HALDANE
CENTRAL SCHOOL
DISTRICT

Pre-K-12 Comprehensive School District Guidance Plan

2026-2027

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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. Gail Duffy	Social Worker(s) Ms. Renee Curry Mr. Scott Many
Director of Pupil Personnel Services Ms. Erin Piquet	School Psychologist(s) Ms. Dawn Rossano (CSE Chairperson) Dr. Rebecca Ivicic (CSE Chairperson)
Director of Human Resources & Curriculum TBD	Board-Certified Behavior Analyst Ms. Samantha Faughnan
Nurses Kathryn O'Hara	School Counselor(s) Ms. Amanda Cotchen (Dept. Chair) Ms. Maggie Heintzman Ms. Kristen Amato
Director of Physical Education, Health, Athletics & Dean of Students Mr. Tom Cunningham	High School Principal Ms. Julia Sniffen
Middle School Principal Dr. MaryAnn Seelke	Elementary School Principal Ms. Christine Jamin

School District Overview

Haldane Central School District sits overlooking the Hudson River in the historic Village of Cold Spring, New York. With a Pre-K-12 enrollment of approximately 800 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 Strategic Coherence Plan 2020 – 2025

THE HALDANE CENTRAL SCHOOL DISTRICT MISSION & BELIEFS

The Haldane Central School District is committed to ensuring that our students are healthy, safe, supported, challenged and engaged. We strive to prepare all students to succeed in an ever-changing global society. (See the Haldane Strategic Coherence Plan March 2020)

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:

Communication is appropriately interacting with others to convey meaning and gain understanding for multiple purposes, settings, and audiences including the digital environment (21st Century Skills)

Growth Mindset:

Growth mindset is the belief that skills, talent and new learning can be developed through practice, through hard work and with the guidance of others. By embracing a growth mindset in school, individuals are encouraged to take academic risks, to work collaboratively rather than competitively, and to attempt innovative solutions without fear of making a mistake (Carol Dweck, 2016).

Emotional Intelligence:

Emotional intelligence is the ability to understand and manage your own emotions, and those of the people around you. Emotional intelligence involves the awareness that emotions can drive our behavior and impact people, and that learning how to manage those emotions is key to navigating our world and maximizing fulfillment. Emotions matter - so explicit instruction in developing students' ability to recognize their feelings, to understand their triggers, to be able to label and express their emotions, as well as to engage in self-regulation skills is essential to sustaining a positive and rewarding environment both in school and at home. 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. The physical dimension recognizes the need for nutritious food and regular exercise. The emotional dimension recognizes awareness and acceptance of one's feelings. The social dimension encourages contributing to one's environment and community. The intellectual dimension recognizes one's creative stimulating mental activities. The spiritual dimension recognizes our search for meaning and purpose in human existence. The occupational dimension recognizes personal satisfaction and enrichment in one's life through work. By applying the model, a person becomes aware of the interconnectedness of each dimension and how they contribute to optimal living (National Wellness Institute).

Culturally Responsive Sustaining Education (CR-S)

NYSED's CR-S Framework

In January of 2018, the New York State Board of Regents directed the Office of P-12 Education and Higher Education to convene a panel of experts to engage with stakeholders and to develop a framework for culturally responsive-sustaining education. Their work, which was in recognition of the responsibility of educators to create a more equitable system whereby all children can thrive, resulted in a guidance document with principles that are consistent with the Haldane Central School District's mission and the Haldane Essentials. The Culturally Responsive-Sustaining Education Framework creates student-centered learning environments that affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of positive social change.

It is the intention of the Haldane Central School District to use the grounding principles of the framework as a guide in the work to continue to leverage differences as assets:

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning

The Role of School Counselors in CR-S

The American School Counselor Association (ASCA) holds that school counselors have a professional and ethical responsibility to expand personal multicultural and social justice advocacy, awareness, knowledge and skills to be an effective, culturally competent school counselor (2021). The counselors at Haldane CSD are committed to working towards cultural competence and cultural humility to provide culturally sustaining school counseling. To that end, school counselors strive to demonstrate responsiveness by collaborating with students and other stakeholders in support of a school climate that embraces diversity and helps to promote all students' academic, career and social/emotional development.

