>Be Your Best</u> and district Code of Conduct is communicated to students and families | i.5, .i6 | Ongoing | K-5 Parents and Students | Administrator, teacher, monitors, bus drivers and all other faculty and staff | Handbook, District Policy and VADIR |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
K-5

Program Objective #5: To provide instruction at each grade level – Articulation between levels and scheduling for grade level

Expected Outcomes:

- Awareness by counselors and elementary principals of scheduling process and procedure
- Proper placement for students with special needs
- Appropriate placement of all students in math, world language and other appropriate subject areas

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|---|-------------------|--|-------------------|----------------------|--|-------------------------|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Special Services providers staff meet with respective special service provider staff | i.1, i.4 | | Spring | Grade 5 students | Special Services staff at the elementary school and JJMS | Student records |
| Review all music course selection sheets for 6 th grade students | i.1, i.4 | | Spring | Grade 5 students | Music Department | Course selection sheets |
| Review world language offerings with 6 th grade students | i.1, i.4 | | Spring | Grade 5 students | Middle School counselors | Course selection sheets |
| Schedule individual conferences with students and parents/guardians as needed prior to fall | i.1, i.4 | | May – Summer | Students and parents | Administrator, service providers, teachers | Curriculum and services |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
K-5

Program Objective #6: To educate students concerning the avoidance of child sexual abuse

Expected Outcomes:

Students will:

- Identify and distinguish comfortable and uncomfortable kinds of touches and feelings
- Learn avoidance techniques and specific ways of saying “no” to adults and other children
- Identify persons whom they can tell if they encounter a difficult situation
- Learn how to express their feelings and thoughts when experiencing a serious problem

Parent will:

- Understand the scope, content, and methods of the program
- Be assisted in their efforts to help children who have been victimized

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|-------------------|---|---|--------------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Good Touches / Bad Touches Program | i.7 | Fall | K, 2 nd and 4 th grade students | Classroom teacher with advisory assistance and support from the social worker | Teacher observation, parent feedback |
| Individual Counseling | i.7 | September / June | K-5 Identified Students | Clinicians, school nurse | |
| Initiation of the referral process for students in need of in-depth counseling due to victimization | i.7 | | K-5 Identified Student | Clinicians, outside agency | Threat assessments |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|-------------------------------------|--------------------------|--|-------------------|----------------------|---|-----------------------|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Great Body Shop | i.7 | | Ongoing | All K-5 | Curriculum materials, classroom teachers | Formative assessments |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
K-5

Program Objective #7: To encourage parent involvement

Expected Outcomes:

Parents will:

- Be informed of their children’s academic progress, abilities, interests and social development
- Be informed of and participate in their child’s elementary school program

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|-------------------|------------------------|--------------------------|---|-----------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Parent/teacher conferences (minimum of one per year) | i.8 | Fall, as needed | K-5 Parents/guardians | Teachers, administrator, interventionists, clinicians, speech teachers, special education teacher, nurse, teacher | Student records |
| Three progress reports | i.8 | November, March, June | K-5 Parents | Teachers | Student Records |
| Interim Reports – Two times a year | i.8 | January, May as needed | K-5 | Teachers | Student Records |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|---|--------------------------|--|-------------------|----------------------|---|------------------------------|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Pre-K Panel | i.8 | | Ongoing | K-5 Parents | Administrator, clinicians, teachers | Exit Tickets |
| PTA/PTO | i.8 | | Ongoing | K-5 Parents | Parent, teachers, administrators | Parent Feedback |
| Curriculum Night | i.8 | | Fall | K-5 Parents | Administrator, teacher, all staff as needed | Parent Feedback |
| Written and electronic communications: newsletters, letters, notices, district calendar | i.8 | | Ongoing | K-5 Parents | Administrator, teachers | Students, displays, exhibits |
| Principal's Coffees | i.8 | | Ongoing | K-5 Parents, Admins. | | Parent Feedback |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
6 - 8

Program Objective #1: To encourage and facilitate parental involvement and communication in the educational process.

Expected Outcomes:

Parents will:

- Understand their child’s academic and social progress as well as their abilities and interests
- Participate in plans to remediate any academic, behavioral or attendance difficulties their child may encounter
- Be assisted in obtaining help from sources within and outside the school if difficulties arise
- Participate in their child’s educational and career planning
- Recognize the importance of their school involvement as it relates to their child’s success

Students will:

- Develop a positive attitude towards school and learning as a result of increased parental involvement

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|--|-------------------|--|-------------------|---|---|---|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| 6 th grade summer – “Meet and Greet” | i.1 i.2 i.8 | | August | Parents/guardians and students entering grade 6 | Staff: 6 th grade counselors, administrators, teachers, custodians - Resources: 8 th grade tour guides, PTO | Feedback from students, parents/guardians, administrators and other school staff. |
| 5 th grade evening – Parent Orientation | i.1, i.2, i.8 | | March | Parents/guardians of students entering grade 6 | Staff: 6 th grade counselors, administrators - Resources: PowerPoint presentation | Feedback from parents/guardians and administrators. |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|---|--------------------------|--|--------------------|--|---|---|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| 8 th – 0 th grade – Course selection presentation | ii.1, ii.4 | | April | Parents/guardians of student entering grade 9 | Staff: 8 th grade counselors, administrators - Resources: PowerPoint presentation | Feedback from parents and administrators. |
| High School Course Description Guide (posted on web-site) | ii.1, ii.4 | | February | Parents/guardians and students entering grade 9 | Staff: Director of Counseling, 8 th grade counselors, clerical staff - Resources: HS Course Description Guide | Feedback from students, parents/guardians and administration. |
| Grade Level PTO Meetings | i.8, ii.1, ii.4 | | October – February | Parents/guardians of students in grades 6-8 | Staff: Counselors, administrators - Resources: PowerPoint presentation | Feedback from parents/guardians and administrators |
| New Student Orientation | i.2, i.8, ii.1, ii.4 | | August | Parents/guardians and new students in grades 6-8 | Staff: Counselors, administrators - Resources: Ice breakers, use of building to give tours, team welcome letters, bus information, lunch information, extra-curricular brochure | Feedback from students, parents/guardians, administrators and other school staff. |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|---|----------------------------|--|-------------------|--|--|---|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| 6 th grade – Open House & 7 th and 8 th grade – Open House | i.2, i.8, ii.1, ii.4 | | September | Parents/guardians of students in grades 6-8 | Staff: Counselors, administrators, teachers - Resources: PowerPoint presentation | Feedback from parents/guardians, teachers, administrators, and other school staff. |
| Second Parent/guardian mailing | i.8, ii.1, ii.4 | | September – June | Parents/guardians of students in grades 6-8 | Staff: Counselors, clerical staff - Resources: Copies of documents to be mailed | Feedback from parents and administrators. |
| Individual parent conferences with or without students to discuss academic, behavioral or attendance problems | i.2 – i.6, i.8, ii.1, ii.4 | | September – June | Parents/guardians and students in grades 6 - 8 | Staff: Counselors - Resources: Clinical staff, teachers, other staff as needed, interim reports, report cards, attendance data, clerical assistance, nurse. | Improved student performance. Feedback from parents/guardians, teachers, administrators and other school staff. Review of report cards, progress reports and state testing. |
| Parent Team Conferences | i.1 – i.6, i.8, ii.1, ii.4 | | September – June | Parents/guardians of students in grades 6 - 8 | Staff: Counselors, teachers, administrators, clinical staff - Resources: Interim reports, report cards, attendance data, file reviews, state & local testing | Improved student performance. Feedback from parents/guardians, teachers, administrators and other school staff. Review of report cards, progress reports and state testing. |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|---|------------------------------|--|-------------------|---|--|---|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Committee on Special Education and Section 504 meetings | i.1 – 1.6, i.8, ii1, ii2,ii4 | | September – June | Parents/guardians of students in grades 6-8 | Staff: Counselors, administrators, psychologist, teachers, and other professionals as needed. - Resources: Interim reports, report cards, attendance data, file reviews, teacher reports, state and local testing data | Improved student performance. Feedback from parents/guardians, teachers, administrators and other school staff. Review of report cards, progress reports and state testing. |
| Mail home scheduling verification sheets | i2, i8, ii1, ii4 | | February – May | Parents/guardians of students in grades 6-8 | Staff: Counselors, clerical staff - Resources: Technology, printed materials | Feedback from parents/guardians and administrators. |
| Counselors Corner article in the “From the Middle” newsletter | i.8, ii.1, ii.4 | | September – June | Parents/guardians of students in grades 6-8 | Staff: Counselors, principal’s secretary. - Resources: Technology | Feedback from parents/guardians and administrators. |
| Science and math recommendation letters mailed home | ii.1, ii.4 | | February – May | Parents/guardians of students in grades 7-8 | Staff: Counselors, clerical staff - Resources: Technology, printed materials | Feedback from parents and administrators |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|-------------------------------------|----------------------------------|-------------------|---|--|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Written and telephone communication | i.1 – i.6, i.8, ii.1, ii.2, ii.4 | August – July | Parents/guardians of students in grades 6-8 | Staff: Counselors - Resources: Clerical assistance | Improved student performance. Feedback from parents/guardians, teachers, administrators and other school staff. Review of reports cards, progress reports and state testing. |
| E-mail communication | i.1 – i.6, i.8, ii.1, ii.2, ii.4 | August – July | Parents/guardians of students in grades 6-8 | Staff: Counselors - Resources: Technology, clerical assistance, technical staff assistance | Improved student performance. Feedback from parents, teachers, administrators and other school staff. Review of report cards, progress reports and state testing. |
| Counseling Center web presence | i.8, ii.1, ii.4 | September – June | Parents/guardians of students in grades 6-8 | Staff: Counselors, technology staff, clerical assistance - Resources: Staff development time, technology | Feedback from parents and administrators. |
| E-mail blasts | i.8, ii.1, ii.4 | September – June | Parents/guardians of students in grades 6-8 | Staff: Counselors, administrator, - Resources: Team parents/guardians/PTO technology | Feedback from parents/guardians and administrators. |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
6 - 8

