



K-12 Comprehensive School

District Guidance Plan
2022-2023

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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
TBD

9-12 Social Worker
Mr. Scott Many

Director of Pupil Personnel Services
Dr. Regina Kaishian

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

Director of Facilities
Mr. Tim Walsh

K-12 School Psychologist
Ms. Nicole Rivera

High School Principal
Ms. Julia Sniffen

Board Certified Behavior Analyst
Ms. Samantha Faughnan

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. Liana Festo

Director of Human Resources &
Curriculum
Mr. Josh Elder

Dean of Students and Director of Athletics
TBD

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 830 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. (21st 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)

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.

Comprehensive School Counseling Program Map Haldane Central School District

Grade Level	Program Activity/Service	Tier 1,2,3	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives	Timeline	Staff, Resources, and Assessments Needed
Grades K-12	Group Counseling	2	PS: A1 PS: A2 PS: B1 PS: C1	- Counselors will facilitate groups based on social/emotional or behavioral concerns, including support for students coping with various life changes and stressors.	September - June	- School Counselors - Social Workers - School Psychologists - Child Study Team
Grades K-12	Strategy Groups	2	A:A2 A:A3 A:B1 A:B2	- Strategy groups are offered to students who have difficulties in executive functioning and self-regulation skills. Support will help students learn, work, and manage their daily schedule.	September- June	- BCBA
Grades K-12	Sensory Hallway	2	A:A2 PS:A1 PS:B1	- The Sensory Hallway helps students refocus attention and learning through a series of colorful, creative, and playful movement activities that enable students to complete complex, multi-skilled tasks. Sensory paths are used for the following: <ul style="list-style-type: none"> - Movement breaks - As a means for sensory regulation - Reducing sensory seeking behaviors - Increasing focus and attention - Increasing cognitive functioning 	September – June	- Occupational Therapist

Grades K-12	Red Ribbon Week	2	PS:A1 PS:B1 PS:C1	- Participate in school-wide activities and events for the national drug and alcohol prevention campaign to raise awareness and teach students about positive decision-making and healthy choices.	October	- School Counselor - Social Worker - School Psychologist
Grades K-12	Random Acts of Kindness Week	2	PS:A1 PS:A2 PS:B1	- Participate in a nationwide campaign to encourage acts of kindness to increase self-esteem and promote a long-lasting culture of kindness.	February	- School Counselors - Social Workers - School Psychologists - Child Study Team
Grades K-12	Advisory Council	1	A: A, B, C C: A, B, C PS: A, B, C	- An Advisory Council consisting of a variety of stakeholders will meet twice a year to review the comprehensive plan and to provide annual outcome report to the Board of Education.	January June	- Advisory council - Board of Education
Grades K-12	Mental Health Awareness Month	2	PS:A1 PS:A2 PS:B1 PS:C1	- A calendar of daily wellness events and activities is created to promote positive mental health.	May	- Wellness Committee - Phys. Ed. Teachers - Health Teachers
Grades K-12	Academic Intervention Services (AIS)	1	A:A1 A:A2 PS:A2	- Students will learn study skills, ELA, and math skills.	September – June	- Leveled Literacy - Middle School AIS Teachers