Pre-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 school 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 in keeping with the district-wide vision to ensure that our students are healthy, safe, supported, challenged and engaged.

Mission

In support of the Haldane District vision and goals, the counseling staffs' mission is to assist the students in the recognition and development of their unique abilities by encouraging an individual approach to educational and career goals, by fostering a respect for diversity, and by facilitating the growth of interpersonal skills and healthy relationships.

Goals

- To implement the Comprehensive Guidance Plan which is culturally responsive, data driven, proactive, prevention-based, developmentally appropriate, and supportive of school improvement;
- To prepare students to participate effectively in their 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 Pre-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.

Multi-Tiered System of Supports

The district has established a multi-tiered system of supports (MTSS) to provide a differentiated level of support for struggling students. This framework enables the professional staff to assess a student's response to instruction and intervention (RTI) and make decisions on how to adjust academic intervention services (AIS) and/or social and emotional supports (SEL) provided within their school day. This approach is aligned to the NYS Commissioner's regulation, 100.2.ee. New for the 2026-2027 school year, the district will be using Educlimb as the MTSS software.

In the Haldane Schools, the MTSS model includes several components that are integrated to form a system that provides targeted support for all students as they strive to achieve the Haldane Essentials. The left side of the MTSS framework defines the academic supports available through the district Response to Intervention (RTI) model and Academic Intervention Services (AIS.) The Skills classes offer additional academic support, with a specific target toward executive function. The right side of the MTSS framework defines the supports available through the district Social and Emotional (SEL) options.

Academics (RtI/AIS)	*Multi-Tiered System of Supports (MTSS)*	*Social and Emotional (SEL)*
Differentiated large and small group instruction and universal interventions for all students.	Tier 1 Typically effective for 80-85% of students	Explicitly taught social and emotional behaviors within all settings of the school environment.
Targeted academic interventions for students who are not making adequate progress with Tier 1 instruction and universal interventions.	Tier 2 Typically needed for 10-15% of students	Targeted social and emotional interventions for students who are not making adequate progress with Tier 1 instruction and universal interventions.
Intensive interventions for students who are not responding to Tier 2 targeted interventions	Tier 3 Typically needed for 1-5% of students	Intensive interventions for students who are not responding to Tier 2 targeted interventions

The following charts outline the range of social-emotional supports that are available at each Tier level, as well as a list of how a student's response to the intervention(s) will be measured. Note that these charts are not comprehensive as interventions at the elementary and secondary levels are often created to meet the individual's needs and circumstances, in a sensitive and culturally responsive way. Additionally, the Haldane Central School District recognizes the essential role of parents and guardians in supporting students' wellbeing and the goal is to always take a collaborative and inclusive approach.

(For more information, see the Haldane CSD's K-12 Guidance webpage which includes the updated version of the MTSS Plan 2021-2022.)

Social Emotional Supports

Haldane Elementary School (Pre-K-4)		
Social and Emotional Supports	**Range of Services**	**Assessment of Student Progress**
Tier 1	• Teacher developed classroom or individual behavior supports/strategies • Informal clinical consult with counselors or related service providers • Whole-class discussions with clinician • SEL instruction delivered in collaboration with teachers	• Observation • Records Review • Teacher anecdotal notes
Tier 2	• Group and individual sessions facilitated by Clinicians • Behavior consultation • Mediation provided by counselors • Short-Term Social skills groups • Short-Term support groups • DBT-informed groups	• Monitoring of informal goals • Classroom observation • Running records of behavioral data • Progress monitoring data • Rating Scales/Screeners when recommended by CST
Tier 3	• Group and individual sessions facilitated by guidance counselor, social worker or school psychologist. • IEP Mandated Counseling • Dialectical Behavior Informed counseling • Outside referrals	• Monitoring of IEP goals • Teacher and clinician observation • Running records of behavioral data • Progress monitoring data • Evaluation when recommended by the Committee on Special Education (CSE)

