

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

2019 - 2020

**Marisa Merlino
Director of Guidance and Counseling**

Table of Contents

	<u>Pages</u>
Introduction (Mission Statement).....	1 - 7
Elementary School Program Objective.....	8 - 20
Middle School Program Objective.....	21 - 47
High School Program Objective.....	48 - 82

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
- Fostering greater student independence

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
- 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 Student Extra-curricular 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
- Senior Independent Experience
- 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 PROGRAM

Academic

- Individual student counseling
- Academic team meetings
- Parent/ team conferences
- Twice monthly attendance monitoring
- Review report cards and interim reports
- Review standardized test scores
- Scheduling of all students
- Review of academic placement
- Consultation of school psychologist and social worker
- Response to Intervention meetings (RTI)
- Committee on Special Education (CSE)/504 meetings
- RTI Data team meetings
- Counselor/Mental health/Administration meetings
- Open House evening
- New student orientation
- Present PTO program presentations
- Participate in 5th and 8th grade Parent orientations meetings
- Deliver scheduling presentations to all grades outlining options and opportunities for the following school year
- Delivery of School Counseling Character Strengths Curriculum
- PTO Organization Presentation
- Attend conferences and other professional development opportunities

Social/Emotional

- Case Manager
- Individual student and Group counseling
- Crisis intervention
- Consultation with Social Workers, Psychologists and Speech and Language Pathologists
- Referral to Social Workers, Psychologists and Speech and Language Pathologists
- Ongoing communication and consultation with Faculty/Staff and Administration
- Twice monthly attendance monitoring
- RTI social emotional/behavior plans

- Communicating with outside agencies and other mental health professionals
- Deliver Middle school orientation presentations to the 5th grade students
- Deliver scheduling presentations to all grades outlining options and opportunities for the following school year
- New student orientation
- Open House evening
- Present PTO program presentations
- Participate in 5th and 8th grade Parent orientations meetings
- Participate in the 6th grade “Meet and Greet”
- Participate in articulation meetings, 5th to 6th and 8th to 9th
- Orient new students to the counseling program
- Delivery of School Counseling Character Strengths Curriculum
- PTO Adolescence Presentation
- Attend conferences and other professional development opportunities

College/Career

- Individual student counseling
- Participate in articulation meetings, 8th to 9th
- Deliver scheduling presentations to the 8th grade outlining options and opportunities for the 9th grade and discuss how their decisions will affect their HS, college and career
- Open House evening
- 8th grade Moving-Up Ceremony
- Participate in 5th and 8th grade Parent orientations meetings
- Delivery of School Counseling Character Strengths Curriculum
- Attend conferences and other professional development opportunities

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

Program Objectives

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	Student Standards College and Career readiness, academic, social and emotional development		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	social and emotional development		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	academic		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 with target students and time	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Teacher referral process to RtI Team to improve student performance	academic		Ongoing	K-5 Identified Students	Teachers	Student progress reports , Teacher comments, Student work samples
Teacher conferences with parents/guardians to assess and improve student performance	academic, social and emotional development		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	academic, social and emotional development		Spring	K-5	RtI team members, parents/guardians, teacher, principal	Student cumulative folder, Progress report
Orientation concerning transition to JJMS	academic, social and emotional development		Spring	Parents of Grade 5 Students	JJMS counselors, principal, parents/guardians	Student feedback, Counselor check-in
Articulation meetings between Grade 5 teachers and counselors	academic, social and emotional development		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

Program Objectives

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	Student Standards College and Career readiness, academic, social and emotional development	Timeline	Student Focus	*Staff & Resources	*Assessment
Provide targeted interventions and progress monitor student performance	academic	Ongoing	K-5 Identified Students	Interventions	Progress Monitoring

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		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	academic, social and emotional development		Ongoing	K-5 Identified Students	Principal, teacher and clinicians	Progress monitoring
Communicate to inform parents of a child's academic progress	academic		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

Program Objectives

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	Student Standards College and Career readiness, academic, social and emotional development	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.	academic, social and emotional development	September through June	K-5 Identified Students	Administrator, clinicians	Student attendance records
Parent communication regarding excessive student absences (10 or more days)	academic, social and emotional development	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	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Building RtI Team meetings arranged to discuss student academic issues related to attendance problems	academic, social and emotional development		September through June	K-5 Identified Students	Administrator, teacher, clinicians	Attendance record on Infinite Campus
Parent conferences regarding student attendance problems	academic, social and emotional development		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

Program Objectives

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	Student Standards College and Career readiness, academic, social and emotional development	Timeline	Student Focus	*Staff & Resources	*Assessment
Kindergarten screening and review of records of all new entrants	academic, social and emotional development	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	social and emotional development	Ongoing	K-5 Identified Students	RtI Team, teachers, psychologists, administrators	Process monitoring
Communications with families and outside providers if permitted	social and emotional development	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	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Individual and/or small group counseling	social and emotional development		Ongoing	K-5 Identified Students	Clinicians	
Behavioral modification plans	social and emotional development		Ongoing	K-5 Identified Students	Teachers, clinicians	
Provide resources to access outside providers	social and emotional development		Ongoing	K-5 Families	Administrator, clinicians	
Teacher and clinician consultation and/or observations	social and emotional development		Ongoing	K-5 Identified Students	Teacher, clinicians	
Students identified from CPSE to CSE are evaluated for potential problem areas	Academic and social and emotional development		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	social and emotional development		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

Program Objectives:

Students will

- Develop an awareness through counselors and elementary principals of scheduling process and procedure
- Develop and understanding of proper placement for students with special needs
- Develop an understanding of 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	Student Standards College and Career readiness, academic, social and emotional development	Timeline	Student Focus	*Staff & Resources	*Assessment
Special Services providers staff meet with respective special service provider staff	College and Career readiness, academic	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	College and Career readiness, academic	Spring	Grade 5 students	Music Department	Course selection sheets
Review world language offerings with 6 th grade students	College and Career readiness, academic	Spring	Grade 5 students	Middle School counselors	Course selection sheets
Schedule individual conferences with students and parents/guardians as needed prior to fall	College and Career readiness, academic	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

Program Objectives:

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	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Good Touches / Bad Touches Program	social and emotional development		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	social and emotional development		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	social and emotional development			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	social and emotional development		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

Program Objectives

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	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Parent/teacher conferences (minimum of one per year)	academic, social and emotional development		Fall, as needed	K-5 Parents/guardians	Teachers, administrator, interventionists, clinicians, speech teachers, special education teacher, nurse, teacher	Student records
Three progress reports	academic, social and emotional development		November, March, June	K-5 Parents	Teachers	Student Records
Interim Reports – Two times a year	academic, social and emotional development		January, May as needed	K-5	Teachers	Student Records

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



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

ACADEMIC

Students will:

- Develop a positive attitude towards school and learning.
- Demonstrate an understanding of their present academic status, achievement, levels and educational requirements for graduation.
- 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 and becoming a successful person.
- Discover their own learning styles; be able to improve study habits both at home and in school in order to maximize their learning capabilities.
- Learn about the various causes for academic difficulties and the consequences that go along with them.
- Work collaboratively with counselors, parents and teachers to reduce areas of poor academic success.
- Develop a program of studies for the following year.
- Receive recommendations from their counselor and/or teacher.
- Learn about the various course offerings.
- Understand the relationship between 9th grade courses; and how they will lead to success in high school, college, and career.
- Seek out appropriate support systems to assist with academic and behavioral problems.
- Improve decision-making strategies that result in improved academic and behavioral performance.
- Reduce or eliminate unacceptable & inappropriate behavior.
- Reduce or eliminate class time lost to behavior/adjustment problems.
- Learn about being responsible for his/her actions.
- Develop a cooperative attitude towards school.
- Learn about why it is important to be involved in school life and will be encouraged to get involved.
- Learn about character strengths; identify their own top character strengths and how these strengths can lead to success in school and life.

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.
- Participate in their child's educational and career planning.
- Be assisted in obtaining help from sources within and outside of school if difficulties arise.
- Recognize school administration, counselors, counselors, faculty, and staff as helpful resources for parents/guardians in their child's education process.
- Recognize the importance of their school involvement as it relates to their child's success.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Counselor conferences with individual students to assess and improve academic achievement	Academic Social Emotional College/Career		All year	6,7,8	Staff: Counselor Resources: Teacher feedback, report cards and interims, student's assignment pad & notebook, State and local testing	Improved academic success. Teacher, student and parent feedback
Review of students interim reports, report cards to identify students with academic difficulties	Academic Social Emotional		3 times each per year	6,7,8	Staff: Counselor Resources: Report cards and interims, I-Campus failure list	Improved academic success. Teacher, student and parent feedback. Fewer students requiring remediation in Summer school
Counselor consultation with clinical staff or behavioral consultant and/or referral.	Academic Social Emotional		All year	6,7,8	Staff: Counselor, clinical staff Resources: Academic file, clinical file, report cards and interims, teacher feedback	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 / Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Counselors, Clinical staff, Administrators weekly meeting	Academic Social Emotional		All year	6,7,8	Staff: Counselors, Clinical staff, Administrators. Resources: Academic file, clinical file, report cards and interims, teacher feedback, parent feedback	Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback, Report cards and interims, attendance reports
Attendance reports are reviewed and monitored twice per month. Parents/guardians of students with problematic attendance are contacted	Academic Social Emotional		Twice monthly	6,7,8	Staff: Administrators, counselors, teachers Resources: Clerical staff, bi-monthly attendance reports	Overall improvement in student attendance. A reduction in the amount of school/class tardiness
Meetings with staff to identify and discuss students with chronic attendance problems. Interventions discussed.	Academic Social Emotional		All year	6,7,8	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
Extra help & tutoring by ROJJ tutoring program	Academic		All year	6,7,8	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/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Weekly team meetings with counselors to review student's progress	Academic Social Emotional		All year	6,7	Staff: Counselor, team teachers, additional staff as needed. Resources: Academic file, clinical file, articulation notes, report cards and interims, parent feedback and RTI data	Improved academic success. Teacher, student and parent feedback. Fewer students requiring remediation in summer school.
Individual parent conferences with or without students to discuss academic, behavioral, or attendance problems	Academic Social Emotional		All year	6,7,8	Staff: Counselors Resources: Clinical staff, teachers, other staff as needed, report cards and interims, attendance data, clerical assistance, nurse	Improved student performance. Feedback from parents/guardians, teachers, administrators and other school staff. Review of report cards, interim reports and state testing.
Parent conferences with Teams in 6th and 7th grades and with academic teachers in 8th grade to discuss student's educational progress, achievement and future academic plans	Academic Social Emotional		All year	6,7,8	Staff: Counselor, Clinical staff, teachers, administrators, and other staff as needed. Resources: Attendance reports, report cards and interims, teacher feedback.	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/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Parent conferences to discuss academic difficulties and plan strategies to improve them.	Academic Social Emotional		All year	6,7,8	<p>Staff: Counselor, academic teachers.</p> <p>Resources: Academic file, clinical file, articulation notes, report cards and interims, state and local testing data, outside agencies or tutors, parent/guardians, clinical staff, other staff as needed.</p>	Improved academic success. Teacher, student and parent feedback. Fewer students requiring remediation in summer school.
Grade level RTI meetings to identify & assess students with significant academic difficulties	Academic Social Emotional		All Year	6,7,8	<p>Staff: Counselors, clinical staff, administrator, teachers</p> <p>Resources: Report cards and interims, academic file, clinical file, state and local testing data.</p>	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/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
RTI services and RTI Data team meetings	Academic Social Emotional		All year	6,7,8	<p>Staff: Counselors, administrators, RTI interventionists, teachers.</p> <p>Resources: State assessments, benchmark testing results, clerical staff, data team and RTI meetings</p>	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. Discussions with students regarding their present academic status and academic goals. State assessments to determine RTI service eligibility. Annual review meetings for special education students.
Committee on Special Education (CSE) meetings for both initial referrals and annual reviews and 504 Committee meetings	Academic Social Emotional		All year	6,7,8	<p>Staff: CSE committee members including: Administrator, counselor, teacher special education teacher, clinical staff, parent</p> <p>Resources: Teacher feedback, report cards and interims, student assignment pad & notebook, state and local testing data, RTI intervention plans.</p>	Improved academic success. Teacher, student and parent feedback.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Delivery of School Counseling Curriculum	Academic Social Emotional College/Career		Throughout the year	6,7,8	Staff: Counselors, teachers Resources: PowerPoint presentations, class time to deliver lessons, handouts	Review of exit tickets from each lesson, student, teacher and administrator feedback
Grade level assemblies where school rules, procedures and policies are reviewed including attendance.	Academic Social Emotional		September and other times when appropriate	6,7,8	Staff: Administrators, counselors Resource: Student handbook, homebase review of family handbook	Overall improvement in student attendance. A reduction in the amount of school/class tardiness.
E-mail communication	Academic Social Emotional College/Career		All year	6,7,8	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.
Written and telephone communication	Academic Social Emotional College/Career		All year	6,7,8	Staff: Counselors Resources: Clerical assistance	Improved student performance. Feedback from parents, 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/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Counseling center web presence	Academic Social Emotional		All year	6,7,8	Staff: Counselors, technology staff, clerical assistance Resources: staff development time, technology	Feedback from parents, administrators and the community.
Second Parent/guardian communication through the parent portal and hard copies when requested	Academic Social Emotional College/Career		All year	6,7,8	Staff: Counselors, administrators. Resource; Copies of documents to be mailed or emailed	Feedback from parents and administrators.
Counselor's Corner article in the "From the Middle" newsletter	Academic Social Emotional College/Career		Throughout the year	6,7,8	Staff: Counselors, principal's secretary. Resources: Technology	Feedback from parents/guardians and administrators.
New Student Orientation	Academic Social Emotional		August	6,7,8	Staff: Counselors, administrators. Resources: Icebreakers, use of building to give tours, team welcome letters, bus information, lunch information, extracurricular brochure.	Feedback from students, parents/guardians, administrators and other school staff.
6th grade open house & 7th/8th grade open house	Academic		September	6,7,8	Staff: Counselors, administrators, teachers Resources: PowerPoint presentation.	Feedback from parents/guardians and administrators

