

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms Julia Sniffen  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Haldane High School  
(As it should appear in the official records)

School Mailing Address 15 Craigsides Drive  
(If address is P.O. Box, also include street address.)

City Cold Spring State NY Zip Code+4 (9 digits total) 10516-1813

County Putnam County

Telephone (845) 265-9254 Fax (845) 265-3510

Web site/URL https://www.haldaneschool.org E-mail julia.sniffen@haldaneschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Philip Benante E-mail pbenante@haldaneschool.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Haldane Central School District Tel. (845) 265-9254

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mr. Sean McNall  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## PART I – ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
1 High schools  
0 K-12 schools
- 3 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)  
☒ Suburban  
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	74
10	75
11	80
12 or higher	86
Total Students	315

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
  - 4.7 % Asian
  - 1 % Black or African American
  - 11 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 78 % White
  - 5 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2021	301
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 0 %  
1 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 40

8. Students receiving special education services with an IEP: 14 %  
Total number of students served 43

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>13</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>24</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 12 %  
Total number of students served: 39

10. Number of years the principal has been in the position at this school: 6

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	98%	96%	96%	95%
High school graduation rate	100%	100%	96%	99%	99%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	66
Enrolled in a 4-year college or university	78%
Enrolled in a community college	10%
Enrolled in career/technical training program	0%
Found employment	6%
Joined the military or other public service	2%
Other	4%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2016

16. In a couple of sentences, provide the school's mission or vision statement.

To 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; and all facilities should be safe, environmentally respectful, and supportive of student learning.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.haldaneschool.org/departments/human-resources>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SCHOOL OVERVIEW**

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Haldane Central School District is a small, close-knit school community. Its three schools are located on one campus that is nestled atop the Village of Cold Spring. For many years, Haldane students attended classes in one building, and students still enjoy an open campus design with significant student interaction, K-12. The campus environment and small class sizes create a strong sense of connection among Haldane’s faculty, staff, students, their families, and the surrounding community. Haldane and the broader Philipstown community sit within the beautiful Hudson Highlands.

Haldane High School (HHS) is known for its outstanding academic reputation. Haldane believes that learning and the education of the whole child is a shared, collaborative, community-based responsibility.

A thriving local commerce and actively involved community members welcome Haldane students to participate in civic and creative opportunities, as well as local internships and mentorship programs. HHS graduates find success in highly selective colleges and universities, trade and professional endeavors, and military service.

The HHS believes that in order to best position students for the future we must be inclusive, provide multiple pathways to success, and strive to meet the needs of all learners. We believe instruction should be authentic, challenging, and rigorous, and elicit the most critical skills and disposition from our students. We believe our facilities should be safe, environmentally respectful, and supportive of student learning.

In 2020, the district began implementing a Strategic Coherence Plan, which was developed in partnership with teachers, administrators, Board of Education members, and community members. The Strategic Plan focused on identifying the most critical skills and dispositions that we believe will define student success for the future. Six dispositions were defined as the Haldane Essentials: growth mindset, emotional intelligence, critical thinking, problem-solving, wellness, and communication. Haldane continually works to center professional development, course planning, and wellness initiatives around these Essentials.

HHS offers a series of growth-mindset electives emphasizing the Haldane Essentials. For example, Principles of Engineering focuses on the engineering process and its role in society. Students are introduced to various disciplines in engineering, including Civil Engineering, Mechanical Engineering, and Electrical Engineering, with an emphasis on the integration of computer science. Critical thinking and problem-solving are at the center of learning and lesson design.

Media Research challenges students to explore contemporary history through multimedia production and research. HHS’s partnership with the Public Broadcasting Station through Student Reporting Labs offers an experiential course where students learn technical skills of camera use, scriptwriting, and editing. Student reporters create engaging informational news videos, giving students voice and choice. Emotional intelligence and communication skills play key roles in ensuring that quality content is broadcasted.

HHS also offers a college-credit Emergency Medical Technician (EMT) course. Students who complete this course are eligible for EMT certification. Beyond the inherent wellness emphasis, this opportunity also provides exploration of a career pathway for interested students.