						<ul style="list-style-type: none"> - NWEA - NY State Testing - Report Card Grades
Incoming K-12	New student records review, placement and planning	1	A:B2	<ul style="list-style-type: none"> - Faculty will review prior school records and develop an plan/schedule . If the student is from out of state, they will be screened at the building level. - Faculty will meet with the student and provide a ‘buddy’ for the first day which assists in understanding layout of the buildings 	August – June	<ul style="list-style-type: none"> - School Counselors - Special Education Dept. - Social Worker - Registrar - PowerSchool - Transcripts - NWEA
K-12	Health Office Services	1	PS: A1 PS:B1 PS:C1	The School Nurses work in consultation with teachers, counselors and administration to support student health, wellness and safety	September- June	<ul style="list-style-type: none"> -RN -LPN
K-12	Putnam County Sheriff’s Office	1	PS: C1	The School Resource Officer (SRO) will share presentations on decision-making, choices and legal issues and is available for consultation	September- June	School Resource Officer
GradesK-12	DBT	1,2,3	PS: A1 PS: A2 PS: B1 PS: C1	<ul style="list-style-type: none"> -DBT- informed lesson are offered as a push-in support to classes depending on grade-level/classroom need - DBT groups are offered based on a student’s need to learn emotional regulation skills, mindfulness, distress tolerance, and improving relationships. 	September - June	<ul style="list-style-type: none"> - School Counselors - Social Workers - School Psychologists - Child Study Team
Grades 7-12	Health Education	1	PS: A1 PS: A2 PS: B1 PS: C1	<p>The following subjects are taught during health education. These are all areas that cover mental/emotional/social well being. They are covered using a variety of different methods, which include conversation, presentations, group assignments, and videos.</p> <ul style="list-style-type: none"> • Stress • Mental Disorders 	September – June	Health Teachers

				<ul style="list-style-type: none"> • Eating Disorders • Self-Esteem • Emotions • Anxiety • Depression • Gratitude • Wellness • DBT • Healthy Relationships • Students will research local resources that can help improve overall wellness; coping with daily demands, physical activity and mental wellbeing. 		
Grades 7-12	Physical Education	1	PS: A1 PS: B1	<ul style="list-style-type: none"> - Students will practice different styles of yoga and discuss the benefits from them. - Students will perform muscle relaxation and discuss the benefits from this activity. - Students will perform deep breathing practices and discuss the benefits from the activity. - Students will perform stress-relieving activities and discuss the health benefits from physical activity. - Students will research local hikes and discuss how hiking can limit stress and anxiety. - Students will identify one type of physical activity that will help them minimize stress and anxiety. - Students will research local resources that can help improve overall wellness; coping with daily demands, physical activity and mental wellbeing. 	September - June	-Physical Education Teachers

Grades K-12	Safety Care	1	PS: A2.6 PS: A2.7	Clinicians, special education teachers, and additional staff are trained in de-escalation, behavioral intervention, redirections, and restraint. Supports can be used for all students, Tier 1-3.	September - June	Behaviorists, Administration, Trainers, Teachers, Staff
Grades K-12	OPWDD ACCESS-VR	2	C:A, B, C PS:A, B, C	<p>- OPWDD assists people with developmental disabilities and their families in gaining access to high-quality services and supports tailored to each person’s unique needs with a particular emphasis on supports that promote inclusion and integration and offer full access to the greater community</p> <p>- ACCESS-VR assists individuals with disabilities to achieve and maintain employment and to support independent living</p>	September – August	<p>- Director of PPS</p> <p>- School Counselor</p> <p>OPWDD and ACCESS-VR case managers</p>
Grades 5 - 12	Peer Mentoring	1	C:A1.4	<p>County Level - An opportunity for high school students to serve as mentors to participating 5th grade students. To create an opportunity for growth in areas of personal development, educational success, socialization, confidence, and recreation.</p> <p>Local Level – An opportunity for high school students to serve as mentors to participating Middle School students. To create an opportunity for growth in areas of personal development, education success, socialization, confidence, and recreation.</p>	September - June	Putnam County youth Bureau- Social Workers