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Grade level PTO Meetings	Academic Social Emotional		October – February	6,7,8	Staff: Counselors, administrators, PTO. Resources: Power Point presentation.	Feedback from parents/guardians and administrators.
5th grade evening – Parent Orientation	Academic Social Emotional		March	5th to 6th	Staff: 6th grade counselor, Administrators. Resources: PowerPoint presentation.	Feedback from parents/guardians and administrators.
MS Counselor Organization presentation	Academic Social Emotional		October	6,7,8	Staff: Counselor, PTO. Resource: Technology, Power Point presentation.	Feedback from parents and administration.
E-mail blasts	Academic Social Emotional College/Career		All year	6,7,8	Staff: Counselors, administrators. Resources: Team parents/guardians, PTO, technology	Feedback from parents/guardians and administrators.
Science, Math and World Language recommendations recorded on report cards and interims.	Academic Social Emotional College/Career		February – April	6,7,8	Staff: Counselors, clerical staff Resources: Technology, printed material	Feedback from parents and administrators.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
5th to 6th grade selection process: - Music and World language options are sent home for students to select - Counselors available to answer parent questions regarding choices - Counselors attend annual review CSE's and 504 meetings	Academic Social Emotional College/Career		January – June	5th to 6th	Staff: Counselor Resources: Elementary staff, administration, clerical staff, clinical staff, world language and music teachers.	Counselor presentations in classrooms to discuss course selections for the following year. Annual review meetings for special education students.
6th to 7th grade course process: - Counselors present students the various course selection choices for the following year. - Students receive guidance on accelerated math program. - Students complete a music and world language course selection sheet. - Math and Science recommendations and waiver forms are mailed home. - Counselors attend annual review CSE and 504 meetings	Academic Social Emotional College/Career		January - June	6th to 7th	Staff: Counselor administrator. Resources: clerical staff, clinical staff, world language, math and music teachers.	Counselors review student report cards and interims. Teacher recommendations. Parental observation and feedback regarding their child's educational 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.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
<p>7th to 8th grade course selection process:</p> <ul style="list-style-type: none"> - Counselors present students the various course selection choices for the following year. - Students receive guidance on accelerated programs in Math and Science. - Math and Science recommendation and waiver forms are mailed home. - Counselors attend annual review CSE and 504 meetings 	<p>Academic Social Emotional College/Career</p>		<p>January - June</p>	<p>7th to 8th</p>	<p>Staff: Counselor administrator.</p> <p>Resources: clerical staff, clinical staff, world language, math, science and music teachers.</p>	<p>Counselors review student report cards and interims. Teacher recommendations. Parental observation and feedback regarding their child's educational 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/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
<p>8th to 9th grade course selection process:</p> <ul style="list-style-type: none"> - Students receive course recommendations from their teachers. - Counselors present students the various course selection choices for the following year. - Students receive guidance on accelerated programs in Math and Science. - Math and Science recommendation and waiver forms are mailed home. - Students complete selection forms with recommendations and electives. <p>Counselor meets individually with students a few weeks later to confirm choices.</p> <ul style="list-style-type: none"> - Verification confirmed through the parent portal. - Counselors attend annual review CSE and 504 meetings 	Academic Social Emotional College/Career		January - June	8th to 9th	<p>Staff: Middle and HS counselors, administration</p> <p>Resources: clerical staff, clinical staff, world language, math, science and music teachers, HS course description guide.</p>	<p>Counselors review student report cards and interims. Teacher recommendations. Parental observation and feedback regarding their child's educational 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>
Parent portal scheduling verification	Academic		February - May	6,7,8	<p>Staff: Counselors, clerical staff.</p> <p>Resources: Technology, printed materials.</p>	Feedback from parents/guardians and administrators.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Articulation meetings for elementary to middle school and middle to high school	Academic Social Emotional		April – June	6,7,8	Staff: Elementary staff, MS counselors, HS counselors, all teachers. Resources: Academic data, attendance reports, teacher feedback, RTI data, IEP and 504 information	Overall improvement in student attendance. A reduction in the amount of school/class tardiness
Attend professional development conferences and other opportunities	Academic Social Emotional College/Career		Throughout the year	6,7,8	Staff: Counselors, clerical staff, administrator input Resources: Time to attend these opportunities	Ability to incorporate what was learned at these conferences, etc.



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

Social Emotional

Students will:

- Develop a positive attitude towards school and learning.
- Improved relationships with both peers and adults.
- Use productive strategies to deal with negative emotions.
- Use compassion and tolerance for others.
- Recognize the relationship between behavioral problems and academic achievement.
- Learn various methods of addressing social emotional difficulties.
- Improve decision-making strategies that result in improved behavior.
- Learn about being responsible for his/her actions.
- Seek out appropriate support systems to assist with changing behavior/adjustment problems
- Work collaboratively with counselors, parents and teachers to reduce areas of social emotional difficulties.
- Understand the benefits of regular school attendance and its relationship to optimal academic performance and social emotional health.
- Learn about the various causes for academic difficulties and the consequences that go along with them.
- Reduce or eliminate unacceptable & inappropriate behavior.
- Reduce or eliminate class time lost to behavior/adjustment problems.
- Work on improving their self-image
- Develop a cooperative attitude towards school.
- Learn about why it is important to be involved in school life and will be encouraged to get involved.
- Learn about character strengths; identify their own top character strengths and how these strengths can lead to success in school and life.