HHS developed a framework for all teachers writing core curriculum that identifies the essential questions and big ideas, foundational concepts and skills, priority concepts, and methods of assessment across all units of study. Delivery of instruction is student-centered, with a focus on authentic engagement. This framework has allowed for interdisciplinary work and vertical alignment between grade levels.

HHS focuses on ensuring the success of each individual child. The school utilizes multiple measures to assess and guide its improvement efforts. These include the NWEA MAPS assessments, NYS Regents Exams, College Board exams, Panorama School Climate Surveys, Prevention Needs Assessment, teacher narrative feedback, and classroom grades. These measures help to support the development of the whole child.

HHS's previous recognition has affirmed the faculty and staff's emphasis on building positive connections with students and their families as a critical pathway to ensuring student success. Our district was honored to receive the 2016 recognition and we continue to use the achievement as a point of reflection for growth.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

Haldane High School's English program provides a sequential pathway towards graduation with numerous electives to enrich student reading, writing, and critical thinking. Students begin their course of study in a heterogeneously grouped ninth grade and then have the opportunity to take Regents or Honors level English in 10th grade. In the 11th and 12th grades, there are three levels of study offered: Regents, Honors, and Advanced Placement. At the twelfth-grade level, there is also the opportunity for students to earn college credit from SUNY Albany. The high school English department also has a program for students who are at risk of not graduating on time that provides more individualized instruction in a small class setting. Students take the following standardized assessments over the course of their career: NWEA's MAP in grades 9-11 to assess and analyze individual student and building level growth in ELA, the PSAT in grades 10 and 11, and the New York State Regents exam in ELA as a requirement for graduation.

HHS's English faculty use four to six anchor texts each year as a basis to their curriculum. The selections encourage students to explore challenging texts and foster discussions about how to create a more fair and inclusive world by considering identity and civic engagement. HHS has invested heavily in providing classroom libraries for students to choose their own reading from a diversity of perspectives and genres. Students engage in goal setting, self-reflection, and presentation skills through a robust independent reading program designed to foster life-long readers. In addition, reading broadly enables students to study a variety of ways to communicate and methods of writing, which they then apply to their own writing in the form of response journals, creative writing, and myriad essay topics ranging from discussing fate versus free will, to the individual's role in society, to close reading of literary texts. Teachers guide students through the steps of the writing process, with opportunities for peer editing, teacher conferences, revision, and self-reflection.

HHS supplements its English curriculum with electives such as Creative Writing, Journalism and Multimedia, History through Film, and Science Fiction and Superheroes. These courses and others provide ways for students to practice the critical thinking and social skills needed for college and career readiness.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

The mathematics program at Haldane High School focuses on achieving profound mathematical fluency along with authentic applications. Students are encouraged to develop problem-solving, analytical, and reasoning skills in every course. Students are expected to demonstrate a deeper understanding of math that goes beyond processes and formulas. Each course helps students establish foundation skills to then apply those skills across a variety of problems.

HHS students are challenged to use mathematics to solve authentic, real-world problems. This philosophical approach is constructivist in nature. Students are encouraged to develop mathematical concepts along with their classmates. They learn math by doing, rather than simply following a prescribed set of formulas and procedures. It is through this construction of math ideas that students are able to transfer concepts to increasingly more challenging courses.

Students learn traditional math concepts, including Algebra, Geometry, and Trigonometry in the foundational Regents courses. Students can then move on to Advanced Placement courses in Calculus and Statistics. Those who need additional support in math are enrolled in "math lab" courses where they receive an extra period of instruction every other day in Algebra and Geometry. The goal is to support our students with additional time to connect with the content in these courses. An Algebra 2 course is designed to help students strengthen skills before entering the high school or college courses that require more advanced algebra techniques. In addition, students in applied mathematical courses such as Discrete Math and Math, Money & You apply mathematical techniques to real-world applications. Within these courses, instruction is differentiated to meet the needs of all students.

By exposing students to mathematical concepts and challenging them to problem-solve, HHS helps students develop fluency in the language of math so they can apply the concepts they learn in ever-challenging situations. Students are encouraged to develop their skills through problem-based approaches in all courses. Course assessments range from traditional formative and summative assessments to problem-based approaches.