ES Grade Level	Program Activity/Service	Tier 1,2,3	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives	Timeline	Staff, Resources and Assessments Needed
K-5	Character Ed Themes of the Month in Elementary School Monthly Read-a-loud	1	PS: B1.7	Each month the elementary school focuses on a theme. Each morning members of the Caring Community announce information on the theme. They sometimes challenge the students to try something new (sit with someone new at lunch today). The Caring Community also decorates a bulletin board outside the office with pictures and quotes about the monthly theme.	September - June	Social Worker Grade-level teacher
K-7 Art	Choice-based art making	1	A:A1.3	Social-emotional learning and the mental health of students: Students are given the opportunity to respond to their own ideas and interests, develop decision-making skills, and express themselves through multiple materials and techniques. Students become supportive and empathetic members of their class	September - June	Chromebook, iPads, digital cameras, photo printer, HSF grants
K-5	Second Step	1	PS:A2.3 PS:C1.7	- To teach children character education skills - To teach children about wellness and positive decision making	September - June	Second Step program, posters, stories, CDs, Cove Care Center staff member
Grade K	Reading Buddies	1	C:A1.4	To build relationships between grade levels, to boost confidence in reading and communications skills	September - June	various genres
Grades 1, 3, 5	Sexual Abuse Prevention Presentation (Erin’s Law)	1	PS:C1.3	Students will learn how to handle situations where they feel uncomfortable, or are touched in a way that makes them feel uncomfortable.	September - June	Child Sexual Abuse: A Solution (James Stanfield Company)

Grade 1	Student created rubrics around teamwork	1	C:A1.4	To teach students to think about how they should act in partnerships and teams, as well as WHY they want to act in this manner.	September - June	Various subject areas
Grade 1	Reading/STEM Buddies	1	C:A1.4	To build relationships between grade levels (grade 1 with grade 3 and 4), to boost confidence in oral reading and to develop communications skills. Also STEM allows students to be creators, thinkers, problem solvers, and inventors.	September - June	Leveled books of various genres (chosen by students weekly), reflection pages Different STEM activities.
Grade 2	Self-assessment of report card learner behaviors	1	PS:A1.6	To make students aware of the expected learner behaviors on our report cards, and assess how we each feel we are meeting those expectations	September - June	Second grade report card, photocopies of the learner behavior section
Grade 2	Mindfulness/coping and relaxation strategies	1	PS:A1.8	To teach children to engage positive practices on a daily basis to self-regulate moods and behaviors.	September - June	Videos, books, experts on Mindfulness training
Grade 2	Homework process	1	A:A2.1	To make students aware of expectations and assignments on both a monthly and daily basis. Students should learn to prioritize and manage their time to effectively complete their assignments.	September - June	Assignment pads, take-home folders, planning sheets, self-checklist, weekly homework packet
Grade 3	Self-assessment of report card learner behaviors	1	PS:A1.6	To make students aware of the expected learner behaviors on our report cards, and assess how we each feel we are meeting those expectations	September - June	Third grade report card, photocopies of the learner behavior section

Grade 3	Reading Buddies	1	C:A1.4	To build relationships between grade levels, to boost confidence in reading and communications skills	September - June	Leveled books of various genres
Grade 3	Keyboarding skills	1	C:A2.1	To allow students to become college and career ready by improving typing skills	September - June	Chromebooks, websites such as www.typingclub.com
Grades 4 and 5	Caring Community	1	PS:A2.3	The Caring Community consists of a group of fourth and fifth grade students that have a vision to create an environment where all students will feel accepted and be celebrated for the good that happens each day at Haldane. Their mission includes reaching out to students that feel less connected to peers by random acts of kindness, encouragement of the use of the buddy bench, and a variety of other activities.	September - June	Student driven
Grade 4	Student Led Conferences	1	PS:A1.3	Students reflect on their own social, emotional, and academic behavior in the classroom. Each student self-assesses their strengths and areas to improve within these subjects. Students then share this information with their parents at conference time.	September - June	All materials needed for student reflections -held in their student portfolios
Grade 4	Agency strand goal setting (oral communication, collaboration, group accountability)	1	PS:A2.6	The objective of our work with agency strands in our classrooms is to guide students to develop skills for collaborating with others. Through our Project Based Learning work within our classrooms, we define standards for agency with our students and students self-assess throughout projects.	September - June	Group role cards, group accountability sheets, rubrics