Program Objective #2: To review each student’s educational progress and academic plans annually.

Expected Outcomes:

Students will:

- Demonstrate an understanding of their present academic status, achievement, levels and educational requirement for graduation.
- Develop a program of studies for the following year.
- Receive recommendations from their counselor and/or teacher

| <i>Delivery</i> | | <i>Foundation</i> | <i>Management</i> | | | |
|--|---------------------------|-------------------|--------------------|----------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Recommendation Day – Teachers share their recommendations with students | ii.1, ii.4 | | January – February | Grades 7 & 8 | Staff: Teachers, school counselors, clerical staff - Resources: Printed information, class rosters, dedicated time for teachers to review recommendations with students | Teacher recommendations. Counselor presentations in classrooms to discuss course selections for the following year. |
| Parent/guardian conferences to discuss student’s educational progress, achievement and future academic plans | i.1 – i.6, i.8, ii1, ii.4 | | Ongoing | Grades 6-8 | Staff: School counselor, teachers, parents/guardians and other staff as needed. - Resources: Clinical staff and academic reports | Counselor review of student report cards and interims. Teacher recommendations. Parental observation and feedback regarding their child’s educational needs and goals at parent conferences. |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|-------------------|----------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| <p>5th to 6th grade selection process:</p> <ul style="list-style-type: none"> - Music and world language options are sent home to parents for students to select - Counselors available to answer parent questions regarding choices - Counselors attend annual review CSE and 505 meetings | i.1-i.6, i.8 | January – June | Grade 5 | <p>Staff: School counselor</p> <p>-</p> <p>Resources: Elementary staff, administration, clerical staff, clinical staff, world language & music teachers</p> | Teacher recommendations. Counselor presentations in classrooms to discuss course selections for the following year. Annual review meetings for special education students. |
| <p>6th to 7th Grade course selection process:</p> <ul style="list-style-type: none"> - Counselors present to students the various course selection choices for the following year - Students receive guidance on accelerated mathematics program - Students complete a music and world language selection sheet - Math and science recommendations and waiver forms are mailed home - Counselors attend annual review CSE and 504 meetings | ii.1, ii.2, ii.4 | January – June | Grade 6 | <p>Staff: School counselor, administration</p> <p>-</p> <p>Resources: Clerical staff, clinical staff. World language, math and music teachers.</p> | Counselors review of student report cards and interims. Teacher recommendations. Parental observation and feedback regarding their child’s education needs and goals at parent conferences. Counselor presentations in classrooms to discuss course selections for the following year. Discussions with students regarding their present academic status and academic goals. State assessments to determine Rtl services eligibility. Annual review meetings for special education students. |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--------------------------|-------------------|----------------------|--|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| <p>7th to 8th Grade course selection process:</p> <ul style="list-style-type: none"> - Counselors present to students the various course selection choices for the following year. - Students receive guidance on accelerated programs in mathematics and science. - Math and science recommendation and waiver forms are mailed home. - Counselors attend annual review CSE and 504 meetings. | ii.1, ii.2, ii.4 | January – June | Grade 7 | <p>Staff: School counselor, administration</p> <p>-</p> <p>Resources: Clerical staff, clinical staff, world language, science, math and music teachers</p> | <p>Counselors review of student report cards and interims. Teacher recommendations. Parental observation and feedback regarding their child’s education needs and goals at parent conferences. Counselor presentations in classrooms to discuss course selections for the following year. Discussions with students regarding their present academic status and academic goals. State assessments to determine RtI services eligibility. Annual review meetings for special education students.</p> |
| <p>8th to 9th Grade course selection process:</p> <ul style="list-style-type: none"> - Students receive course recommendation from teachers - Students receive guidance on accelerated programs in mathematics and science - Students complete selection forms with recommendations and electives - Counselors meet individually with each student a few weeks later to confirm choices | ii.1, ii.2, ii.4 | January – June | Grade 8 | <p>Staff: Middle and high school counselors, administration</p> <p>-</p> <p>Resources: Clerical staff, clinical staff, world language, science, math and music teachers, HS Course Description Guide</p> | <p>Counselors review of student report cards and interims. Teacher recommendations. Parental observation and feedback regarding their child’s education needs and goals at parent conferences. Counselor presentations in classrooms to discuss course selections for the following year. Discussions with students regarding their present academic status and academic goals. State assessments to determine RtI services eligibility. Annual review meetings for special education students.</p> |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|----------------------------|-------------------|----------------------|---|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Continued..... - Verification letters sent home to parents - Counselors attend annual review CSE and 504 meetings | | | | | |
| Individual meetings with students to discuss academic status, achievement levels and educational requirements | i.1, i.4, ii.1, ii.4 | Ongoing | Grades 6-8 | Staff: School counselors - Resources: Available time to meet with students | Counselor review of student report cards and interims. Discussions with students regarding their present academic status and academic goals. State assessments to determine Rtl services eligibility. |
| Rtl Services | i.1 – i.6, i.8, ii.1, ii.4 | Ongoing | Grades 6-8 | Staff: School counselors, administrators, Rtl interventionists, teacher(s) - Resources: State assessments/benchmark testing results, clerical staff, Data team and RTI meetings | Counselors review of student report cards and interims. Teacher recommendations. Parental observation and feedback regarding their child’s educational needs and goals at parent conferences. Discussions with students regarding their present academic status and academic goals. State assessments to determine Rtl services eligibility. Annual review meetings for special education students. |
| CSE and 504 Meetings | i.1-i.6, i.8, ii.1, ii.4 | Ongoing | Grade 6-8 | Staff: School counselors, regular and special ed teachers, clinical staff, Director of Special Education Resources: Parent/guardian, other persons invited to meeting | Counselor review of student report cards and interims. Teacher recommendations. Parental observation & feedback regarding their child’s educational needs and goals at parent conferences. Discussions with students regarding their present academic status and academic goals. State assessments to determine Rtl services eligibility. Annual review meeting for special education students. |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP

Katonah-Lewisboro School District

6 - 8

Program Objective #3: To provide advisory assistance to enable students to benefit from the counseling program in the following areas:

Academic Issues

Expected Outcomes:

Students will:

- Learn about the various course offerings
- Understand the connection between what they learn in the classroom to the real world of work
- Understand the benefits of regular school attendance and its relationship to optimal academic performance
- Discover their own learning styles; be able to improve study habits both at home and in school in order to maximize their learning capabilities by learning the “Habits of Mind” to foster success
- Learn the about the various causes for academic difficulties and the consequences that go along with them
- Learn various methods of improving academic performance
- Work collaboratively with counselors, parents and teachers to reduce areas of poor academic success

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | <i>Assessment</i> |
|---|---------------------------|-------------------|-----------------------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Parent conferences to discuss academic difficulties and plan strategies to improve them | i.1-i.6, ii.8, ii.1, ii.4 | Ongoing | Identified students in grades 6-8 | Staff: Counselor, academic teachers, Resources: Academic file, clinical file, articulation notes, interim reports, report cards, state and local testing data, outside agencies or tutors, parent/guardians, clinical staff, other staff as needed | Improved academic success. Teacher, student and parent feedback. Fewer students requiring remediation in summer school |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|--|----------------------------|--|-------------------|-----------------------------------|--|---|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Weekly team meetings with counselors to review student's progress | i.1 – i.6, i.8, ii.1, ii.4 | | Ongoing | Identified students in grades 6-7 | Staff: Counselor, team teachers, additional staff as needed Resources: Academic file, clinical file, articulation notes, interim reports, report cards, parent feedback, Rtl data | Improved academic success. Teacher, student and parent feedback. Fewer students requiring remediation in summer school. |
| Grade level Rtl meetings to identify & assess students with significant academic difficulties | i.1 – i.6, ii.1, ii.4 | | Ongoing | Identified students in grades 6-8 | Staff: Counselors, clinical staff, administrator, teachers Resources: Interim reports, report cards, academic file, clinical file, state and local testing data | Improved academic success. Teacher, student and parent feedback. Fewer students requiring remediation in summer school |
| Review of students interim reports, report cards to identify students with academic difficulties | i.1, ii.1 | | Ongoing | Grades 6-8 | Staff: Counselor Resources: Interim reports, report cards, I-Campus failure list | Improved academic success. Teacher, student and parent feedback. Fewer students requiring remediation in summer school |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|----------------------------------|-------------------|-----------------------------------|---|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Committee on Special Education (CSE) meetings for both initial referrals and annual reviews | i.1 – i.6, i.8, ii.1, ii.2, ii.4 | Ongoing | Identified students in grades 6-8 | Staff: CSE committee members including: Administrator, counselor, teacher, clinical staff, parents Resources: Teacher feedback, interim reports, report cards, student's assignment pad & Notebook, state and local testing data, Rtl intervention plans | Improved academic success. Teacher, student and parent feedback. |
| Counselor conferences with individual students to assess and improve academic achievement | i.1 – i.6, i.8, ii.1, ii.4 | Ongoing | Identified students in grades 6-8 | Staff: Counselor Resources: Teacher feedback, interim reports, report cards, student's assignment pad & notebook, state and local testing data | Improved academic success. Teacher, student and parent feedback. |
| Extra help & tutoring by ROJJ tutoring program | i.1, i.2, i.4, ii.1, ii.4 | Ongoing | Identified students in grades 6-8 | Staff: Counselor, teachers – extra help is available after school Resources: Extra help schedules posted in classrooms and on e-chalk, ROJJ tutoring by HS students | Improved academic success. Teacher, student and parent/guardian feedback. |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|---------------------------|-------------------|-----------------------------------|--|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Transitional Programs – Review course selections and offerings as well as review academic expectations and school policies | i.1, i.2, i.8, ii.1, ii.4 | May – June | Identified students in grades 6-8 | Staff: School counselors Resources: HS counselors for 8 th to 9 th transition | Improved academic success. Teacher, student and parent/guardian feedback. |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP

Katonah-Lewisboro School District

6 - 8

Program Objective #4: To provide advisory assistance to enable students to benefit from the counseling program in the following area:

Attendance

Expected Outcomes:

Students will:

- Understand the critical relationship between consistent attendance and academic achievement
- Understand the relationship between attending school and becoming a successful person.
- Be informed of attendance procedures
- Be identified and interventions will be utilized to address attendance problems

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|---|--------------------------|--|--|----------------------|---|---|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Attendance reports are reviewed and monitored. Parents/guardians of students with problematic attendance are contacted. | i.1, i.8, ii.1, ii.4 | | Ongoing | Grades 6-8 | Staff: Administrators, counselors, teachers Resources: Clerical staff, bi-monthly attendance reports are generated | Overall improvement in student attendance. A reduction in the amount of school/class tardiness. |
| Grade level assemblies where school rules, procedures and policies are reviewed including attendance. | i.1, i.2, ii.1 | | September and other times when appropriate | Grades 6-8 | Staff: Administrators, counselors Resources: Student handbook, homebase review of student handbook | Overall improvement in student attendance. A reduction in the amount of school/class tardiness |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|--|--------------------------|--|-------------------|-----------------------------------|---|---|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Meetings with staff to identify and discuss students with chronic attendance problems. Interventions are also discussed. | i.1-i.6, i.8, ii.1, ii.4 | | Ongoing | Identified students in Grades 6-8 | Staff: Counselors, teachers Resources: Attendance data, administrator, other staff as needed | Overall improvement in student attendance. A reduction in the amount of school/class tardiness |
| Rtl meetings to discuss students with chronic attendance issues. | i.1-i.6, i.8, ii.1, ii.4 | | Ongoing | Identified students in Grades 6-8 | Staff: Counselors, administrators, clinical staff Resources: Attendance reports, report cards, teacher (team) feedback | Overall improvement in student attendance. A reduction in the amount of school/class tardiness. |
| Individual conferences with students experiencing attendance problems | i.1-i.6, i.8, ii.1, ii.4 | | Ongoing | Identified students in Grades 6-8 | Staff: Counselors, clinical staff, administrator Resources: Attendance reports, report cards, teacher feedback | Overall improvement in student attendance. A reduction in the amount of school/class tardiness. |
| Follow-up on students problematic attendance <ul style="list-style-type: none"> • Phone calls • Attendance letters | i.1-i.6, i.8, ii.1, ii.4 | | Ongoing | Identified students in Grades 6-8 | Staff: Counselors Resources: Clinical staff, administrator, attendance reports, report cards, teacher feedback, clerical assistance, absentee / lateness letters | Overall improvement in student attendance. A reduction in the amount of school/class tardiness |

| <i>Delivery</i> | | <i>Foundation</i> | | <i>Management</i> | |
|---|------------------------------|-------------------|-----------------------------------|--|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Articulation meetings for each transition to next grade level | i.1 – i.6, ii.1, ii.4 | April – May | Identified students in Grades 6-8 | Staff: Elementary staff, MS counselors, HS counselors, all teachers Resources: Academic data, attendance reports, teacher feedback, RtI data, IEP/504 information | Overall improvement in student attendance. A reduction in the amount of school/class tardiness. |
| Parent/Guardian conferences either with team of teachers or individually with child’s school counselors | i.1 – i.6, i8, ii.1, ii.4 | Ongoing | Identified students in Grades 6-8 | Staff: Counselor, clinical staff, teachers, administrator Resources: Attendance reports, report cards, teacher feedback | Overall improvement in student attendance. A reduction in the amount of school/class tardiness |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP

Katonah-Lewisboro School District

6 - 8

Program Objective #5: To provide advisory assistance to enable students to benefit from the counseling program in the following area:
Behavioral and/or adjustment problems

Expected Outcomes:

Students will exhibit one or more of the following desired results:

- Improved school performance
- A reduction or elimination of unacceptable & inappropriate behavior
- A reduction or elimination of class time lost to behavior/adjustment problems
- Improved self –image
- Improved relationships with both peers and adults
- Responsibility for his/her actions
- Productive strategies to deal with negative emotions
- A cooperative attitude in school
- Compassion and a tolerance for others
- Active involvement in school life
- Seek out appropriate support systems to assist with changing behavior/adjustment problems
- Recognize the relationship between behavioral problems and academic achievement
- Improved decision making strategies that result in improved behavior

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|-------------------|-----------------------------------|--|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Individual conferences with students exhibiting behavioral problems or concerns | i.1, i.2, i.5, ii.4 | Ongoing | Identified students in grades 6-8 | Staff: Counselor Resources: Interim reports, report cards, teacher feedback, disciplinary reports, clinical and academic file, clinical staff and administrator | Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|---|------------------------------------|--|-------------------|-----------------------------------|--|--|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Rtl referrals and review of students exhibiting potential behavioral problems or concerns. Strategies and/or interventions will be recommended and implemented. | i1, i.2, i.3, i.5, i.6, ii.1, ii.4 | | Ongoing | Identified students in grades 6-8 | Staff: Counselors, administrators, clinical staff, teacher Resources: Outside practitioner, behavioral consultant, academic file, clinical file, Rtl intervention plan(s) | Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals |
| Weekly team meetings to discuss students exhibiting potential behavioral problems. | i.1, i.2, i.5, ii.1, ii.4 | | Ongoing | Identified students in grades 6-8 | Staff: Teachers, counselors, administrator Resources: Clinical staff, behavioral consultant, academic file, clinical file, disciplinary records | Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals. |
| Parent/guardian conferences to express concerns over potential behavioral issues and to develop strategies to address them | i.1, i.2, i.8, ii.1, ii.4 | | Ongoing | Identified students in grades 6-8 | Staff: Counselor, teachers Resources: Administrator, clinical staff, behavioral consultant, academic file, clinical file, disciplinary records | Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals. |
| Conference with house administrator to review disciplinary actions and to review any plans and/or interventions. | i.5, ii.1, ii.4 | | Ongoing | Identified students in grades 6-8 | Staff: Counselor, clinical staff Resources: Academic file, clinical file, interim reports, report cards, teacher feedback | Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals. Overall improved school climate. |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
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| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Counselor consultation with clinical staff or behavioral consultant | i.5, ii.1, ii.4 | Ongoing | Identified students in grades 6-8 | Staff: Counselor, clinical staff Resources: Academic file, clinical file, interim reports, report cards, teacher feedback | Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals. |
| Referral or consultation with outside practitioners or agencies (i.e. hospital, mental health agency) | i.5, ii.1, ii.4 | Ongoing | Identified students in grades 6-8 | Staff: Counselor, clinical staff Resources: Classroom presentations during academic periods to present guidance curriculum | Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals. Overall improved school climate. |
| Student awareness about bullying by highlighting the interplay of the different roles; bully, victim and bystander | i.1, ii.1, ii.4 | Ongoing | Grades 6-8 | Staff: Counselors, teachers Resources: Classroom presentations during academic periods to present Guidance Curriculum | Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals Overall improved school climate. |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
9-12

Program Objective #1: To help students explore various career options through resources, experiences and academic options

Expected Outcomes:

Students will:

- Explore possible personal interests through elective options and alternative programs
- Learn about own preferences by using personal interest surveys
- Relate newly acquired self-knowledge to possible career options
- Understand the relationship between current course offerings and their goals
- Begin to identify the post-secondary options that would be most effective in helping them to achieve their career objectives
- Develop career research skills
- Select and act upon post-secondary choices that are compatible with career objectives
- Learn about the relationship among their values, interests and abilities as they relate to specific careers
- Be able to locate and use available career information

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--------------------------|--------------------|--------------------------|---|---------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| BOCES presentation to 10 th grade class | ii.1 ii.2 ii.3 | January | 10 th graders | BOCES Counselor School Counselor | Enrollment in BOCES |
| Intro to “MCIP – Naviance,” Gallup Strengths Explorer, Career Clusters | ii.1 ii.2 ii.3 | October | 10 th graders | Health Teacher School Counselors | Career Inventory |
| Meet with individuals to continue career exploration | ii.1 ii.2 ii.3 | December – June | 11 th graders | School Counselors - Naviance career exploration program “MCIP – Naviance” | Career Inventory |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--------------------------|-------------------|--|---|-------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Facilitate junior parent college/career planning evening | ii.1 ii.2 ii.3 | January | 11 th grade student and parents/guardian | Director of Counseling, school counselors – one evening - Powerpoint presentation, Naviance (accounts assigned and introduction to programs) | Attendance at event |
| Individual conference to discuss career/technical availability at BOCES Technical Center | ii.2, ii.3, ii.4.6 | February – June | 10 th and 11 th grade students | Schools Counselors, BOCES Admissions - Tour of Technical Center, distribution of BOCES Technical Center information/application | Enrollment in BOCES courses |
| Meet with seniors on a “drop in” basis to address college application questions, review essays and establish resumes | ii.4.6 | Ongoing | 12 th grade | School Counselors - Conference rooms schedule | Student/parent feedback |
| Individual discussions regarding summer program opportunities to explore career related experiences | ii.2 ii.3 ii.4.6 | March-June | 9 th – 11 th grades | School Counselors - Summer program mailings | Enrollment in summer programs |
| Meet in groups to discuss course registration for following school year, emphasis on elective options and paths | ii.2 ii.3 | January | 9 th – 11 grades | School Counselors - Course Description Guide, review graduation requirements | Student Schedule |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--------------------------|------------------------------------|---------------------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Meet with group of juniors to discuss college/career options and process | ii.3 ii.4.6 | March | 11 th grade | School Counselors (9 periods over 3 school days) - English classes, handouts, and unofficial transcripts | |
| Individual college/career follow-up conferences with student and parent/guardian | ii.3 ii.4.6 | January – June (ongoing as needed) | 11 grade with parents/guardians | School Counselors - Counselors, in office by appointment | |
| Organize and facilitate senior seminar, day long workshops addressing post-secondary transitional issues | ii.4.6 | May | 12 th grade | School Counselor Coordinators - Invite speakers, select student coordinators, seek parent support | Student Feedback |
| Workshops on college application – “Nuts and Bolts,” Essay Writing and Interviewing | ii.3 ii.4.6 | May | 11 th grade | School Counselors - Use 12 th graders to describe what worked in college application process | |
| Common Application Workshops | ii.3 ii.4.6 | September | 12 th grade | School Counselors – 1 morning before school and 2 after school sessions | |
| Senior Independent Experience | ii.3 ii.4.6 | November – June | 12 th grade | Co-Directors, Mentors, Teachers, Administrators, Internship Directory, Participating Sites | Submission of weekly journals and time logs, Culmination Presentation – Supervisor Evaluation |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
9-12

Program Objective #2: To review each student’s educational progress, career directions and future plans annually and to meet with all new students to review education goals and assist during periods of transition.