Students participate in active research projects in courses. From designing statistical studies to investigating questions such as the effect of tweets on political activism to analyzing the impact of different polling techniques on the outcome of elections, HHS students extend the mathematical concepts they learn in the classroom to authentic research of practical importance.

Students can earn college credit through the AP courses and concurrent enrollment courses with Dominican University, New York. These courses give students an opportunity to experience mathematics at a higher level and prepare them for the expectations and rigor of college math courses.

With the focus on authentic applications and the practice of using mathematical and reasoning skills, students build a strong foundation upon which they can move into academically challenging colleges or on to careers that utilize their problem-solving skills.

### **1c. Science curriculum content, instruction, and assessment:**

The science department at Haldane High School strives to educate all students to approach the world around them with a scientific mind. In order to accomplish this, a wide variety of skills such as critical thinking, problem-solving, and understanding of science concepts are incorporated into the science classrooms. The goal is for students to apply their well-trained scientific observational skills to what they experience in their everyday lives. These skills are taught throughout HHS's science courses in a variety of Regents, Advanced Placement, and college-level courses for credit, as well as a variety of interesting electives. Courses include Physics, Chemistry, Living Environment, Earth Science, Astronomy, Discover Create & Innovate, Meteorology, Forensic Science, Science Research, Environmental Sciences and Criminology.

HHS science courses are designed to stress the importance of critical thinking and logical reasoning abilities, helping students hone their communication and writing skills with the mindset of a trained scientist. HHS courses illustrate various methods of investigation, such as observation, comparison, experimentation, and mathematical manipulation of data. It is through this inquiry that students apply what they master in their science courses to practical applications in the larger cultural context. The free and open exchange of ideas, opinions, and analysis is essential for the intellectual growth of all students to be successful. HHS incorporates a multitude of assessment tools such as tests, quizzes, group work, research projects, current events to explore the environment, psychological studies of memory and cognition, statistical analysis of weather patterns, and delving into the ever-evolving world of forensics.

The science and math departments frequently meet to ensure an interdisciplinary connection and student preparedness for the different content requirements within science classes.

The HHS science department strives to achieve the highest of standards while engaging the interest of a new generation of scientists. The courses taught at HHS not only give students a strong basis for scientific inquiry but an interest in science that will last a lifetime.

### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Haldane High School's social studies department seeks to provide students with a comprehensive understanding of the world around them and the skills necessary to participate fully in society. Through engaging content, effective instruction, and varied assessment methods, HHS teachers help students develop the knowledge and skills needed to succeed academically and as global citizens.

HHS's social studies curriculum is based on New York State's Social Studies Framework. Beginning in NBRS 2023

ninth-grade students study ancient history; in tenth-grade students study modern world history; and in eleventh-grade students study American history from “discovery” to the present. By senior year, students are examining how the United States government impacts their lives through a variety of research and civic engagement projects. HHS offers students the opportunity to take more challenging courses through partnerships with the College Board and the University of Albany. The courses offered to students include Advanced Placement World History, United States History, Government & Politics, and Psychology.

HHS students also can take college-level Sociology through a partnership with Dutchess Community College. This course explores social problems that confront the world today, and the underlying shared values, ethics, and diverse perspectives that contribute to and potentially solve those problems.

HHS social studies teachers combine Socratic seminars, readings, and hands-on activities. Students utilize primary source documents, maps, videos, and online resources to gain a deeper understanding of the subject matter. The curriculum emphasizes aspects of inquiry-based learning, where students are encouraged to ask questions, conduct research, and present their findings to the class.

HHS incorporates civic learning by teaching students about their rights and responsibilities as citizens and promoting civic engagement in volunteer, advocacy, and political work. HHS seeks to provide a comprehensive understanding of the world and instill the importance of personal growth, self-reflection, and community building.

#### **1e. For schools that serve grades 7-12:**

The Haldane High School guidance department encourages students to access coursework and extracurricular activities that will allow them to reach their highest academic and personal potential. Students pursue a New York State Regents diploma in preparation for post-secondary studies. The core curriculum is complemented by a variety of electives designed to meet student interests and reflect the changing global landscape. Community service and mentoring opportunities are encouraged, and all seniors are eligible to participate in the ASPIRE Internship program to gain experience in a career of their choice.