Haldane Middle School (Grades 5-8)		
Social and Emotional Supports	**Range of Services**	**Assessment of Student Progress**
Tier 1	• School Level Positive Behavior Intervention Support at Haldane Middle School (TRUE Blue) • Lunch Groups • Teacher developed classroom or individual behavior supports/strategies • Informal clinical consult • Whole-class discussions with clinician when need arises	• Observation • Records Review • Teacher anecdotal notes
Tier 2	• Group and individual sessions facilitated by Clinicians • Behavior consult • Mediation provided by counselors • Short term Support Groups • DBT-informed groups	• Monitoring of informal goals • Classroom observation • Running records of behavioral data • Rating Scales/Screeners when recommended by SST • Progress monitoring data
Tier 3	• Group and individual sessions facilitated by guidance counselor, social worker or school psychologist. • IEP Mandated Counseling • DBT-informed counseling • Outside referrals and consultation • Behavioral Supports/Plans by BCBA or school psychologist	• Monitoring of IEP goals • Teacher and clinician observation • Running records of behavioral data • Progress monitoring data • Evaluation when recommended by the Committee on Special Education (CSE)

Haldane High School (Grades 9-12)		
Social and Emotional Supports	**Range of Services**	**Assessment of Student Progress**
Tier 1	• Code of Conduct • Acceptable Use Policy • Classroom behavior plans/strategies • Extra-Curricular Expectations • Informal clinical consult • Whole-class discussions with clinician when need arises • COD: Education on Co-Occuring Disorders • TMHFA: Teen Mental Health First Aid Training • Red Ribbon Week/Random Acts of Kindness Week	• Observation • Records Review • Teacher running records • Every 5-week meetings with guidance of the Dean to review progress.
Tier 2	• Group and individual sessions facilitated by Clinicians • Behavior consultation • Mediation provided by counselors • DBT-informed groups	• Monitoring of informal goals • Classroom observation • Running records of behavioral data • Rating Scales/Screeners when recommended by SST • Progress monitoring data
Tier 3	• Group and individual sessions facilitated by guidance counselor, social worker or school psychologist. • IEP Mandated Counseling • DBT-informed counseling • Behavioral Supports/Plans by BCBA or school psychologist • Outside referrals	• Monitoring of IEP goals • Teacher and clinician observation • Running records of behavioral data • Progress monitoring data • Evaluation when recommended by the Committee on Special Education (CSE)

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 Monitoring

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 Principals
Director of Guidance
Social Workers
School Counselors
School Psychologists
School Nurse
School Resource Officer
Haldane Faculty Association Member
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.

HCSD 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.

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 Pre-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 - Student Support Team
Grades Pre-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 - School Psychologists - School Counselors
Grades Pre-K- 12	Sensory Hallway/ Wellness movement	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: - Movement breaks	September – June	- Teachers - Occupational Therapist

				- As a means for sensory regulation - Reducing sensory seeking behaviors - Increasing focus and attention - Increasing cognitive functioning		
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 Pre-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 - Student Support Team
Grades Pre-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 Pre-K- 12	Mental Health Awareness Month Disability Awareness Month	2	PS:A1 PS:A2 PS:B1 PS:C1	-A calendar of wellness events and activities is created to promote positive mental health and increase awareness about disability, including Autism; to promote an inclusive school environment.	May	- Wellness Committee - Phys. Ed. Teachers - Health Teachers

Grades Pre-K-12 Faculty and Staff	Facing History and Ourselves HV RBERN			Teaching for Equity and Justice - Bias training for all faculty and staff Developing HCSD's ability to meet the needs of linguistically and culturally diverse students; promoting an inclusive school environment. Further understanding of culturally responsive teaching and spaces.	HES – 2021-2022 SY; K-9 – 2022-2023 SY	-Facing History leaders -School Principals -Director of PPS
Grades Pre-K-12	Friends and Family University			Invite in guest speakers and authors, in conjunction with a Community Book Read, to promote the development of the school community's understanding of a particular topic relevant to our student's success and the district vision. (i.e., anti-bullying, healthy social media use, developing executive functioning skills, promoting celebration of diversity)	September – June	-Wellness Committee -Principals -Director of PPS
Grades Pre-K- 12	MTSS/ Academic Intervention Services (AIS) & SEL	1	A:A1 A:A2 PS:A2	- Students will learn study skills, ELA, and math skills. -Students will develop social skills, coping strategies & interpersonal problem solving skills	September – June	- Tier II and III interventionists Student Support Team - NWEA - DRA/DIBELS - -PAF screening - NY State Testing - Report Card Grades