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 of school if difficulties arise.
- Recognize school administration, counselors, counselors, faculty, and staff as helpful resources for parents/guardians in their child's social emotional health.
- Recognize the importance of their school involvement as it relates to their child's success.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Individual conferences with students experiencing attendance problems	Social Emotional Academic		All year	6, 7, 8	Staff: counselors, clinical staff, administrator Resources: Attendance reports, report cards and interims, teacher feedback.	Overall improvement in student attendance. A reduction in the amount of school/class tardiness.
Individual conferences with students exhibiting behavioral problems and concerns	Social Emotional Academic		All year	6,7,8	Staff: Counselor Resources: Report cards and interims, 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/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Parent conferences with Teams in 6th and 7th grades and with academic teachers in 8th grade to discuss student's social and educational progress, achievement and future academic plans	Social Emotional Academic		All year	6,7,8	Staff: Counselor, Clinical staff, teachers, administrators, 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 social and educational needs and goals at parent conferences.
Individual parent conferences with or without students to discuss academic, behavioral or attendance problems	Social Emotional Academic		All year	6,7,8	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, interim reports and state testing.
Parent/guardian conferences to express concerns over potential behavioral issues and to develop strategies to address them	Social Emotional Academic		All year	6,7,8	Staff: Counselor, teachers, parent/guardian Resources: Administrator, clinical staff, behavioral consultant, academic file and reports, clinical file, disciplinary records	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/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Crisis Intervention	Social Emotional		All year	6,7,8	Staff: Counselors, clinical staff, administrators, Teachers, parents, and all others necessary Resources: Academic file, clinical file, report cards and interims, teacher feedback, parent feedback	Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback.
Attendance reports are reviewed and monitored twice per month. Parents/guardians of students with problematic attendance are contacted	Social Emotional Academic		Twice monthly	6,7,8	Staff: Administrators, counselors, teachers Resources: Clerical staff, bi-monthly attendance reports	Overall improvement in student attendance. A reduction in the amount of school/class tardiness
Follow-up on students with problematic attendance <ul style="list-style-type: none"> • Phone calls • Attendance letters 	Social Emotional Academic		All year	6,7,8	Staff: counselors Resources: Clinical staff, administrator, attendance reports, report cards and interims, teacher feedback, clerical assistance, absentee/lateness letters	Overall improvement in student attendance. A reduction in the amount of school/class tardiness.
Meetings with staff to identify and discuss students with chronic attendance problems. Interventions are also discussed.	Social Emotional Academic		All year	6,7,8	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

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Weekly team meetings with counselors to discuss student's exhibiting potential behavioral problems	Social Emotional Academic		All year	6,7	Staff: Counselor, team teachers, additional staff as needed. Resources: Academic file, clinical file, articulation notes, interim reports, report cards, parent feedback and RTI data	Improved academic success. Teacher, student and parent feedback. Fewer students requiring remediation in summer school.
Counselor consultation with clinical staff or behavioral consultant and/or referral.	Social Emotional Academic		All year	6,7,8	Staff: Counselor, clinical staff Resources: Academic file, clinical file, report cards and interims, teacher feedback	Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals.
Counselors, Clinical staff, Administrators weekly meeting	Social Emotional Academic		All year	6,7,8	Staff: Counselors, Clinical staff, Administrators. Resources: Academic file, clinical file, report cards and interims, teacher feedback, parent feedback	Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback, Report cards and interims, attendance reports
Conferences with grade level administrator to review disciplinary actions and to review plans and/or interventions	Social Emotional Academic		All year	6,7,8	Staff: Counselor, administrator, clinical staff Resources: Academic file, clinical file, report cards and interims, teacher feedback	Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals. Improved school climate.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Referral and/or consultation with outside practitioners of agencies (ie; hospital, mental health agency, state agency)	Social Emotional Academic		All year	6,7,8	Staff: Counselor, clinical staff. Resources: Contact with outside provider, administrator, clinical staff.	Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals. Improved school climate
RTI services	Social Emotional Academic		All year	6,7,8	Staff: Counselors, administrators, RTI interventionists, teachers, clinical staff. Resources: State assessments, benchmark testing results, teacher feedback, clerical staff, data team and RTI meetings	Counselor review of student report cards and interims. Teacher feedback and 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 RTI service eligibility. Annual review meetings for special education students.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
RTI referrals and review of students exhibiting potential behavioral problems or concerns. Strategies and/or interventions will be recommended and implemented.	Social Emotional Academic		All year	6,7,8	Staff: Counselors, clinical staff, administrators, teachers. Resources: Behavioral consultant, academic file, clinical file, RTI intervention plan, outside practitioner.	Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals
RTI meetings to discuss students with chronic attendance issues.	Social Emotional Academic		All year	6,7,8	Staff: Counselors, administrators, clinical staff. Resources: Attendance reports, report cards and interims, teacher/team feedback	Overall improvement in student attendance. A reduction in the amount of school/class tardiness.
Committee on Special Education (CSE) meetings for both initial referrals and annual reviews and 504 Committee meetings	Social Emotional Academic		All year	6,7,8	Staff: CSE committee members including: Administrator, counselor, teacher special education teacher, clinical staff, parent Resources: Teacher feedback, interim reports, report cards, student assignment pad & notebook, state and local testing data, RTI intervention plans.	Improved academic success. Teacher, student and parent feedback.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Delivery of School Counseling Curriculum	Social Emotional Academic College/Career		Throughout the year	6,7,8	Staff: Counselors, teachers Resources: PowerPoint presentations, class time to deliver lessons, handouts	Review of exit tickets from each lesson, student, teacher and administrator feedback
Written and telephone communication	Social Emotional Academic College/Career		All year	6,7,8	Staff: Counselors Resources: Clerical assistance	Improved student performance. Feedback from parents, teachers, administrators and other school staff. Review of report cards, progress reports and state testing.
E-mail communication	Social Emotional Academic College/Career		All year	6,7,8	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.
Articulation meetings for elementary to middle school and middle to high school	Social Emotional Academic		April – June	6,7,8	Staff: Elementary staff, MS counselors, HS counselors, all teachers. Resources: Academic data, attendance reports, teacher feedback, RTI data, IEP and 504 information	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/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
5th grade evening – Parent Orientation	Social Emotional Academic		March	5th to 6th	Staff: 6th grade counselor, Administrators. Resources: PowerPoint presentation.	Feedback from parents/guardians and administrators.
5th grade Counselor student orientation at each elementary school	Social Emotional Academic		May	5th to 6th	Staff: Counselor, clerical staff at MS and HS, elementary teachers and administrators, technology Resources: PowerPoint presentation, room for presentation, time in the elementary day to meet with students.	
6th grade summer “Meet and Greet”	Social Emotional		August	6	Staff: 6th grade counselor, administrators, teachers, custodians. Resources: 8th grade tour guides, PTO	Feedback from students, parent/guardians, administrators and school staff.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
New Student Orientation	Social Emotional Academic		August	6,7,8	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.
MS Counselor Adolescence presentation	Social Emotional Academic		January	6,7,8	Staff: Counselor, PTO. Resource: Technology, Power Point presentation.	Feedback from parents and administration.
Student awareness about bullying by highlighting the interplay of the different roles; bully, victim, bystander	Social Emotional		All year	6,7,8	Staff: Counselors, teachers. Resources: Classroom presentations during academic periods to teach the Counseling curriculum	Student self-evaluation. Teacher, administrator and parent/guardian observations and feedback. A reduction in disciplinary referrals. Overall improved school climate
Grade level assemblies where school rules, procedures and policies are reviewed including attendance.	Social Emotional Academic		September and other times when appropriate	6,7,8	Staff: Administrators, counselors Resource: Student handbook, homebase review of family 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/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Attend professional development conferences and other opportunities	Social Emotional Academic College/Career		Throughout the year	6,7,8	Staff: Counselors, clerical staff, administrator input Resources: Time to attend these opportunities	Ability to incorporate what was learned at these conferences, etc.