HHS offers 14 dual-credit courses and 13 Advanced Placement courses. Juniors and seniors have the opportunity to enroll in Career and Technical Education classes at Putnam/Northern Westchester Tech Center, which provides over 40-course offerings. Haldane offers on-campus administration of the PSAT/NMSQT and SAT School Day.

Throughout their high school career, students meet with counselors individually, with their parents/guardians, and in their classrooms for academic advising and support, and career and college exploration. Ninth and 10th-grade students leverage Naviance for resume building and career exploration, while 11th and 12th graders utilize Naviance in the college search and application process.

Personalized, post-secondary planning meetings are held with each junior and their family to discuss 4-year and 2-year college options, trade schools, employment, and gap years. At these meetings, juniors receive HHS’s College Planning Handbook, which serves as a comprehensive guide to the college search and selection process. It provides actionable tools and resources for timelines, campus visits and interviews, essay writing, letters of recommendation, athletics, standardized testing, financial aid and scholarships. The guidance office hosts classroom CommonApp Workshops, as well as College Planning Parent Night and Financial Aid Night with independent college planning experts. Students are encouraged to attend the Putnam/Northern Westchester College and Career Fair and Union Night events.

HHS is committed to exposing students to a variety of post-secondary paths, giving them the knowledge and resources necessary to explore the path that best suits their goals for the future.

#### **1f. For schools that offer preschool for three- and/or four-year old students:**

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

Haldane High School offers an enriched program of fine and performing arts. Freshmen and sophomores are enrolled in Studio Art I & II, forming a full year of art exploration. Advanced Art, Drawing & Painting, Ceramics and Sculpture, and Independent Study are also offered. Students' artworks are displayed in a yearly art show and throughout community store fronts and local galleries. A student-led Art Club organizes trips to local art institutions.

Students can participate in Choir, Band, Jazz Band, and an all-treble A Cappella ensemble. The ensembles perform two school concerts a year, and at community parades, senior centers, and fundraisers. HHS's music department provides non-performing music enrichment with a Music Theory course, Piano, and Studio Production. HHS students participate in New York State School Music Association (NYSSMA) and perform with All-County, Area All-County, and All-State ensembles.

The HHS extracurricular drama department produces highly regarded drama and musical productions each year. Students are involved in all aspects of production including set design and building, lighting design, and audio tech, and work through a rigorous schedule to create outstanding performances.

The curriculum for HHS's fine and performing arts, paired with extracurricular opportunities, provide a robust foundation for the skills and experiences that career-bound artists and performers build upon for success. HHS values the role of arts in all students' lives as a means for fostering expression, creativity, understanding, and emotional wellness.

### **2b. Physical education/health/nutrition**

The physical education and health department at Haldane High School focuses on teaching and providing resources and opportunities for students to understand the importance of living a healthy lifestyle. The physical education curriculum encompasses a wide range of activities including traditional and non-traditional sports and games, fitness and wellness concepts, and recreation and leisure activities.

HHS's local resources and community involvement afford expanded programming including hiking throughout the Hudson Valley and guest yoga and mindfulness instruction.

There is a strong connection between the HHS program goals and the six dimensions of wellness which include: physical, emotional, social, intellectual, spiritual, and occupational.

Health education at HHS covers a multitude of topics, and encourages students to explore nutrition, fitness, The effects of drugs and alcohol, stress management, mental well-being, and DBT (Dialectical Behavior Therapy) skills. Health education is taught in grades 9 and 10 and is a year-long class that meets every other day. The courses are designed to position HHS students for overall wellness within the school and beyond. Further, students are encouraged to utilize local resources to lead healthy lives and to consider the wide range of careers in the health and wellness fields.

### **2c. Foreign language(s), if offered (if not offered, leave blank)**

The world language department at Haldane High School provides students with the opportunity to learn French, Spanish, or both. HHS's philosophy is that access to languages other than English is an essential part of literacy in a globalized world. This belief is supported by the availability of first and second-year college-level coursework, an annual Immersion program, and opportunities for international travel. The study of world languages at HHS fosters an environment where students demonstrate outstanding commitment to language acquisition. Students have the opportunity to excel in cooperative lessons in class, as well as independent work. Students are taught to embrace cross-cultural learning in order to become good

global citizens. Students may earn college credit through AP College Board, Dutchess Community College, or SUNY Albany.

