

# Haldane Central School District

## K-12 Comprehensive School Counseling Program

### District Guidance Plan 2020 - 2021



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### COMPREHENSIVE SCHOOL COUNSELING PROGRAM:

- High School
- Middle School
- Elementary School

### FOUNDATION/MANAGEMENT:

- [NYSED Regulation Part 100.2\(j\)](#)
- [ASCA Student Mindsets/Behaviors](#)
- [NYSED CDOS](#)
- [ASCA Professional School Counselor Competencies \(2012\)](#)
- [ASCA Ethical Standards \(2010\)](#)
- [ASCA National Standards for Students \(2004\)](#)
- [ASCA National Model](#)

## School Administration and Guidance Team

Superintendent of Schools  
Dr. Philip Benante

K-5 Social Worker  
Ms. Renee Curry

School Business Official  
Ms. Anne Dinio

9-12 Social Worker  
Mr. Scott Many

Director of Pupil Personnel Services  
Ms. Tara Rounds

K-12 School Psychologist/CSE Chair  
Ms. Dawn Rossano

Director of Operations  
Mr. Tim Walsh

K-12 School Psychologist  
Ms. Nicole Snook

High School Principal  
Ms. Julia Sniffen

Board Certified Behavior Analyst  
Ms. Marie Sgroi

Middle School Principal  
Dr. MaryAnn Seelke

10-12 School Counselor/Department Chair  
Ms. Amanda Cotchen

Elementary School Principal  
Ms. Christine Jamin

6-9 School Counselor  
Ms. Lisa Kahan

Dean of Students and Director of Athletics  
Mr. Christopher Salumn

## School District Overview

Haldane Central School District sits overlooking the Hudson River in the historic Village of Cold Spring, New York. With a K-12 enrollment of approximately 835 students, Haldane emphasizes student and faculty collaboration through project-based initiatives and professional learning communities.

Generations of community ties and a close proximity to New York City give Haldane students access to unique learning experiences and a wealth of professional, creative, and vocational expertise. Haldane's close-knit peers support diversity in one another and work together to achieve success in academics, athletics, and the arts.

Haldane High School students pursue a New York State Regents curriculum in preparation for post-secondary studies. The core curriculum is complemented by a rich variety of electives designed to meet student needs and interests, as well as the changing global landscape. Acceleration in core content areas is offered beginning in eighth grade. Students are encouraged to complete a community service experience, and many special interest internships are available through mentoring opportunities.

*The Haldane School District will prepare all students to succeed in an ever-changing global society.*

## Haldane Strategic Coherence Plan 2020 – 2025

### THE HALDANE CENTRAL SCHOOL DISTRICT MISSION & BELIEFS

Haldane Central School District will prepare all students to succeed in an ever-changing global society.

In pursuit of this mission, we believe:

- Learning and the education of the whole child is a shared, collaborative, community-based responsibility
- We must be inclusive, provide multiple pathways to success, and strive to meet the needs of all learners
- Instruction should be authentic, challenging, and rigorous, and elicit the most critical skills and disposition from our students
- All facilities should be safe, environmentally respectful, and supportive of student learning

### THE HALDANE ESSENTIALS

#### Critical Thinking:

Critical thinking is that mode of thinking – about any subject, content, or problem – in which the learner improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. (The Foundation for Critical Thinking)

#### Problem Solving:

The problem solving process is a combination of critical and creative thinking skills. Effective problem solvers identify a problem, brainstorm solutions, select a solution, build a plan, conduct research, assemble an initial version of the solution, evaluate and improve upon the solution, and finally put it into practice. (Thoughtful Learning)

#### Communication:

Conveying ideas quickly and clearly. (21<sup>st</sup> Century Skills)

#### Growth Mindset:

When people have a growth mindset, they believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. (Carol Dweck)

**Emotional Intelligence:**

Emotional intelligence is the ability to understand and manage your own emotions and those of the people around you. The key elements of EI include: self-awareness, self-regulation, motivation, empathy, and social skills. (Mindtools).