MS Grade Level	Program Activity/Service	Tier 1,2,3	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives	Timeline	Staff, Resources and Assessments Needed
Grade 6-8	PBIS Social/Emotional	1	PS: A1 PS: A2 PS: B1 PS: C1	<ul style="list-style-type: none"> - Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success. - Letter home to parents regarding positive behaviors in school. - Explicit instruction of the behaviors associated with our school motto: TRUE BLUE (Teamwork, responsibility, understanding, and excellence) 	September - June	- MS Faculty and Staff
Grade 6	Guidance Class	1	PS: A1 PS: A2 PS: B1 PS: C1 C: A1	- Lesson plans and group discussion on problem-solving, communication, drug, and alcohol awareness, teasing vs. bullying, career exploration, emotional regulation, mindfulness (DBT Skills)	September-June	<ul style="list-style-type: none"> - Middle School Counselor - Social/Emotional Lesson Plans - PowerPoint Presentations - Videos

Grade 6-8	Drug Prevention/Wellness	1	PS: B1 PS: C1	- To teach students about positive decision-making and healthy choices. Activity book, observations, class discussions.	September-June	- Cove Care Center Staff Worker
Grade 7	Learner Profiles	1	A: A2 A: B1 PS: A1 PS: A2 PS: B1	- Students will explore their learner profile and strategies for self-regulation through RULER.	September - June	- Middle School Teacher
Grade 7	Advocacy Project	1	PS: A2 PS: B1	- Students will learn how to advocate for groups who are currently facing critical issues. Examples: movie, research bibliography, a persuasive letter to an outside audience.	September – June	- Middle School English and Social Studies Teachers
Grades 7- 8	Family & Consumer Science	1	PS: A2 PS: C1	- Students will learn hand and machine sewing (Grade 7) - Students will learn cooking equipment, Cooking terms, kitchen safety and food hygiene, nutritional facts and following a recipe (Grade 8) - Students will submit a final reflective written assignment. Rubric to grade final project. Write a daily question to reflects on the project. - Using the internet, demonstrations, videos, and worksheets	September - June	- Family and Consumer Science teacher. - NYSED FACS standards.
Grade 8	Team Building	1	PS: A1 PS: A2 PS: B1	- Students and their teachers participate in team building activities which lead up to a field trip to Frost Valley. - Frost Valley partners with teachers to design and conduct programs that meet the standards of New York state curriculum. The top-notch environmental education, academic support, challenging adventure courses, and recreation. Frost Valley School Programs develop confident,	February - May	- 8th Grade Team of Teachers - Frost Valley

				socially responsible, actively engaged life-long learners.		
Grade 8	8 th Grade Transition and scheduling presentation	1	A:B2	<ul style="list-style-type: none"> - Counselor meets with 8th grade students and parents/guardians to talk about the changes from middle to high school - Counselors review high school graduation requirements and begin a four-year plan with students 	March – June	<ul style="list-style-type: none"> - Middle School Counselor - Resources and handouts

HS Grade Level	Program Activity/Service	Tier 1,2,3	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives	Timeline	Staff, Resources, and Assessments Needed
Grades 9-12	Schedule changes and conflicts	1	A:B2 PS:B1	<ul style="list-style-type: none"> - Schedule changes/conflicts - Teacher requests and concerns - Review and adjust for course failures 	July-September	<ul style="list-style-type: none"> - High School Counselors - High School Teachers - PowerSchool - Progress Reports/ Report Cards/ Transcripts