In the second-year college-level courses, HHS students also have the opportunity to apply for the Seal of Biliteracy, which recognizes students who have studied and attained proficiency in two or more languages by high school graduation. The goal is to help students recognize the value of their academic success and see the tangible benefits of becoming bilingual, both culturally and professionally.

The International Club promotes cross-cultural experiences, communication, and service projects at HHS and in the world beyond. HHS's world language department is committed to helping students embrace a love of languages around the world.

## **2d. Technology/library/media**

Haldane High School integrates technology in all classrooms, including Chromebooks, iPads, iMacs, podcasting equipment, video equipment, 3D printers, and robotics. HHS technology integration creates a more collaborative and innovative learning environment, and prepares students for the digital world beyond the classroom.

HHS faculty and administrators are exploring the impacts and potential benefits of ChatGPT. HHS recognizes that leveraging and responsibly employing technology innovations are essential. Representatives from HHS faculty are working in partnership with Putnam/Northern Westchester BOCES to further explore ChatGPT's role in the classroom.

HHS's library provides access to a diverse and current collection of print and nonprint resources to meet individual needs, interests, and learning styles. The library's collection includes over 6,800 print copies of fiction and nonfiction titles and over 3,000 ebooks and audiobooks through an Overdrive subscription. HHS has a rich collection of over thirty subscription databases from general encyclopedias to subject areas, such as fine arts and environmental studies. The databases offer resources in a variety of mediums, such as journals, newspapers, magazine articles, primary source documents and videos.

HHS library encourages the pursuit of personal interests through reading and research, supports student achievement of curricular goals, and empowers students to become discriminating users of information. HHS places a great emphasis on digital citizenship skills to ensure students are safe, responsible, and ethical users of information and media platforms.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

## **3. Academic Supports**

### **3a. Students performing below grade level:**

HHS's small class sizes allow teachers to closely assess students' strengths and areas for growth. Within the classroom this is accomplished through pre-assessments or general "knows" and "need to knows" throughout the curriculum. Pairing these simple strategies with teachers' individual student relationships allows faculty to tailor lessons to each student's needs.

In addition, HHS's Multi-tiered System of Supports (MTSS) defines tiered strategies for students struggling to meet academic and/or social and emotional standards. The MTSS framework defines support through the Response to Intervention model and Academic Intervention Services (AIS). Students identified as needing additional support, which is identified as "Tier 2 services" may enroll in additional math lab courses, AIS English classes, an extra help period at the end of every day, or the three-hour drop-in program on Tuesdays and Thursdays. To identify these students, data is triangulated using classroom performance, NWEA assessments, and College Board or New York State assessments.

HHS uses Dialectical Behavioral Therapy (DBT) to assist in meeting students' emotional needs. Group and individual school-based counseling may also be provided to students who are in need of additional social and emotional support.

### **3b. Students performing above grade level:**

Students working above grade level have the ability to select courses specific to their achievements and interests. HHS offers 20 college dual enrollment courses starting in students' sophomore year. Open enrollment is an option for many students as long as prerequisites are met. Haldane partners with Syracuse University, the University of Albany, Dutchess Community College, and Dominican College. HHS faculty must be appointed as adjunct professors to allow students the option for college credit in these courses.

In addition, all classes offer choices within different projects. Teachers carefully guide students who need the challenge to select topics to expand learning.

As a small school with potentially fewer course offerings than a large high school, HHS has encouraged students to take advantage of Educere or Online Courses for the 21st Century (OC21). Educere delivers innovative virtual opportunities for students in over 5,000 educational courses. These courses can count towards elective credits. OC21 offers eight dynamic courses designed to expand knowledge, interest, and experiences. OC21 uses a blended learning approach. Students meet both virtually and in person after the regular school day. The class is made up of students from across the region. This is an excellent opportunity to meet students from neighboring high schools with similar interests.

### **3c. Students with disabilities:**

HHS offers a full continuum of support for students with disabilities. Students receive support toward achieving Individual Education Plan (IEP) goals and strengthening executive functioning skills, as well as organizational support and curriculum support via a Resource Room setting.