**Wellness:**

The 6 dimensions of wellness are: physical, emotional, social, intellectual, spiritual, and occupational wellness. (National Wellness Institute)

**STRATEGIES & SHORT-TERM ACTIONS**

<b>Strategy</b>	<b>Actions &amp; Timing</b>
<p><b>Aligned Curriculum</b> Create a system that ensures the on-going development and implementation of vertically and horizontally aligned curriculum that supports the attainment of The Haldane Essentials.</p>	<p>A. Review and update curriculum brochures and syllabi to add the District Mission, Beliefs, and The Haldane Essentials (Fall 2020 – Fall 2021)</p> <p>B. Establish common curriculum design principles including vocabulary, alignment, and shared expectations for curriculum revision (Over next 6 months)</p>
<p><b>Professional Learning Plan</b> Design and implement a professional learning plan that purposefully enhances the faculty and staff’s capacity to support The Haldane Essentials.</p>	<p>A. Update Professional Development Plan</p>
<p><b>Goal Setting</b> Align and connect all goal-setting processes so they systematically support the District Mission, Beliefs, and the attainment of The Haldane Essentials.</p>	<p>A. Adjust the District goal setting process to align with the District Mission, Beliefs, and The Haldane Essentials (August 2020)</p> <p>B. Adjust the building goal setting process to align with the District Mission, Beliefs, and The Haldane Essentials (September 2020)</p>
<p><b>Vulnerable Populations</b> Ensure that all students, including those from historically underserved or vulnerable populations, have the same high expectations for success and access to opportunities to learn.</p>	<p>A. Data collection and analysis (Spring – Summer 2020)</p> <p>B. Review of Child Study Team and Academic Intervention Success processes. (Spring</p>

2020)

**Communication**

Enhance communication with all stakeholders regarding the District Mission, Beliefs and The Haldane Essentials, and acknowledge staff for their thoughtful participation in helping to shape the message moving forward.

## K-12 Counseling Program Overview

The Counseling Program of Haldane Central School District is designed to provide students with the tools necessary for successful planning for the future. The guidance counselors, clinical staff, and teachers work to enhance the educational, career and college readiness, and social emotional learning of the student. This is done by personal and academic counseling. The school district encourages a team approach. Counselors work with parents, teachers, administrators, psychologists, and community agencies to provide a comprehensive system for helping students. The district is committed to providing as much individual attention as possible for all students so that they may have a positive and successful educational experience.

## School Counseling Program Vision, Mission, and Goals

### Vision

The Counseling Program of Haldane Central School District is designed to provide students with the tools necessary for successful planning for the future.

### Mission

In support of the District mission and goals, the counseling staffs' mission is to assist the students in the recognition development of their unique abilities by encouraging an individual approach to educational and career goals, respect for diversity, and development of effective personal/social relationships.

### Goals

- To implement the Comprehensive Guidance Plan which is data driven, proactive, prevention based, developmentally appropriate, and supports school improvement;
- To prepare students to participate effectively in the current educational program and in life;
- To promote and enhance the learning process for ALL students;
- To preserve and support the social and emotional health of all children.



## Direct Student Services

The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- Classroom Activities: School counselors present lessons in the classroom.
- Group Activities: Counselors conduct group activities outside of the classroom to address particular needs.

## Individual Student Planning

Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- Individual or Small Group Appraisal: School counselors work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Individual or Small Group Advisement: School counselors work directly with students on achieving success in personal/social, academic, and career areas.
- Case Management: School counselors monitor individual student's progress.
- Placement: School counselors collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

## Responsive Services

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

## Indirect Student Services

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.

- Consultation: School counselors collaborate with families, school staff, and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

### System Support

School counselors assess the effectiveness of the counseling program. This is accomplished through:

- Teaming: School counselors participate in district wide and building committees.
- Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites and presentations.
- Program Management and Evaluation: School counselors analyze data to evaluate the program and continue updating program activities.

### Advisory Council Membership

The Advisory Council will meet twice a year. The following positions will be part of the Advisory Council:

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| Director of Pupil Personnel Services | School Psychologists               |
| School Principals                    | School Nurse                       |
| Director of Guidance                 | School Resource Officer            |
| Social Workers                       | Haldane Faculty Association Member |
| School Counselor                     | Parent Representative              |

The Director Pupil Personnel Services will initiate the meetings with the program committees to review the objectives, activities, and outcomes of the guidance plan. The new plan, with improvements or revisions of any of the objectives or activities, will be submitted to the Superintendent and the Board of Education.