Expected Outcomes:

Students will:

- Present academic status, achievement, levels and educational requirements for graduation
- Develop a program of study for the following year
- Be offered recommendations from their counselor and/or teachers
- Develop an appreciation for the process involving a periodic self-review

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|----------------------------------|--|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| 9 th grade team meeting to discuss individual student’s progress | ii.1, ii.4.3 | Monthly | 9 th graders | HS counselors - English, social studies, special education teachers | Counselor notes, follow-up |
| Review interim reports and report cards | ii.1, ii.4.3 | Every five weeks, quarter grades | 9 th – 12 th graders | HA counselors | Student grade reports. Review interim reports and report cards |
| Student conferences | ii.2, ii.4.1 | Ongoing | 9 th – 12 th graders | HS counselors, teachers, parents/guardians | Review student grade reports, transcript |
| Classroom push into academic advisement and course selection | ii.2, ii.4.3 | January | 8 th -11 th graders | HS counselors - MS Counselors, classrooms | Enrollment in courses |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--------------------------|-------------------------------|---|--|--------------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Review individual graduation requirements with individual student | ii.2, ii.4.3 | Ongoing | 11 th – 12 th graders | HS counselors | Graduation requirement worksheet |
| Transcript review of graduation requirements | ii.4.6 | June | All rising 12 th graders | HS counselors | Graduation requirement worksheet |
| Review individual schedule and course selection | ii.2, ii.4.1 | Spring | 8 th – 11 th graders | HS counselors | Schedules in Infinite Campus |
| Review individual post high school plans | ii.4.1 | Spring, fall & winter | 11 th – 12 th graders | HS counselors - Parents/guardians, students | Senior notes: Naviance logs |
| Review transcripts | ii.4.3 | Ongoing | 9 th – 12 th graders | HS counselors | Infinite Campus, transcript |
| Review individual students in danger of failing and failing students | ii.4.2, ii.4.3, ii.4.7 | Every 5 weeks, marking period | 9 th -12 th graders | HS counselors | Report cards and testing review |
| Review final grades and possible summer school candidates | ii.4, ii.4.3 | June | 9 th – 12 th graders | HS counselors | Final report card |
| Review Regents exam scores and possible retakes | ii.4.3, ii.4.7 | June | 9 th – 12 th graders | HS counselor - 4 th quarter report cards with Regents exam scores | Registration for August/January exam |
| Review all teacher placement recommendations | ii.2, ii.4.1 | August | 8 th – 11 th grades | HS Counselors - Recommendations forms | Completed recommendation forms |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|------------------------------|-------------------|--|--|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| New Student Orientation | ii.2.1, ii.4.7 | August | All hs students new to the district | Administrators, counselors, nurse - Presentation, New Student Handbook | Student feedback and student self-evaluation |
| Review state assessments and benchmarks to determine RtI Services | ii.4, ii.4.1, ii.4.3, ii.4.7 | June | 8 th – 10 th graders | Director of Counseling, counselors, interventionists | RtI Direct, RtI recommendations |
| Review RtI data to determine RtI services | ii.4, ii.4.1, ii.4.3, ii.4.7 | Ongoing | 9 th and 10 th graders | Director of Counseling, counselors, interventionists | RtI Direct, RtI recommendations, teacher data, interventionist data |



COMPREHENSIVE SCHOOL COUNSELING PROGRAM MAP
Katonah-Lewisboro School District
9-12

Program Objective #3: To provide academic support and advisement for students experiencing academic struggles.

Expected Outcomes:

- To provide oversight of academic program and progress
- To work collaboratively with faculty, parents and students in providing academic support and assistance to students who are having difficulty with meeting their academic responsibilities
- To encourage students to take advantage of the supports available to help them improve and succeed
- To access when additional supports and assessments are needed
- To increase the level of support and assistance when appropriate
- To explore alternative options when appropriate

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|-------------------------------------|--------------------------|--|-------------------|----------------------------------|--|-------------------------|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| 8-9 Articulation | ii.1 ii.2 | | Late June | Incoming 9 th graders | Middle School and High School Administrators , Counselors, Psychologist, Social Workers, Nurse - Report Cards, academic file, lists of classified/504/declassified students, behavioral records, Rtl recommendations | Individual school files |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|---|--|---|--|----------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Grade level meeting with English/global teachers in 9 th grade | ii.1 ii.2 ii.4.3 | Ongoing | 9 th grade students | Counselors, English and global teachers, special education teachers - Teacher's grades and concerns | Teacher comments and grades |
| Interim Reports Review | ii.1, ii.2 ii.4.2, ii.4.3 ii.4.4, ii.4.5 ii.4.7 | 5 th week of each marking period September through June | All students 9-12 | Administrators, counselors, subject area teachers, special education teachers - Academic history, teacher input | Interim reports |
| Report Card Review | ii.1, ii.2 ii.4.2, ii.4.3 ii.4.4, ii.4.5 ii.4.7 | 10 th week of each marking period September through June | All students 9-12 | Administrators, counselors, subject area teachers, special education teachers, parent/guardians - Academic history, teacher input, parent/guardian contact | Report cards |
| Failure meetings | ii.1, ii.2 ii.4.2, ii.4.3 ii.4.4, ii.4.5 ii.4.7 | Every 5 weeks following interims and report cards | Students who have failed one or more subjects in a marking period | Administrators, Director of Counseling, counselors - Subject area teachers, parent/guardians | Report cards and interim reports |
| File Review | ii.1, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7 | Ongoing | Any student with concerns | Psychologist, counselor, social worker - Academic file, teacher input | Notes from file |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|--|---|--|-------------------|--|--|---------------------------------------|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Rtl Team | ii1. ii4.2, ii4.3, ii4.4, ii4.5, ii4.7 | | Ongoing | Any student with concerns not being met by current program and supports | Principal, counselor, Rtl interventionists, school psychologist, social worker, special education teacher, Director of Counseling, - Teacher reports, medical records, interim reports and report cards, parent/guardian input | Data collection at Rtl meetings |
| Parent/Guardian – Teacher/Counselor Conference | ii1, ii4.1, ii4.2, ii4.3, ii4.4, ii4.5, ii4.7 | | Ongoing | All parents/guardians and students 9 th – 12 th grades | Counselors, parent/guardians, students, appropriate teachers - Attendance at extra help, tutoring, possible referral to learning center, Rtl or CSE | Academic plan developed at conference |
| CSE/504 Referral | ii1, ii4.1, ii4.3, ii4.4, ii4.5, ii4.7 | | Ongoing | Appropriate students with concerns not being met by current program and supports | Administrators, counselor, psychologist, teachers, Director of Special Services, social workers - Parent permission, teacher reports, academic testing, psychological evaluation, family history | Outcome of referral |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|-------------------------------------|--|--|--|---|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Learning Center | ii.1, ii.4.3, ii.4.7 | Ongoing | Any non-classified student in need of further academic support | Learning Center, teacher, counselor, Rtl members, - Academic file, teacher reports, parent/guardian input, Rtl approval | Outcome of referral |
| Response to Intervention Services | ii.1, ii.4.1, ii.4.2, ii.4.3, ii.4.5, ii.4.7 | Weeks prior to appropriate assessments | 9 th – 12 th grade students with known weaknesses in ELA or math who need support to pass existing exams | Administrators, Director of Counseling, counselors, classroom teachers, teacher providing support, interventionists - ELA and math, 6 state assessments, report cards, Rtl Direct, teacher date/interventionist data | Decision regarding continuation of services |
| After School Program | ii.1, ii.2, ii.4, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.6, ii.4.7 | As appropriate | Students who have not been successful with prior interventions to build success | Administrators, Director of Counseling, social worker, psychologist, counselors - Academic file, teacher input, parent/guardian involvement, social worker, Rtl/CSE approval | Placement in ASP and report cards/interim reports |
| Summer School | ii.1, ii.2, ii.4.3, ii.4.7 | Late June/early July through August | Students who have failed a class or Regents exam needed for graduation | Administrators, Director of Counseling, counselors, teachers, parent/guardian - Summer school sites & info, grad requirements, report cards, Regents exam results | Final grades and Regents exam scores |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|-------------------------------------|--|-------------------|--|---|-----------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| "Gradpoint" credit recovery program | ii.1, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.6, ii.4.7 | As appropriate | In house online program for students who need to retake courses for graduation | Director of Counseling, Administrators, Director of Special Education, social worker, psychologist, counselors, credit recovery teacher - Academic file, teacher input, parent/guardian involvement, social worker, RtI/CSE approval | Interim reports and grade reports |