Incoming Pre-K-12	New student records review, placement and planning ENL Qualification Testing	1	A:B2	- Faculty will review prior school records and develop a plan/schedule . If the student is from out of state, they will be screened at the building level. Language skills will be assessed.	August – June	- School Counselors - Special Education Dept. - ENL Teacher - Social Worker

				- School representatives (building principal/teacher leaders) will be in contact with parents/guardians prior to the student's first day at Haldane CSD - Faculty will meet with the student and provide a 'buddy' for the first day which assists in understanding layout of the buildings		- Registrar - PowerSchool - Transcripts - NWEA
Pre-K-12	Health Office Services	1	PS: A1 PS:B1 PS:C1	The School Nurse and LPN work in consultation with teachers, counselors, and administration to support student health, wellness and safety	September-June	-RN -LPN
Pre-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; Provides school campus security, security protocols and safety instruction.	September-June	School Resource Officer
Pre-K-12	Threat Assessment Team	1	(TBD)	A team of trained professionals meet regularly to further expertise and to prepare to conduct threat assessments in order to maintain a safe environment. The team utilizes research-based protocols as well as the CSTAG protocols and procedures, in conjunction with law enforcement when warranted.	September – June	-Comprehensive team including mental health provider, school leadership, SRO, school nurses
Grades Pre-K-12	DBT	1,2,3	PS: A1 PS: A2 PS: B1 PS: C1	-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	- School Counselors - Social Workers - School Psychologists - Student Support Team
Grades 7-12	Health Education	1	PS: A1 PS: A2 PS: B1 PS: C1	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.	September – June	Athletic/Health Director Health Teachers

				• Stress • Mental Disorders • 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	● 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	-Athletic/Health Director Physical Education Teachers
Grades Pre-K-12	Safety Care Add Parent trainings	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	BCBA, Administration, Trainers, Teachers, Staff

	Quarterly, rotating relevant topics					
Grades Pre-K-12	Community Resources OPWDD ACCESS-VR	2	C:A, B, C PS:A, B, C	- 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 .- ACCESS-VR assists individuals with disabilities to achieve and maintain employment and to support independent living	September – August	- Director of PPS - BCBA - School Counselor - Social Workers - School Psychologists - OPWDD and ACCESS-VR case managers
Grades 5 - 12	Peer Mentoring	1	C:A1.4	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. 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.	September - June	-Putnam County youth Bureau - Social Workers -School Counselors

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
Pre-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	School Principal Social Worker Grade-level teacher
Pre-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
Pre-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	Teachers
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	-School Social Worker 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

K-5	Career Day	1		Students will become familiar with a variety of careers and will be exposed to pathways that might inspire them and align with their interests and skills.	September - June	K-8 School Counselor HES Principal HES Faculty Community Volunteers
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
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 5-8	PBIS Social/Emotional	1	PS: A1 PS: A2 PS: B1 PS: C1	- 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 5-8	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 5- 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, socially responsible, actively engaged life-long learners.	February - May	- 8th Grade Team of Teachers - Frost Valley
Grade 8	8th Grade Transition and scheduling presentation	1	A:B2	- 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	-High School Counselors 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	- Schedule changes/conflicts - Teacher requests and concerns	July- September	- High School Counselors - High School Teachers

				- Review and adjust for course failures		- PowerSchool - Progress Reports/ Report Cards/ Transcripts

Grade 9	9th grade orientation	1	A:A2 A:A3 PS:A1	- 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	- High School Counselors - High School Administration - Orientation Materials- maps. schedules, resources
Grades 11-12	College and military representative visits	1	A:B2 A:A3	- Provide 11th and 12th grade students with direct contact of college admission representatives	September - February	- High School Counselors - College Admission Counselors - Military Representatives
Grade 12	College application preparation	1	A:B2 A:C1	- Counselor pushes into Grade 12 classes to review the application process/Naviance	September - October	- High School Counselors - Grade 12 Teachers - PowerPoint Presentations - Naviance