Depending on a student's learning style and neurodiversity, they may be enrolled in an Integrated Co-Taught (ICT) section of one or more subjects. HHS offers ICT for mathematics (Algebra and Geometry), science (Earth Science and Biology), English, and social studies (Global 9 and 10 and US History). The faculty in ICT classrooms have engaged in professional development in order to implement models of differentiated instruction, such as parallel teaching and workshop stations.

Students with disabilities in general education classes may receive direct or indirect consultant services. The consulting teacher modifies classroom materials, ensures that classroom accommodations are being followed, and acts as a liaison between the classroom teacher and case manager.

Certified Teaching Assistants offer one-to-one or program support to students in general education classes. Aides provide an additional layer of support to help students maintain focus, regulate behaviors, participate safely, and access the course curriculum.

Students who require a more significant level of academic support may be enrolled in a special class with a smaller student-to-teacher ratio. The special education teacher modifies grade-level curriculum to ensure that students are receiving an accessible and rigorous education that leads to course credit.

Students who require related services receive speech therapy, occupational therapy, physical therapy, or counseling. Goals are developed to support the attainment of foundational skills with the intention of moving a student to increased levels of independence.

### **3d. English Language Learners:**

HHS does not have a statistically significant population of ELL learning.

**3e. Other populations, if a special program or intervention is offered:**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

With a student-faculty ratio of 14:1, Haldane High School prides itself on connecting with the whole child. Relationships between teachers, staff, students, and families foster wrap-around support extending well beyond the classroom. On the district's K-12 campus, high schoolers read to kindergartners and high-five middle schoolers, becoming lifelong mentors.

The nature of the relationship between HHS's faculty and staff and the larger school community is unique. It is common to see faculty members at athletic playoff games, retirees serving as club advisors, and even the principal sewing costumes for the school musical.

Recognizing that successful high school students find engagement in all aspects of their lives, HHS prioritizes the whole child helping students excel academically while developing skills in balance, prioritization, and finding joy through engaging the school community's diverse array of co-curricular opportunities.

The faculty provide student-driven extra help during lunches, daily extra period, and a more intensive focus group is offered twice weekly for 3-hour sessions. These sessions can focus on any and all subject matters. These opportunities for individualized support let students dive deeper into areas of uncertainty; attendance is a way of life for students of all academic strengths and challenges.

HHS's athletic program is competitive on a state level, despite its smaller size. The Boys' Varsity Soccer team won the 2022 state championship and the Boys' Varsity Basketball team competed in the 2023 state finals.

HHS drama department's rigorous rehearsal schedule outperforms any team and produces annual dramas and musicals for sold-out audiences. Participants excel in acting, set design, and lighting and sound production.

HHS offers a diverse roster of clubs and student-formed interest groups that seek partnerships in community activities such as the local food pantry, and relationships with cultural organizations such as the Chuang Yen Buddhist Monastery. HHS's Debate Team took first place at the Bard College Debate Union this year.

Unique learning events extend beyond the classroom such as the "Travelling Wall" opening day ceremony where students interviewed Veterans for a Student Reporting Lab Media course. Trips include the New York 9/11 Memorial, a four-day Washington, DC exploration, and Broadway shows to engage student interest and connect learning objectives.

Today's students face unprecedented challenges to maintain their mental well-being. HHS emphasizes skills to help students manage internal and external pressures. Social workers and school psychologists are available at any time. Assemblies as part of an annual Friends and Family University series are brought in to help educate students on managing anxiety, prioritizing mental health, supporting peers, and other relevant topics.

School pride runs deep at HHS, evidenced in K-12 sports send-offs, community-attended midnight parades, and student-directed short movies that highlight what it means to be a Haldane Blue Devil.

### **2. Engaging Families and Community:**

Haldane High School's curriculum is fortified by a robust network of parent and community volunteers who support student growth through financial and experiential contributions.

The Haldane School Foundation, composed of parents and local small businesses, funds grants for

classroom enrichment such as visiting poets, a world language immersion day, media and video production equipment; as well as broader family supports. For example, each Friends and Family University event has a community and family component in the evening to cover topics shared with students during assemblies.