Grade 9	9th grade orientation	1	A:A2 A:A3 PS:A1	<ul style="list-style-type: none"> - Students will become familiar with the high school building, lockers, and staff - Students will be introduced to the high school curriculum - Review NYS graduation requirements and diploma pathways 	August	<ul style="list-style-type: none"> - High School Counselors - High School Administration - Orientation Materials- maps, schedules, resources
Grades 11-12	College and military representative visits	1	A:B2 A:A3	<ul style="list-style-type: none"> - Provide 11th and 12th grade students with direct contact of college admission representatives 	September - February	<ul style="list-style-type: none"> - High School Counselors - College Admission Counselors - Military Representatives
Grade 12	College application preparation	1	A:B2 A:C1	<ul style="list-style-type: none"> - Counselor pushes into Participation and Government 12 classes to review the application process/Naviance 	September - October	<ul style="list-style-type: none"> - High School Counselors - PIG 12 Teachers - PowerPoint Presentations - Naviance
Grade 12	Individual senior post graduation planning meetings	2	A:B2 C:B2	<ul style="list-style-type: none"> - Counselors meet with seniors in individual sessions to go over the annual individual progress review - Counselors will also assist in the development and implementation of a post-graduation plan based on their college and career goals - Counselor/Teacher letter of recommendation 	September - December	<ul style="list-style-type: none"> - High School Counselors - Naviance - Transcripts and Test scores - Common Application - Annual Individual Progress Review checklist
Grade 12	Financial Aid presentation	1	A:A3	<ul style="list-style-type: none"> - Financial aid night overview presentation for students and their families 	September - October	<ul style="list-style-type: none"> - School Counselor - Financial Aid Representative - FAFSA materials

Grades 10-11	College admission testing	1	A:B2	<ul style="list-style-type: none"> - Classroom discussion in English 10 and 11 to become familiar with the PSAT exam - PSAT are given during the day and made available for all 10th and 11th grade students - College board emails results in December 	September - December	<ul style="list-style-type: none"> - High School Teachers - High School Counselors - PSAT Resources/Materials - College board
Grade 12	College Week	1	A:B1	<ul style="list-style-type: none"> - Counselors provide week long activities to provide encouragement, assistance and excitement for the college application process 	November	<ul style="list-style-type: none"> - High School Counselors - College Admissions Reps - Common Application - School Specific Applications
Grade 9	9th Grade career program	1	C:A1 A:A3	<ul style="list-style-type: none"> - School Counselor pushes in to English 9 class, students work on a Naviance based activity 	September-June	<ul style="list-style-type: none"> - High School Counselor - High School Teachers - Local entrepreneurs - PowerPoint Materials - Naviance - Google Classroom
Grade 10	10th grade career program	1	C:B1	<ul style="list-style-type: none"> - Students will complete an electronic interest inventory on Naviance to gain further understanding of their academic and personal strengths - Students will explore the academic preparation needed for a variety of careers tailored to their personal interests 	December - January	<ul style="list-style-type: none"> - High School Counselors - Naviance - PowerPoint Presentation
Grade 11	11th grade college/career program	1	A:B2 C:B2	<ul style="list-style-type: none"> - Counselors present information to juniors on post high school planning and course selection for the following year - Students receive information on SAT testing - Students will participate in a college super match activity on Naviance 	January	<ul style="list-style-type: none"> - High School Counselors - Naviance - PowerPoint Presentation - Google Classroom - College board

Grade 11	11th grade college preparation	1	A:A3 A:B1 C:C1	- Students are allotted time during their English 11 class to complete their college application essay, under the guidance of their English teacher.	April - June	- High School English teacher
Grade 11	11th grade college/career planning meeting	2	A:B2 C:B2	- High School counselor meets with each 11th grade student and their parent/guardian for an annual individual progress review - Student will review their transcript and understand their progress toward NYS graduation standards - Students will receive their college/ career checklist with a binder full of resources to assist	February - May	- High School Counselor - PowerSchool - College board - Commonapp.org - Annual Individual Progress Review checklist
Grades 10	PNW BOCES Tech Center field trip	1	C:B2	- High School Counselor takes the sophomore class to tour the PNW BOCES Tech Center - Students have the opportunity to explore several career and technical courses offered at BOCES - Students speak to current students in the program, take a tour of the school and observe the program while in session	January	- High School Counselors - Tech Center Faculty and Staff
Grades 9-11	PNW BOCES Tech Center field trip	1	C:B2	- Students have the opportunity to shadow a full session(s) at PNW BOCES - They speak to current students in the program, see them working, discuss with the teacher requirements and recommendations	September - May	- High School Counselors - Tech Center Faculty and Staff
Grades 9-12	Master schedule set-up, planning and coordination	1	A:B2	- Counselors meet with administration and teachers to update course selections - Counselors collect course requests from the students - Counselors collect course recommendations from the teachers	January - July	- High School Counselors - High School Teachers - Administration - PowerSchool