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

College and Career

Students will:

- Demonstrate an understanding of their present academic status, achievement, levels and educational requirements for graduation.
- Develop a program of studies for the following year.
- Understand the relationship between 9th grade courses and how they will lead to success in high school, college, and career.
- 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 and becoming a successful person.
- Recognize the relationship between behavioral problems, academic achievement and success in school and life.
- Work collaboratively with counselors, parents and teachers to succeed in school and plan for life after high school.

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.
- Participate in their child's educational and career planning.
- Be assisted in obtaining help from sources within and outside of school if difficulties arise.
- Recognize school administration, counselors, faculty, and staff as helpful resources for parents/guardians in their child's education process.
- Recognize the importance of their school involvement as it relates to their child's success.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
Individual meetings with students to discuss academic status, achievement levels and educational requirements	College/Career Academic		All year	6,7,8	Staff: 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.
Parent/guardian conferences to discuss student's educational progress, achievement and future academic plans	College/Career Academic		All year	6,7,8	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.
8th to 9th grade course selection process: - Students receive course recommendations from their teachers. - Counselors present students the various course selection choices for the following year. - Students receive guidance on accelerated programs in Math and Science. - Math and Science recommendation and waiver forms are mailed home.	College/Career Academic		January - June	8th to 9th	Staff: Middle and HS counselors, administration Resources: clerical staff, clinical staff, world language, math, science and music teachers, HS course description guide.	Counselors review student report cards and interims. Teacher recommendations. Parental observation and feedback regarding their child's educational needs and goals at parent conferences. Counselor presentations in classrooms to discuss course selections for the following year.

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
Program Activity/Service	Student Standards		Timeline	Student Focus	Staff & Resources	Assessment & Evaluation Methods
.... Continued - Students complete selection forms with recommendations and electives. - Counselor meets individually with students a few weeks later to confirm choices. - Verification confirmed through the parent portal. - Counselors attend annual review CSE and 504 meetings.						Continued.... 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.
HS course Description guide (posted on HS website)	College/Career Academic		February	8	Staff: Director of Counseling, 8th grade counselors, clerical staff Resources: HS course Description Guide	Feedback from students, parents/guardians and administration.
8th to 9th grade Course selection presentation	College/Career Academic		April	8	Staff: 8th grade counselors, administrators Resources: PowerPoint presentation	Feedback from parents and administrators.
Counseling Center Web presence	College/Career Academic Social Emotional		All year	6,7,8	Staff: Counselors, technology staff, clerical assistance Resources: Staff development time, technology	Feedback from parents and administrators.



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

Program Objectives

Students will:

- Explore possible personal interests through elective options and alternative programs
- Learn about own preferences by using personal interest surveys
- Process self-awareness of student personality traits and how they relate to potential career options
- 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	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
BOCES presentation to 10 th grade class	College and Career Readiness / Academic		January	10 th Grade	BOCES Counselors, School Counselor	Enrollment in BOCES
Intro to “MCIP – Naviance,” Gallup Strengths Explorer, Career Clusters	College and Career Readiness / Social and emotional Development		September-October	10 th Grade	Health Teacher	Career Inventory

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Meet with individuals to continue career exploration	College and Career Readiness		December – June	10 th & 11 th Grade	Counselors, Special Education Teachers, School Social Workers, Psychologists - Naviance career exploration program “MCIP – Naviance”	Career Inventory
Access-VR to help students with disabilities find and keep suitable employment and develop and reach employment goals.	College and Career Readiness		On Going	10 th , 11 th , & 12 th Grade	Special Education Teachers, CSE Chairperson, Counselors, School Social Workers, Psychologists	
Facilitate junior parent college/career planning evening	College and Career Readiness		January (evening)	11 th Grade students and parents/guardian	Director of Counseling, school counselors - Powerpoint presentation, Naviance, handouts	Attendance at event

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Individual conference to discuss career/technical availability at BOCES Technical Center	College and Career Readiness / Academic		February – June	10 th and 11 th Grade	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	College and Career Readiness		Ongoing	12 th grade	School Counselors	Student/parent feedback
Individual discussions regarding summer program opportunities to explore career related experiences	College and Career Readiness		March-June	9 th , 10 th , & 11 th Grade	School Counselors - File of summer program mailings received	Enrollment in summer programs
Meet in groups to discuss course registration for following school year, emphasis on elective options and individual paths	College and Career Readiness/ Academic		January	9 th , 10 th , & 11 th Grade	School Counselors - Course Description Guide, Power Point, review graduation requirements	Student Schedule
Meet with group of juniors to discuss college/career options and process	College and Career Readiness		March (9 periods over 3 school days)	11 th Grade	School Counselors) - Social Studies classes, handouts, and unofficial transcripts	

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Individual college/career follow-up conferences with student and parent/guardian	College and Career Readiness		January – June (ongoing as needed)	11 Students & parents/guardians	School Counselors - Counselors, in office by appointment	
Organize and facilitate senior seminar, day long workshops addressing post-secondary transitional issues	College and Career Readiness / Social and emotional development		May	12 th Grade	School Counselors, Director of Guidance, support staff - Invite speakers, select student coordinators, seek parent support	Student Feedback
Senior Independent Experience	College and Career Readiness		November – June	12 th grade	Co-Directors, mentors, teachers, administrators, support staff Internship Directory, participating sites	Submission of weekly journals and time logs, Culmination Presentation Exit evaluation for students and site supervisors reflection summary



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.