Katonah-Lewisboro School District
9-12

Program Objective #4: To provide advisory assistance for students who exhibit attendance problems.

Expected Outcomes:

Students will:

- Be informed of attendance procedures through the A-Z Guide (group and individual meetings)
- Understand the relationships between school attendance and academic achievement
- Become aware of all alternative programs available to student with attendance problems
- Maintain regular attendance or improve attendance

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--|-------------------|---|--|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Period by period and daily attendance on Infinite Campus | ii.1, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5 | Ongoing | All students 9-12 | Teachers/Administration , attendance officer, parents, Infinite Campus | Attendance records, school tardiness/class cutting, dropout rate |
| Attendance meetings | ii.1, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7 | Ongoing | All students who go above the limit of missed classes | Administrators, counselors, teachers, clinical staff - Outstanding documentation, parents/guardians, attendance records | Attendance, intervention plan (RTI), credit denial as noted by BOE policy, conferences with parents and appropriate school personnel |
| Individual conference with students experiencing attendance problems | ii.1, ii.2, ii.3, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7 | Ongoing | Identify students grades 9-12 | Administrators, counselors - Report card, interim and attendance record | Attendance records, tardiness and class cutting, dropout rate |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--|---|-------------------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Building RtI conference meetings to review students with attendance problems | ii.1, ii.2, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5 | Ongoing | Identify students grades 9-12 | Counselors, administrators, psychologist, teachers, nurse, social worker - Attendance record, progress reports & report cards | RtI date, attendance records, tardiness & class cutting, dropout rate, progress reports and report cards |
| A-Z Guide (available on-line). This guide contains all district attendance procedures & policies. This information is reviewed in large and small group sessions. | ii.1, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7 | September – available throughout the year | All students 9-12 | Administrators, teachers, counselor, nurse - A-Z Guide | Attendance records, tardiness & class cutting, dropout rate |
| Attendance policies and procedures are reviewed with the faculty before they review same with parents | ii.1, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5 | September | Teachers 9-12 | Administrators - District teacher’s handbook, Student A-Z Guide | Attendance records, tardiness & class cutting, dropout rate |
| Parent/student conferences to discuss overall attendance patterns | ii.1, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7 | Ongoing | Identify students grades 9-12 | Counselor - Attendance records | Attendance records, tardiness & class cutting, dropout rate |
| Academic Eligibility | ii.1, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7 | | All students 9-12 | Counselor, administrator, parent, coach/club advisor - Report cards, progress reports, academic eligibility, weekly progress reports | Attendance records, tardiness and class cutting, dropout rate |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|-------------------------------------|--|-------------------|--|---|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| New Student Orientation | ii.1, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7 | August | All students grades 9-12 new to the district | Administrator, counselors, support staff, parents, high school students - Registration records, A-Z Guide, New Student Packet | Attendance records, tardiness and class cutting, dropout rate |



Katonah-Lewisboro School District
9-12

Program Objective #5: To provide advisory assistance for students who exhibit behavioral and/or adjustment problems.

Expected Outcomes:

Students will:

- Recognize the relationship between behavioral problems and academic proficiency
- Show improvement in some or all of the following areas:
 - Improvement of overall school performance
 - Elimination or reduction of class time lost due to behavior/adjustment problems
 - Understand the cause and effect of their actions and be encouraged to seek alternate ways of behaving
- Show improvement in some or all of the following areas:
 - Elimination or reduction of incidents involving negative behavior
 - Acceptance of responsibility for own behavior
 - Understanding of how to deal more tolerantly with others Development of positive self-image
 - Development of improved peer relationships
 - Ability to use appropriate support systems to assist in changing behavioral adjustment patterns

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|----------------------------------|-------------------|-------------------|----------------------|---|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Individual counseling conference | ii.4.4, ii.4.5 | Ongoing | All students 9-12 | Counselors - Varies as needed | Disciplinary records, student review |
| Group counseling | ii.4.4, ii.4.5 | Ongoing | All students 9-12 | School psychologist, social workers - Varies as needed | Teacher observations and feedback , student review |
| Teacher/Counselor Conferences | ii.4.4, ii.4.5 | Ongoing | All students 9-12 | Teacher, counselor | Student referral, student file, report cards/progress reports |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|-------------------|----------------------|--|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Parent/Student Conferences | ii.4.4, ii.4.5 | Ongoing | All students 9-12 | Counselors, teachers as needed, assistant principal as needed | Progress reports/report cards, individual plans as needed, student referrals, student file (academic/behavior file) |
| Administrator Conferences | ii.4.4, ii.4.5 | Ongoing | All students 9-12 | Administrators, counselors, teachers as needed | Superintendent, hearing record, referral forms, attendance record |
| Counselor meeting with clinical staff for professional agency or outside referral | ii.4.4, ii.4.5 | Ongoing | All students 9-12 | Counselors, social workers, psychologist | Student file, attendance, referrals, clinical file, report cards/progress reports |
| Referral to RtI | ii.4.4, ii.4.5 | Ongoing | All students 9-12 | Administrators, counselors, teachers, psychologists, social workers, special education teachers, support staff | Progress monitoring |
| Conferences for alternative placements | ii.4.4, ii.4.5 | Ongoing | All grades 9-12 | Counselor, Director of Counseling, social worker, administrator, teachers | Progress & attendance in after school program, online credit recovery program, out of district placements/alternative programs (Nova Net and Grad Point) RtI if required |
| Attendance policy | ii.4.2 | Ongoing | All grades 9-12 | Attendance officer, counselor, teacher, administrator - Parents, counselor notification/communications | Attendance monitoring |



Katonah-Lewisboro School District
9-12

Program Objective #6: To effectively work with students and parents/guardians on enrolling in appropriately challenging courses in order to maximize post-secondary options.