				- Counselors assist Administration with the master schedule		
Grade 9	Annual Individual Progress Review meeting	2	A:B2 A:C1 C:B1 PS:A1	<ul style="list-style-type: none"> - Counselors work independently, developing yearly and long-term goals - Counselors review academic skill, graduation requirements and diploma tracks, course offerings - Counselors review college/career readiness and planning - Counselors address personal, social, and emotional needs; discuss appropriate coping and problem-solving strategies - Counselors review students record with each student - Counselors will have follow-up sessions 	September - November	<ul style="list-style-type: none"> - High School Counselor - Four Year Plan - Annual Individual Progress Review checklist
Grade 10	Annual Individual Progress Review meeting	2	A:B2 A:C1 C:B1 PS:A1	<ul style="list-style-type: none"> - Counselors work independently, developing yearly and long-term goals - Counselors review academic skill, graduation requirements and diploma tracks, course offerings - Counselors review college/career readiness and planning - Counselors address personal, social, and emotional needs; discuss appropriate coping and problem-solving strategies - Counselors review students record with each student - Counselors will have follow-up sessions 	December - March	<ul style="list-style-type: none"> - High School Counselor - Four Year Plan - Annual Individual Progress Review checklist
Grade 11	College Visits	1	A:B2	<ul style="list-style-type: none"> - Juniors are encouraged to attend college visits and provide attendance with prof of visit upon return 	September - June	<ul style="list-style-type: none"> - Attendance - High School students/family

Grade 12	College Visit	1	A:B2	- Seniors have a college visit day in October where Haldane sets up a visit to a local college or they can go on an independent visit, so long as proof is provided.	October	- High School Counselor - High School Teachers - Attendance - College Admission Counselor
Grade 11	College / Career Fair	1	A:B2 C:A1	- PNW BOCES in collaboration with local school counselors organize and coordinate an annual College and Career Fair - Students speak with representatives regarding their interests and goals for post-graduation - Students speak with entrepreneurs about career pathways and progressions	April - May	- PNW BOCES - College Admission Counselors - Business/Career presenters - High School Counselor - Resources/Handouts
Grade 12	Scholarship research and committee meetings	1	A:B2 A:C1	- Counselors provide scholarship information - Counselors discuss and select students that fit the criteria for local scholarships	February - May	- High School Counselors - Local Scholarship Committees - Naviance - Administration
Grade 12	12th grade college transition presentation	1	A:B1	- Alumni from previous year come to talk about their freshman year college experience - Seniors come prepared with questions to ask alumni	May	- High School Counselors - Alumni
Grades 11-12	College Admission Panel	1	A:B1	- Students and parents are invited to an evening of question and answers from a College Admission Panel.	April - May	- High School Counselors - College Admissions Counselors
Grades 9-12	Organize and provide exposure opportunities for outside programs	1	A:C1	- Boys and Girls State, Summer Scholars, Summer Pre-College Programs and other various opportunities as they arise	September - June	- High School Counselors - Organization Representatives - Materials and Resources