Program Objectives

Students will:

- Present academic status, achievement, levels and educational requirements for graduation
- Develop a program of study for the following year
- Offered recommendations from their counselor and/or teachers
- Develop an appreciation for the process involving a periodic self-review
- Engage in discussion regarding importance of balance for maintaining well-being

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Review interim reports and report cards	Academic		Every five weeks, quarter grades	9 th , 10 th , 11 th , 12 th Grade	Counselors	Student grade reports. Review interim reports and report cards
Student conferences	Academic		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Counselors, teachers, School Social Workers, Psychologists, parents/guardians	Review student grade reports, transcript
Classroom push-in for academic advisement and course selection	Academic		January	8 th , 9 th , 10 th , 11 th Grade	HS counselors - MS Counselors, classrooms	Enrollment in courses

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Attend Annual Review CSE Meetings	College and Career Readiness / Academic		Ongoing	8 th , 9 th , 10 th , 11 th Grade	High School Counselors, Social Workers, School Psychologists	Confirm course registration
New Entrant Screenings	Academic		Ongoing	9 th , 10 th , 11 th , 12 th Grade	School Psychologists, Speech and Language Provider	New Student Screening Assessment
New Student File Review & psychological file review as needed	Academic / Social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Counselors and Psychologists	
Review individual graduation requirements with individual student	College and Career Readiness / Academic		Ongoing	11 th , 12 th Grade	HS counselors	Graduation requirement worksheet
Transcript review of graduation requirements	College and Career Readiness / Academic		June	11 th Grade	HS counselors	Graduation requirement worksheet
Review individual schedule and course selection	College and Career Readiness / Academic		Spring	8 TH , 9 TH , 10 TH , 11 TH Grade	HS counselors	Schedules in Infinite Campus
Review individual post high school plans	College and Career Readiness / Academic		Spring, fall & winter	11 th , 12 th Grade	HS counselors, School Social Workers, Psychologists, Special Education Teachers, related service providers - Parents/guardians, students	Senior notes: Naviance logs Exit Summary to compliment the IEP for exiting seniors
Review transcripts	College and Career Readiness / Academic		Ongoing	9 th , 10 th , 11 th , 12 th Grade	HS counselors	Infinite Campus, transcript
Review individual students in danger of failing and failing students	College and Career Readiness / Academic		Every 5 weeks, marking period	9 th , 10 th , 11 th , 12 th Grade	HS counselors	Report cards and testing review

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Review final grades and possible summer school candidates	Academic		June	9 th , 10 th , 11 th , 12 th Grade	HS counselors	Final report card
Review Regents exam scores and possible retakes	Academic		June	9 th , 10 th , 11 th , 12 th Grade	HS counselor - 4 th quarter report cards with Regents exam scores	Registration for August/January exam
Review all teacher placement recommendations	College and Career Readiness / Academic		August	8 th , 9 th , 10 th , 11 th Grade	HS Counselors - Recommendations forms	Completed recommendation forms
New Student Orientation	academic, social and emotional development		August	All HS students new to the district	Administrators, counselors, nurse, Peer Leaders - Presentation, New Student Handbook, Tours	Student feedback and student self- evaluation
Review state assessments and benchmarks to determine RtI Services	academic, social and emotional development		June	8 th , 9 th , 10 th Grade	Director of Counseling, counselors, Social Workers, Psychologists, related interventionists	RtI Direct, RtI recommendations
Review RtI data to determine RtI services	academic, social and emotional development		Ongoing	9 th , 10 th Grade	Director of Counseling, counselors, School Social Workers, Psychologists, related 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.

Program Objectives

Students will be engaged in learning:

- 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 additional supports and assessments as needed
- To increase the level of support and assistance when appropriate
- To explore alternative options when appropriate
- To identify the cause of academic struggle whether content based, social emotional
- To develop strategies to cope with factors and improve academic performance, personal well-being

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
8-9 Articulation	academic, social and emotional development		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

Delivery	Foundation		Management			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Interim Reports Review	Academic		5 th week of each marking period September through June	All students 9-12	Administrators, counselors, Special Education teachers, Subject area teachers, School Social Workers, Psychologists, special education teachers, parents/guardians - Academic history, teacher input	Interim reports
Report Card Review	Academic		10 th week of each marking period September through June	All students 9-12	Administrators, counselors, Special Education Teachers, School Social Workers, Psychologists, subject area teachers, special education teachers, parent/guardians - Academic history, teacher input, parent/guardian contact	Report cards

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Failure meetings	Academic		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, Social Workers, School Psychologists – Subject area teachers, parent/guardians	
Academic File Review	Academic		Ongoing	Any student with concerns	Counselors and subject area teachers - Academic file, teacher input	Notes from file
Rtl Team	academic, social and emotional development		Ongoing	Any student with concerns not being met by current program and supports	Administration, counselor, Rtl interventionists, school psychologists, social workers, special education teachers, Nurse, Director of Counseling, - Teacher reports, medical records, interim reports and report cards, Pre- referral interventions, disciplinary records, attendance records, parent/guardian input	Data collection at Rtl meetings

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Parent/Guardian – Teacher/Counselor Conference	academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12th Grade & parents/guardians	Counselors, parent/guardians, students, appropriate teachers, Social Workers, Psychologists, Administration - Record of extra help attendance, tutoring, possible referral to learning center, Rtl or CSE	Educational plan developed at conference
CSE/504 Referral	academic, social and emotional development		Ongoing	Appropriate students with concerns not being met by current program and supports	Administrators, counselor, psychologist, teachers, Director of Special Services, Social Workers, Psychologists, Nurse - Parent permission, teacher reports, interim and quarterly report cards, academic testing, attendance records, Rtl data, pre-referral interventions, psychological evaluation, academic evaluation, social history, classroom observation, medical records, state assessment scores and final exam scores	Outcome of referral

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Learning Center	Academic		Ongoing	Any non-classified student in need of further academic support	Learning Center teacher, Classroom Teacher, Administration, counselor, Rtl committee members - Academic file, teacher reports, clinical updates from Social Workers and Psychologists, attendance records, anecdotal feedback from teachers, parent/guardian input, Rtl approval	Outcome of referral
Response to Intervention Services	academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade students with known weaknesses in ELA or math who meet the requirements for services	Administrators, Director of Counseling, counselors, classroom teachers, interventionists, School Social Workers, Psychologists - ELA and math, 6 state assessments, report cards, Rtl M-Direct, teacher data/interventionist data	Decision regarding continuation of services

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Summer School	Academic		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
"Gradpoint" credit recovery program	Academic		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, clinical input, Rtl/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.