The Haldane Arts Alliance funds grants that cultivate experiences such as the Hudson Valley Shakespeare Festival, a Dia de Los Muertos celebration, museum trips, and art room stations such as a clay-throwing wheel. The Athletic Booster Club enriches the experiences of student-athletes through end-of-year activities that celebrate athletes of all levels.

HHS's active Parent Teacher Association advocates for all students and includes special interest initiatives such as the Learning Differences Committee and the Equity, Diversity, and Inclusion Committee. These groups work in partnership with Haldane administration to host shared learning experiences for faculty and staff, parents, and students.

HHS is an active member of the local Chamber of Commerce whose businesses routinely support school initiatives and welcome HHS students for employment. Many host seniors during an end-of-year internship program designed to create room for career exploration prior to college or work life. The symbiotic relationship between the Chamber and the school further strengthens community ties.

In recent years, HHS has established partnerships with the Putnam County Health Department and The Philipstown Hub to enhance student wellness. The Hub supports HHS students and their families by providing scalable mental health and addiction prevention services including therapy dogs, in-class peer support workshops, family support groups, and direct access to mental health providers and treatment.

HHS also works in partnership with the local food pantry. Many students choose to serve the community by volunteering weekend hours at the pantry. Conversely, the pantry helps support a newly established, on-campus closet of food and personal items to discreetly support families in need – aptly named in memory of a Haldane teacher and graduate. Weekly backpacks are filled with food and necessities and sent home with students on Friday afternoons. This important initiative serves a niche that might otherwise be overlooked in an affluent community.

Currently, the district is engaged in a Campus Master Planning initiative composed of administrators, faculty and staff, parents, students, and community stakeholders. The district seeks to devise a multi-year plan for expanding campus infrastructure to deliver enhanced programming to all students. Planning efforts are focused on spaces for multi-use classrooms, student community and wellness, athletics, and performing arts.

### **3. Creating Professional Culture:**

The professional culture of Haldane High School is embodied in the collaborative relationship between the school leadership and the faculty. An environment of mutual respect, trust, and ease of rapport is cultivated through many frequent and deliberate exchanges. This creates a shared vulnerability that sets the context for active learning among the faculty and school leadership.

This culture was in evidence throughout last school year as the school engaged in a shared learning experience facilitated by the organization Facing History and Ourselves, whose mission is to “help educators prepare students to participate in civic life” through the examination and critique of historical and current events. This engagement was coordinated through the collaboration of faculty and school leadership when considering how the school could continue to cultivate a welcoming and affirming environment for students and staff as the community becomes increasingly diverse. Shared goals for professional learning were established through these collaborative efforts, and faculty and school leadership engaged in all learning experiences together.

Realizing the concerning rise of the social and emotional needs of teens in the community, the faculty and school leadership again prioritized shared learning experiences. This included training in Mental Health First Aid so that all staff could recognize students who demonstrated signs of being in mental distress. These

responsive, student-centered professional learning experiences exemplify the professional culture that exists between the faculty and school leadership at Haldane High School.

Beyond the shared learning experiences, all staff has the ability to pursue opportunities for professional growth based on their own interests or department-specific opportunities. This may include attending regional or national conferences and workshops, engaging with institutions of higher learning, or leading a book study for their colleagues.

Given the small, close-knit nature of the school community, it would be easy to take for granted the connections that are necessary to positively influence a professional culture. Yet the school district supports a formalized shared leadership structure, which includes faculty chairs in each of the high school departments. The building principal actively engages these faculty leaders as part of the building leadership team. Over time, these formal and informal engagements and connections have established a sense of shared ownership in maintaining HHS's focus on supporting The Whole Child, and creating a professional culture that is responsive to the needs of the students in the community.

#### **4. School Leadership:**

The Haldane High School leadership team is composed of two administrators, including a Principal and an Athletic Director/Dean of Students. Both administrators share that the whole child must be the center of decision-making. This approach sets a positive tone and culture throughout classrooms, athletics fields, and extracurricular activities.

The high school principal has taken an active role in facilitating HHS's emphasis on expanding culturally responsive practices throughout the school community. In collaboration with Facing History and Ourselves, an organization that provides personalized resources and support to schools to improve opportunities for all students and improve school culture. In addition, Facing History has assisted in discussions on complex social, political, and cultural challenges that unfold every day in our society and schools.