Expected Outcomes:

Students will:

- Understand all aspects of high school curriculum offerings and the New York State graduation requirements
- Have an awareness of their own strengths and weaknesses related to academic and extracurricular activities
- Develop strategies to improve their academic achievements
- Select appropriate courses necessary for success in their future academic and career goals
- Stay current with college admission requirements

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--------------------------|-------------------|--------------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Meet with students in groups in classrooms to discuss curricular options and graduation requirements | ii.4.1, ii.4.6 | February | All students grades 9-11 | All counselors use class time either through English or social studies classes - Course Description Guide | Individual academic profile, course planning sheet |
| Meet with students individually to choose their course selection | ii.4.1, ii.4.6 | February | All students grades 9-11 | All counselors and counseling department assistants over the course of four complete school days - Review teacher recommendation sheet, recommendation waiver forms | Student requests |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|-----------------------|---|--|---------------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Discuss student course selections with parents to ensure proper post HS planning/placements | ii.4.6 | Throughout the year | All students and families grades 9-11 | All counselors and appropriate teachers throughout the school day - Special education administrators | HS graduations, post-secondary survey |
| Create master schedule for the high school and review section requests and possible conflicts | ii.4.1 | February through June | All students entering grades 9-12 | Director of Counseling, all counselors | Student schedules |
| Review current 11 th grade transcripts to ensure each student fulfills graduation requirements | ii.4.1, ii.4.6, ii.2 | June-July | All 11 th grade students | All counselors - Transcripts, graduation requirements, NYS assessments | HS graduation |
| Presentation to parents at PTO meeting to discuss curricular options and graduation requirements | ii.1, ii.4.1, ii.4.7 | January | Parents/ Guardians of students in grades 8-11 | Director of Counseling, assistant principals - Course Description Guide, instructional leaders | Attendance at meeting |
| Course recommendation waivers | ii.1, ii.4.1, ii.4.7 | February to September | Students in grades 8-11 | All school counselors, Director of Counseling, high school faculty - Support staff to coordinate and distribute forms, parents/guardians of affected students, Infinite Campus, Course Description Guide, report cards/transcripts | Final grade in selected course |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|-------------------------------------|---|---|------------------------------------|---|---|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Monitor student progress | ii.1, ii.2, ii.3, ii.4.1, ii.4.7 | Ongoing | Students in grades 9-12 | All school counselors, high school teachers, special education teachers, Director of Counseling, - Infinite Campus, interim/report cards, teacher reports/emails/phone calls, parent/guardian feedback | Interim reports, quarter and final report cards |
| Schedule changes during school year | ii.1, ii.2, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7 | September to February, as designated in the A-Z Guide | Identified students in grades 9-12 | All school counselors, appropriate students and parents/guardians, hs faculty - Infinite Campus, interim/report cards, transcripts, social workers, psychologists, special education, staff, A-Z Guide | New Schedule |



Katonah-Lewisboro School District
9-12

Program Objective #7: To provide advisory assistance to help students develop and implement post-secondary educational and career plans.

Expected Outcomes:

Students will:

- Plan sound educational programs which will enable them to make appropriate post-secondary choices
- Make appropriate college or career choices based upon:
 - The understanding of their own abilities
 - A knowledge of their own career interests
 - A knowledge of the programs and requirements of each college
 - The development of decision making skills while understanding and accepting the results of their decisions
 - The development of a career action plan through personal readings and involvement in reviewing career materials available through the high school
 - The assimilation of knowledge gained through personal contact with college or career representatives
 - The ability to develop skills in clarifying personal values while broadening the scope of interest areas compatible with their values

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|----------------------|-------------------|-------------------------|--|-------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Transition Groups: Small group activities designed to support students in their adjustment to high school | ii.1, ii.4.1, ii.4.6 | September | 9 th graders | HS counselors (full period over 4 school days) - 8 th grade articulation notes from MS counselors, school academic file, schedule review, utilize either English or social studies class time | |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|---|------------------------|--|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Small group scheduling session | ii.1, i.i4.1, ii.4.6 | January | 9 th – 11 th graders | HS counselors (full period, 3 days of school) - Interims and report cards, 4 year planning sheet, Course Description Guide, utilize either English or social studies class time | Complete schedule |
| Individual scheduling | ii.1, ii.4.1, ii.4.3, ii4.6 | February | 9 th – 11 th graders | HS counselors - Teacher recommendation sheets, report cards/interim reports, computer scheduling programs, Course Description Guide | Input course #'s in Infinite Campus |
| Individual student - parent/guardian conferences | ii.1, ii.4, ii.4.7 | November – March | 9 th graders | HS counselors - Testing timeline, interim/report cards, academic folders, teacher reports, attendance, disciplinary records, post-secondary planning, 4 year plan | Parent/Guardian – Student satisfaction |
| Individual student – parent/guardian conferences | ii.1, ii.4.1, ii.4.2, ii.4.3,ii.4.4, ii.4.5, ii.4.7 | On-going and as needed | 9 th – 12 th graders | HS counselors - Interim/report cards, academic folders, teacher reports, attendance, disciplinary records | Parent satisfaction |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--------------------------|-------------------|--|--|-------------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Follow up career exploration using the results of Strengths Explorer | ii.3, ii.4.1 | Spring | 10 th graders | HS counselors, health teachers - Strengths Explorer | Student feedback |
| Tech Center orientation/tour | ii.4.1 | February | Identified and self-referred students | HS counselors, Tech Center personnel - BOCES application and career information, curriculum guide | Student self-evaluation |
| Small group scheduling session | ii.1, ii.4.1, ii.4.6 | January | 9 th – 11 th graders | HS Counselors (full period, four school days) - Interims/report card, personal academic profile, Course Description Guide, utilize either English or social studies class time | Appropriate student schedules |
| Individual scheduling | ii.1, ii.4.1, ii.4.6 | February | 9 th – 11 th graders | HS counselors (4 full school days) - Teacher recommendation sheets, interim/report cards, computer scheduling programs, Course Description Guide | Appropriate individualized schedule |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|-------------------------------------|---|-------------------|---|---|---------------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Junior College Planning evenings | ii.1, ii.2.4, ii.3, ii.4, ii.4.6, ii.4.7, | January and March | 11 th grade students and parents/ guardians | HS counselors, Director of Counseling, college admissions personnel (two evenings) - Step-by-Step Guide (reference high school web-page), PowerPoint presentation, relevant college admissions articles, sample transcript, location: high school auditorium, Naviance | Attendance at college planning events |
| Junior college group meetings | ii.1, ii.3, ii.4.6 | March, April | 11 th graders | HS counselors, essay writing, summer junior checklist, Naviance, letters of recommendation | Attendance |
| Individual Junior parent meetings | ii.1, ii.3, ii.4.6 | January to June | 11 th graders | HS counselors (one to two periods a meeting) - Naviance, transcript, various college guides, graduation requirements, test score review and strategies, college application process, teacher feedback | |
| Peer college sessions | ii.1, ii.3, ii.4.6 | May-June | Select seniors, available for all junior students, junior panel | Designated counselors, other staff (one period per session) - Review various college related handouts, review college application process | Attendance |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|-------------------|-------------------------------|--|--------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Senior College Application Workshop | ii.1, ii.3, ii.4.6 | September | All seniors | HS Counselors (four school days) - Various college process handouts, general overview & application workshops, utilize physical education class periods, laptops | Attendance |
| Senior parent night "College Application Night" | ii.1, ii.4.6, ii.4.7 | September | Parents/ guardians of seniors | HS counselors, Director of Counseling (one evening) - HS auditorium, PowerPoint presentation, various college admissions handouts, Naviance, transcript requests, graduation requirements | Attendance |
| Essay Writing Workshops | ii.1, ii.4.6 | October/ November | 12 th graders | HS Counselors - Counselors | Attendance |
| College Interview Workshops | ii.1, ii.4.6 | October/ November | 12 th graders | HS counselors - Counselors | Attendance |
| College Application Workshops | ii.1, ii.4.6 | October/ November | 12 th graders | HS Counselors | Attendance |
| Common Application Workshops | ii.4.6 | September | 12 th graders | Select school HS counselors - Counselors | College acceptance rates |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|------------------------------|----------------------------|-------------------------|--|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| College admissions visits | ii.4.6 | September through December | All appropriate seniors | HS counselors, visiting college admission professionals (one period per visit) - Specific college admissions brochures and materials, Naviance record of college admissions results | Feedback from students and counselors |
| Individual student/parent college conferences | ii.1, ii.4.6, ii.4.7 | September through January | All seniors | HS counselors (as often as necessary) - Interim/report cards, academic folders, teacher reports, attendance, disciplinary notification, Naviance | |
| Senior Seminar | ii.1, ii.4.1, ii.4.7 | May | All seniors | Counselors, teachers (full day) - Parents/guardians and students, professional volunteer speakers | Evaluation form |
| Senior Internship Experience | ii.1, ii.4.1, ii.4.6, ii.4.7 | December – June | All seniors | Teachers, advisors, counselors - Information sessions, application forms, internship opportunity database | Assessment of logs and journals, SIE fair participation, supervisor evaluations, student evaluations |