Program Objectives

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
- Examine the natural consequences of their decision making
- Identify social emotional issues impacting attendance
- Engage in clinical supports

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards		Timeline	Student Focus	*Staff & Resources	*Assessment
Period by period and daily attendance on Infinite Campus	College and Career readiness, academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Teachers/ Administration , attendance officer, email communication, parents/guardian , Infinite Campus	Attendance records, school tardiness/class cutting, dropout rate
Attendance meeting to discuss interventions			Ongoing	All students who go above the limit of missed classes	Administrators, counselors, teachers, Social Workers, Psychologists - Attendance documentation, parents/guardians, attendance records	Attendance, intervention plan (RtI), credit denial as noted by BOE policy, conferences with parents and appropriate school personnel

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Individual conference with students experiencing attendance problems			Ongoing	Identify students grades 9-12	Administrators, counselors, Social Workers, Psychologists, Parents/guardians, Nurse - Report card, interim and attendance record	Attendance records, tardiness and class cutting, dropout rate
Rtl meetings to review students with attendance problems			Ongoing	Identify students grades 9-12	Counselors, administrators, Psychologists, teachers, nurse, social workers - Attendance record, progress reports & report cards	Rtl 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.			September – available throughout the year	9 th , 10 th , 11 th , 12 th Grade	Administrators, teachers, counselor, nurse - A-Z Guide	Attendance records, tardiness & class cutting, dropout rate
Attendance policies and procedures are reviewed with the faculty.			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			Ongoing	Identify students grades 9-12	Counselor, Administration, Social Workers, School Psychologists, teachers - Attendance records	Attendance records, Teacher feedback, tardiness & class cutting, dropout rate

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
New Student Orientation			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.

Program Objectives

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 with target student & timeline (curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Student Standards		Timeline	Student Focus	*Staff & Resources	*Assessment
Individual counseling conference	College and Career readiness, academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Counselors, Social Workers. School Psychologist Varies as needed	Monitor social emotional goals, pre and post ratings scales, attendance, review disciplinary records, student review, teacher observation and feedback, Progress Reports (IEP, RTI)

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service with target student & timeline (curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Group counseling	College and Career readiness, academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	School psychologist, social workers - Varies as needed	Monitor social emotional goals, pre and post ratings scales, attendance, review disciplinary records, student review, teacher observation and feedback, Progress Reports (IEP, RTI)
Teacher/Counselor/Social Worker/Psychologist Conferences	College and Career readiness, academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Teacher, counselor, Social Worker, Psychologist, administration, Director of Guidance Parent/guardian/outside providers for background information, file review, report cards/progress reports, RtI data, pre-referral interventions	Possible student referral, report cards/progress reports, RTI, APT

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Parent/Student Conferences to develop educational plans	College and Career readiness, academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Counselors, teachers as needed, assistant principal, Social Workers, Psychologists, Director of Guidance Progress reports/report cards, Rti data, pre-referral interventions, student psychological file	Progress reports/report cards, attendance, monitoring behavior plan data
Administrator Conferences	College and Career readiness, academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Administrators, counselors, Social Workers Psychologists teachers as needed	Superintendent hearing record, referral forms, attendance record, disciplinary record
Counselor meeting with clinical staff for professional agency or outside referral	Social/emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Counselors, social workers, psychologist	Student file, attendance, disciplinary record, behavioral intervention data, referrals, clinical file, report cards/progress reports, teacher feedback
Referral to Rtl	academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Administrators, counselors, teachers, psychologists, social workers, special education teachers, support staff	Progress monitoring

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Conferences for alternative placements	College and Career readiness, academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Counselor, Director of Counseling, social worker, psychologist, administrator, teachers	Progress & attendance online credit recovery program, out of district placements/alternative programs (Grad Point) RtI if required
Attendance policy	Academic / social emotional		Ongoing	9 th , 10 th , 11 th , 12 th Grade	Attendance officer, counselor, teacher, administrator, clinician as needed - Parents, counselor notification/communications	Attendance monitoring
Teen Lounge	Social and emotional			9 th , 10 th , 11 th , 12 th Grade	School Psychologist, Administration, students	Club attendance/roster
Student Mentors	Social and emotional			9 th , 10 th , 11 th , 12 th Grade	School Psychologists, special education teachers	Attendance in Group Counseling, monitoring individual check lists
Individual Behavior Management Plans	Social and emotional			All Grades 9-12	School Psychologists, special education teachers, counselors, administration, parents, students	Behavior Management plan
Prevention Awareness Council, Student Mentor	Social and emotional			9 th , 10 th , 11 th , 12 th Grade	School Social Worker, Administrator	
DASA Committee	Social and emotional			9 th , 10 th , 11 th , 12 th Grade	Guidance Counselors, Social Workers, Administrators, teachers	Program evaluation surveys
No Place for Hate	Academic, social and emotional development			9 th , 10 th , 11 th , 12 th Grade	Administrators, Teachers	
Life Skills Program Student Mentors	College and Career readiness, academic, social and emotional development			9 th , 10 th , 11 th , 12 th Grade	Social Workers, Psychologists, Teachers, Administrators	Monitoring individual check lists



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.

Program Objectives

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
- Establish an appropriate level of balance regarding academic rigor

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Meet with students in groups in classrooms to discuss curricular options and graduation requirements	College and Career readiness, academic		February	9 th , 10 th , 11 th , 12 th Grade	All counselors use class time either through English or social studies classes. PowerPoint - Course Description Guide	Individual academic profile, course planning sheet
Meet with students individually to choose their course selection	College and Career readiness, academic		February	9 th , 10 th , 11 th , 12 th Grade	Counselors, Director of Guidance - Review teacher recommendation sheet, recommendation waiver forms	Student requests

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Discuss student course selections with parents to ensure proper post HS planning/placements	College and Career readiness, academic		Throughout the year	All students and families grades 9-11	School counselors, teachers, special education administrators -	High School graduation, post-secondary survey DO WE STILL DO THIS?
Create master schedule for the high school and review section requests and possible conflicts	College and Career readiness, academic		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	College and Career readiness, academic		June-July	11 th Grade	All counselors - Transcripts, graduation requirements, NYS assessments	HS graduation
Presentation to parents at PTO meeting to discuss curricular options and graduation requirements	College and Career readiness, academic		January	Parents/ Guardians of students in grades 8-11	Director of Counseling, assistant principals, instructional leaders - Course Description Guide	Attendance at meeting
Course recommendation waivers	academic		February to April	8 th , 9 th , 10 th , 11 th Grade	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 course grade

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Monitor student progress	College and Career readiness, academic, social and emotional development		Ongoing	9 th , 10 th , 11 th , 12 th Grade	All school counselors, high school teachers, special education teachers, Director of Counseling, administrators - 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	College and Career readiness, academic, social and emotional development		September to February, as designated in the A-Z Guide	Identified students in grades 9-12	All school counselors, students and parents/guardians, hs faculty, administrators - 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.