<p>Grades 9-12</p>	<p>Individual counseling sessions addressing attendance, academic, behavioral and adjustment concerns</p>	<p>2 3</p>	<p>A:A1 A:A2</p>	<ul style="list-style-type: none"> - Counselors will meet with students to address concerns affecting their academic performance - Counselors will meet with students regarding behavior or attendance concerns and refer them as necessary for additional supports 	<p>September - June</p>	<ul style="list-style-type: none"> - High School Counselors - Social Worker - CST Team - School Psychologist -Outside Providers -PowerSchool -Progress Monitoring Tools
<p>Grades 9-12</p>	<p>Identification and monitoring of student goals for Individual Education Plans</p>	<p>2</p>	<p>A:B2</p>	<ul style="list-style-type: none"> - Counselors take an active part in assisting teachers and the School Psychologist in fulfilling annual academic and counseling goals - Counselors support the students and parents in helping their child reach their performance goals <ul style="list-style-type: none"> - School counselors and case manager assist with transition planning for IEP students 	<p>September - June</p>	<ul style="list-style-type: none"> - High School Counselors - School Psychologist - CSE Committee - IEP Direct
<p>Grades 9-12</p>	<p>Referrals and collaboration with community agencies</p>	<p>3</p>	<p>A:B1 PS:B1 PS:C1</p>	<ul style="list-style-type: none"> - Counselors utilize resources and consult with others outside services available within the county - Counselors make referrals and recommendations to families when needed - Counselors attend intake meetings and assist in providing records when requested 	<p>September - June</p>	<ul style="list-style-type: none"> - High School Counselors - Service provides such as Therapists, Probation, PINS, CPS, Community Services, Treatment Program transitioning, CTC, Cove Care
<p>Grades 9-12</p>	<p>Internal collaboration with district staff</p>	<p>1</p>	<p>PS:C1 A:B1</p>	<ul style="list-style-type: none"> - Counselors consult and work directly with teachers, support staff, program service coordinators and administration to address any management and program details in overall school-wide initiatives 	<p>September - June</p>	<ul style="list-style-type: none"> -Staff includes-High School Counselors, School Psychologists, Teachers, School Nurses, Teacher Aides, CSE Chairperson, Transportation Supervisor

Grades 9-12	Behavior Intervention Plans/Response to Intervention Plans	2	A:A3 A:B1 PS:A1 PS:B2	- Counselors will monitor and identify academic and behavior concerns with students - Intervention plans will be developed and assessed in collaboration with the BCBA	September - June	- High School Teachers - Social Worker - Child Study Team - BCBA
Grades 9-12	Communication with parents	2	A:B1	- Counselors and teachers reach out to parents to establish a working relationship and develop a team approach for their child’s education	August - June	- Parent/Teacher Conferences - Parent Portal - Counselors
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Grades 9-12	Prevention Education	1	PS: A1 PS: A2 PS: B1 PS: C1	- Prevention Education covers a variety of topics including: <ul style="list-style-type: none"> • The Value of Good Health • Decision- Making for Health • Risk-Taking and Substance Abuse • The Media and Health • Managing Stress, Anger and Other Emotions • Family Communications • Healthy Relationships 	September - June	- Haldane Faculty - Cove Care

<p>Grades 9-12</p>	<p>Facing History in Ourselves</p>	<p>1</p>	<p>PS:A1 PS:A2 PS:B1</p>	<p>Through rigorous historical analysis combined with the study of human behavior, Facing History’s approach heightens students’ understanding of racism, religious intolerance, and prejudice; increases students’ ability to relate to history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy</p>	<p>September – June</p>	<p>Haldane Humanities Faculty</p>
<p>Grades 9-10</p>	<p>Mental Health First Aid</p>	<p>1</p>	<p>A:A1.3 PS:B1 PS:C1 PS:C1.3</p>	<p>Students participate in a training course designed to teach the key skills to recognize the signs of someone who is developing a mental health problem or experiencing a mental health crisis. Students receive Mental Health First Aid certification upon successful completion.</p>	<p>September - June</p>	<p>Social Workers</p>

Haldane Central School Counseling Department Accountability System

To achieve the best results for students, Haldane school counselors will regularly evaluate their program to determine its effectiveness. Haldane school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through data analysis, program results and evaluation and improvement. The evaluation process will be ongoing during department meetings and through the advisory council.

Data Analysis - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made.

Program Results - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The Haldane School Counseling Advisory Council and counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using the Haldane APPR document, and review of program goals created at the beginning of the year.