Katonah-Lewisboro School District
9-12

Program Objective #8: To encourage and facilitate parental involvement and communication in the educational process.

Expected Outcomes:

Parents will:

- Understand programs and requirements to earn a high school diploma
- Recognize school administration, counselors, faculty, and staff as helpful resources for parents in their child’s educational process
- Become knowledgeable of courses and opportunities available to our students
- Participate in the post high school planning process

Students will:

- Develop a positive attitude towards school and learning as a result of increased parental involvement

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--------------------------------|-------------------|-------------------|-----------------------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| New student/parent orientation | ii.1, ii.4.7 | August | Students and families new to JJHS | High school administrators, Director of Counseling, counselors, nurses - Peer leaders, small group activities, tours, Course Description Guide, A-Z Guide, Peer Packet | Seniors’ feedback on materials used in college application process |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|--|--|-------------------|---|--|-------------------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| John Jay High School Campus Night | ii.1, ii.4.7 | September | Parents/ guardians of high school students | High school administrators, Director of Counseling, counselors, faculty - PSAT information and sign up | PSAT Registration data |
| Senior College Application Night | ii.1, ii.3, ii.4.1, ii.4.7 | September | Parent/ guardians of 12 th grade students | Director of Counseling (counselors meet in small groups with parents of their seniors) - Review college application process, five steps in the application process, Common Application, transcript requests | Attendance |
| Evening parent meeting to introduce and explain scheduling options and process | ii.1, ii.2, ii.4.1, ii.4.6, ii.4.7 | January | 8 th grade parents/ guardians | Director of Counseling, counselors - Middle School PTO meeting | Attendance, student schedules |
| Online Course Description Guide | ii.1, ii.3, ii.4.1, ii.4.6, ii.4.7 | January | All families of 8 th to 11 th grade students | Director of Counseling, HS administrators - Peer leaders | Student schedules |
| Coffee and Conversation | ii.1, ii.4.7 | October | 9 th grade parents/ guardians | Director of Counseling | Attendance |
| 8-9 Parent Orientation to meet high school administration and discuss programs | ii.1, ii.4.1, ii.4.7 | March | 8 th grade parents/ guardians | Director of Counseling, HS administrators - Peer leaders | Attendance |

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|-------------------------------------|----------------------------|-------------------|--|---|--------------------|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Pot Luck Dinner | ii.1, ii.4.7 | August | All incoming 9 th graders and their families | High School administration, counselors, faculty - Peer leaders – tours and discussions, individual student schedules, food contributed by 9 th grade families | Attendance |
| Financial Aid Night | ii.1, ii.4.7 | November | Parents/ Guardians of 11 th and 12 th grade students | Director of Counseling, counselors, Director of Financial Aid of nearby college - FAFSA form, scholarship information, financial aid process, KLSD online resources | Attendance |
| College Planning Night – Part 1 | ii.1, ii.3, ii.4.1, ii.4.7 | January | Parents/ Guardians of 11 th grade students | Director of Counseling, counselors - Step-by-Step Guide in the College Process, SAT/ACT Information, ID Me, Brag letter, essay, Naviance | Attendance |
| College Planning Night – Part 2 | ii.1, ii.3, ii.4.1, ii.4.7 | March/April | Parents/ Guardians of 11 grade students | Director of Counseling, counselors, invited college admission representatives - Provide guidelines for each college admissions representatives to discuss | Attendance |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|--|--------------------------|--|-------------------|--|---|--------------------|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Web Presence (Counseling Center Web Page) | ii.1, ii.4.7 | | Ongoing | High school students and their parents/guardians | Director of Counseling, support staff - Calendar of important dates, reminders/notices, scholarship information and applications, resources (i.e. student/counselor assignments, Course Description Guide, Step-by-Step Guide, forms, quick links, Anti-Bullying resources and news, Financial Aid information, resources for students with disabilities etc... | Parent feedback |



Katonah-Lewisboro School District
9-12

Program Objective #9: To provide staff development and professional growth for school counselors, often in collaboration with school social workers and psychologists.

Expected Outcomes:

Counselors will:

- Improve knowledge and understanding of schools and colleges to share with students
- Improve knowledge and understanding of BOCES technical programs, alternative programs to share with students
- Improve communications between schools within the district (professional counseling staff)
- Understand new guidance and counseling issues, approaches and techniques
- Improve articulation of counseling and guidance within the whole school program

| <i>Delivery</i> | <i>Foundation</i> | <i>Management</i> | | | |
|---|--------------------------|----------------------------|----------------------|---|--|
| *Program Activity or Service | *NYSED Regulation | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Counselor college visits | ii.1 | Ongoing | Counselors | Counselors - Director of Counseling | Participation in Roundtable |
| Visitation – Admissions staff visits to JJHS | ii.1 | Fall/Winter | Counselors | Counselors - Director of Counseling | # of colleges which participate |
| BOCES visitation – Tech Center, Alternative high school | ii.1 | Ongoing / Spring as needed | Counselors | Counselors - Director of Counseling | Roundtable discussions of alternative programs |
| Professional workshops | ii.1 | Occasional | Counselors | Counselors - Director of Counseling | Roundtable discussions |
| Staff Development | ii.1 | Occasional | Counselors | Counselors - Director of Counseling | Roundtable discussions |
| Attend local, state and national conferences | ii.1 | Fall | Counselors | Counselors - Director of Counseling | Roundtable discussions |

| <i>Delivery</i> | <i>Foundation</i> | | <i>Management</i> | | | |
|--|--------------------------|--|-------------------|------------------------------------|--|------------------------|
| *Program Activity or Service | *NYSED Regulation | | Timeline | Student Focus | *Staff & Resources | *Assessment |
| Reading of professional journals and periodicals | ii.1 | | Ongoing | Director of Counseling | Counselors, Director of Counseling - Budget considerations | Roundtable discussions |
| Review of state education literature | ii.1 | | Ongoing | Counselors, Director of Counseling | Counselors, Director of Counseling - State education bulletins | Roundtable discussions |
| Participate on state and local committees | ii.1 | | Ongoing | Counselors | Counselors - Time and budget considerations | Roundtable discussions |