Program Objectives

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		Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Transition Groups: Small group activities designed to support students in their adjustment to high school		academic, social and emotional development		September	9 th Grade	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	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Small group scheduling session – Course Selection	College and Career readiness, academic		January	9 th , 10 th , 11 th Grade	HS counselors (full period, 3 days of school) - Interims and report cards, Course Description Guide, utilize either English or social studies class time	Complete schedule Appropriate student schedules
Individual scheduling	College and Career readiness, academic		February	9 th , 10 th , 11 th , Grade	HS counselors - Teacher recommendation sheets, report cards/interim reports, computer scheduling programs, Course Description Guide	Input course #'s in Infinite Campus Appropriate individualized schedule
Individual student - parent/guardian conferences	College and Career readiness, academic		November – January	9 th Grade	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	College and Career readiness, academic		On-going and as needed	9 th , 10 th , 11 th , 12 th Grade	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	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Individual student - parent/guardian conferences	College and Career readiness, academic		Spring	10 th Grade	HS counselors - Access to Naviance, Handouts	Student feedback
Tech Center orientation/tour	College and Career readiness, academic		February	10 th Grade Identified and self- referred students	HS counselors, Tech Center personnel - BOCES application and career information, curriculum guide	Student self-evaluation
Junior College Planning evenings	College and Career readiness		January and March	11 th Grade students & 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, standardized testing information and calendar	Attendance at college planning events
Junior college group meetings	College and Career readiness		March, April	11 th Grade	HS counselors, essay writing, summer junior checklist, senior feedback, Naviance, letters of recommendation	Attendance

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Individual Junior parent meetings	College and Career readiness, academic		January to June	11 th Grade	HS counselors 2 Period meeting - Naviance, transcript, various college guides, graduation requirements, test score review and strategies, college application process, senior course selection sheet, letters of recommendation, handouts	
Senior parent night With the PTO	College and Career readiness		September	12 th Grade parents/ guardians	HS counselors, Director of Counseling (one evening) - HS auditorium, PowerPoint presentation, various college admissions handouts, Naviance, transcript requests, graduation requirements	Attendance
Essay Writing Workshops	College and Career readiness		October/ November	12 th Grade	High School English Teachers - Counselors	Attendance
Individual College Application Meetings	College and Career readiness		October/ November	12 th Grade	HS Counselors, Seniors and Parents/Guardians	Attendance

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
College admissions visits	College and Career readiness		September through December	All appropriate 12 Grade students	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/guardian college conferences	College and Career readiness		September through January	12 th Grade	HS counselors (as often as necessary) - Naviance data, current college admission information, various books and resources including Ruggs	
Senior Seminar	College and Career readiness, academic, social and emotional development		May	12 th Grade	Counselors, teachers, (full day) - Parents/guardians and students, professional volunteer speakers	Evaluation form
Senior Internship Experience	College and Career readiness, academic, social and emotional development		December – June	Seniors who have opted in and are in good academic standing	Teachers, advisors, counselors, administration, support staff, site supervisors, director of counseling - 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.

Program Objectives

Parents/Guardians will:

- Understand programs and requirements to earn a high school diploma
- Recognize school administration, counselors, faculty, and staff as helpful resources for parents/guardians in their child's educational process
- Become knowledgeable of courses and opportunities available to our students
- Participate in the post high school planning process
- Engage in dialogue to support individual choice and balance regarding academic, extracurricular and social emotional function

Students will:

- Develop a positive attitude towards school and learning as a result of increased parental/guardian involvement
- Engage in dialogue to develop choice and balance regarding academic, extracurricular and social emotional function

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
New student/parent orientation	College and Career readiness, academic, social and emotional development		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	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
John Jay High School Campus Night	College and Career readiness, academic, social and emotional development		September	9 th , 10 th , 11 th , 12 th Grade parents/ guardians	High school administrators, Director of Counseling, counselors, faculty, Social Workers, Psychologists - PSAT information and sign up	PSAT Registration data
Evening parent meeting to introduce and explain scheduling options and process	College and Career readiness, academic		January	8 th Grade parents/ guardians	Director of Counseling, IL's, Administrators - Middle School PTO meeting	Attendance, student schedules
Online Course Description Guide	College and Career readiness, academic		January	All families of 8 th to 11 th grade students	Director of Counseling, HS administrators, support staff -	Student schedules
8-9 Parent Orientation to meet high school administration and discuss programs	College and Career readiness, academic, social and emotional development		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	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Pot Luck Dinner	Academic, social and emotional development		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	College and Career readiness		Novemb er	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	College and Career readiness		January	Parents/ Guardians of 11 th grade students	Director of Counseling, counselors - Step-by-Step Guide in the College Process, SAT/ACT Information, Senior Autobiography, Brag letter, essay, Naviance, Power Point	Attendance
College Planning Night – Part 2	College and Career readiness		March/A pril	Parents/ Guardians of 11 grade students	Director of Counseling, counselors, invited college admission representatives - Provide guidelines for each college admissions representatives to discuss	Attendance

Delivery	Foundation		Management			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Web Presence (Counseling Center Web Page)	College and Career readiness, academic, social and emotional development		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, Senior Independent Experience	Parent feedback
CBT/DBT Parent Work Shops	Social and emotional development			High school students and their parents/ guardians		Parent feedback
Parent/Student Substance Abuse Prevention	Social and emotional development			High school students and their parents/ guardians		Exit Surveys
Clinical Referrals	Social and emotional development			High school students and their parents/ guardians		

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.

Program Objectives

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	Student Standards		Timeline	Student Focus	*Staff & Resources	*Assessment
	College and Career readiness, academic, social and emotional development					
Counselor college visits	College and Career readiness		Ongoing	Counselors	Counselors - Director of Counseling	Participation in Roundtable
Visitation – Admissions staff visits to JJHS	College and Career readiness		Fall/Winter	Counselors	Counselors - Director of Counseling	# of colleges which participate
BOCES visitation – Tech Center, Alternative high school	Academic, social and emotional development		Ongoing / Spring as needed	Counselors	Counselors - Director of Counseling	Roundtable discussions of alternative programs

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Professional workshops	College and Career readiness, academic, social and emotional development		Occasional	Counselors	Counselors - Director of Counseling	Roundtable discussions
Staff Development	College and Career readiness, academic, social and emotional development		Occasional	Counselors	Counselors - Director of Counseling	Roundtable discussions
Attend local, state and national conferences	College and Career readiness, academic, social and emotional development		Fall	Counselors	Counselors - Director of Counseling	Roundtable discussions
Reading of professional journals and periodicals	College and Career readiness, academic, social and emotional development		Ongoing	Director of Counseling	Counselors, Director of Counseling - Budget considerations	Roundtable discussions

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>			
*Program Activity or Service	Student Standards College and Career readiness, academic, social and emotional development		Timeline	Student Focus	*Staff & Resources	*Assessment
Review of state education literature	College and Career readiness, academic, social and emotional development		Ongoing	Counselors, Director of Counseling	Counselors, Director of Counseling - State education bulletins	Roundtable discussions
Participate on state and local committees	College and Career readiness, academic, social and emotional development		Ongoing	Counselors	Counselors - Time and budget considerations	Roundtable discussions
Suicide Safety	Social and emotional development		Ongoing	Staff	Social Workers	
Substance Use Referral Process	Social and emotional development		Ongoing	Staff	Social Workers	