Grade 12	Individual senior post graduation planning meetings	2	A:B2 C:B2	- 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	- High School Counselors - Naviance - Transcripts and Test scores - Common Application - Annual Individual Progress Review checklist
Grade 12	Financial Aid presentation	1	A:A3	- Financial aid night overview presentation for students and their families	September - October	- School Counselor - Financial Aid Representative - FAFSA materials

Grades 10-11	College admission testing	1	A:B2	- 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 - Upon receipt of results, counselors push in to provide information on how to use the results as a learning tool.	September - December	- High School Teachers - High School Counselors - PSAT Resources/Materials - College board
Grade 12	College Week	1	A:B1	- Counselors provide week long activities to provide encouragement, assistance and excitement for the college application process	November	- High School Counselors - College Admissions Reps - Common Application - School Specific Applications

Grade 9	9th Grade career program	1	C:A1 A:A3	- School Counselor pushes in to English 9 class, students work on a Naviance based activity	September-June	- High School Counselor - High School Teachers - Local entrepreneurs - PowerPoint Materials - Naviance - Google Classroom
Grade 10	10th grade career program	1	C:B1	- 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	- High School Counselors - Naviance - PowerPoint Presentation
Grade 11	11th grade college/career program	1	A:B2 C:B2	- 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	- 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 interested students 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 - Supported students in compiling application materials	January	- High School Counselors - Tech Center Faculty and Staff
Grades 9-11	PNW BOCES Tech Center	1	C:B2	-High School Counselor works with Tech Center staff to arrange 1-1 peer shadowing for 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 - - Counselors assist Administration with the master schedule	January - July	- High School Counselors - High School Teachers - Administration - PowerSchool

Grade 9	Annual Individual Progress Review meeting	2	A:B2 A:C1 C:B1 PS:A1	- 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	- 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	- 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	- High School Counselor - Four Year Plan - Annual Individual Progress Review checklist

Grade 11 & 12	College Visits	1	A:B2	- Juniors are encouraged to attend college visits and provide attendance with prof of visit upon return - 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.	September - June	- Attendance - High School students/family - High School Counselor - High School Teachers - College Admission Counselors

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

Grades 9-12	Individual counseling sessions addressing attendance, academic, behavioral and adjustment concerns	2 3	A:A1 A:A2	- 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	September - June	- High School Counselors - Social Worker - CST Team - School Psychologist -Outside Providers -PowerSchool -Progress Monitoring Tools
Grades 9-12	Identification and monitoring of student goals for Individual Education Plans	2	A:B2	- 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 - School counselors and case manager assist with transition planning for IEP students	September - June	- High School Counselors - School Psychologist - CSE Committee - IEP Direct
Grades 9-12	Referrals and collaboration with community agencies	3	A:B1 PS:B1 PS:C1	- 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	September - June	- High School Counselors - Service provides such as Therapists, Probation, PINS, CPS, Community Services, Treatment Program transitioning, CTC, Cove Care

Grades 9-12	Internal collaboration with district staff	1	PS:C1 A:B1	- 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	September - June	-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
Grades 9-12	Prevention Education	1	PS: A1 PS: A2 PS: B1 PS: C1	- Prevention Education covers a variety of topics including: • 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

Grades 9-12	Facing History in Ourselves	1	PS:A1	Through rigorous historical analysis combined with the study of human behavior, Facing History's approach	September – June	Haldane Humanities Faculty

			PS:A2 PS:B1	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		
Grades 9 or 10	Mental Health First Aid	1	A:A1.3 PS:B1 PS:C1 PS:C1.3	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.	September - June	-Social Workers -Outside Resources
Grades 9 or 10	Co-Occuring Disorders	1	A:A1.3 PS:B1 PS:C1 PS:C1.3	Students learn about the connection between Mental Health and Substance Abuse. What to be aware of and how to create a system of protective factors and healthy coping mechanisms.	September-June	-Social Workers -Outside Resources