The Principal and Dean of Students work collaboratively to encourage and recognize students that exemplify the Haldane Essentials. Focusing on the whole child allows us to point out the times students communicate effectively with their classmates. Growth mindset is celebrated throughout the course selection process as students challenge themselves with rigorous selections. As administrators we witness the priority on wellness as 65% of our students participate in athletics. Restorative practices are in place in the event a student needs redirection with one-on-one conversations promoting an increase in the individual's emotional intelligence.

Throughout and following the pandemic, the administration focused on building a strong clinical team, including social workers, guidance counselors, and the School Resource Officer, that meets weekly to discuss the social and emotional needs of students and staff. These meetings provide an opportunity to connect students and staff with additional internal or external resources, as needed.

HHS is part of a K-12 campus where the three building principals work as a team in coordination of both shared staffing and space. The district has only one cafeteria, gymnasium, and auditorium. The HHS Principal and Athletic Director/Dean work directly with the Superintendent, Director of Curriculum and Human Resources, and Director of Pupil Personnel Services. The HHS administrative building goals align with the district goals, ensuring that the district is collectively focused.

#### **5. Culturally Responsive Teaching and Learning:**

Equity in education includes ensuring that all students who need help are identified in an equitable way, and that quality, research-based interventions are utilized. To that end, Haldane High School utilizes a multi-tiered system of support (MTSS) as the structure to provide data-based decision-making, implement interventions, and monitor responses to those interventions. The process also includes a team of educators and practitioners who bring different perspectives and who shine a light on the whole child. This Student Support Team (SST) considers the student's linguistic and cultural background and experiences, as well as

their social-emotional functioning, not just test scores.

HHS provides support for families including access to materials in their native language and translators. When developing a student's IEP, the Committee on Special Education (CSE) is mindful to consider the student's unique journey, needs and career interests, and to provide for transition services that will support goal attainment. Additionally, families are connected with community and county resources that can provide additional wrap-around services from experts who are culturally and linguistically diverse.

Perhaps one of the most essential components that HHS employs to meet the diverse needs of students and families is the creation of spaces to actively listen. To that end, school administrators and faculty members participate in the local Equity, Diversity, and Inclusion (EDI) committee, as well as in the broader town committee hosted by the local library. There is an emphasis on active listening and learning about the lived experiences of HHS families, including their beliefs and cultures. An effort is made to know better, and thus, do better. HHS uses this learning to improve representation in hiring practices, in the books and materials students have access to, and in the individuals and actions that are celebrated and elevated.

For example, the district partnered with the EDI committee to bring Jamie Margolin to speak with HHS students on what effective, healthy, intersectional activism looks like. Ms. Margolin provided examples on how students could raise their voices for what they believe in. HHS students have supported Dia De Los Muertos a community gathering and observation that honored those who have passed. HHS students that take the Foods II course cooked concha bread and supported elementary students in creating reflective crafts.

All HHS staff members participated in professional development in collaboration with Facing History and Ourselves work on Teaching for Equity and Justice. The eight hour professional development program focuses on building an educational culture within HHS where everyone can thrive.

Across all subjects, HHS encourages a classroom structure that fosters civil discourse, inviting students of differing opinions to engage with one another in respectful and reflective ways. Students are learning that constructive discord can be invigorating and can open pathways to a shared understanding.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Haldane High School emphasizes the development of the whole child by ensuring that children are healthy, safe, engaged, supported, and challenged. This emphasis has become paramount in a post-pandemic environment. The one practice that has been the most instrumental to HHS's success is the Student Support Team (SST). The SST is a model for identifying students who may need additional academic, social, or emotional support and developing a plan of action to help these students meet their desired goals. The team consists of support staff members, including the school psychologist, social worker, and behaviorist, as well as each of the classroom teachers for the student who has been referred to the team.

What makes this model a powerful driver for student success is the role of the faculty mentor, who monitors the plan of action that is developed for each student who is referred. This includes facilitating frequent check-ins with the student and the SST. The faculty mentor provides timely intervention if the student encounters any issues within the intervention plan, and also provides reinforcement as the student demonstrates follow-through on the action plan that was developed as part of the initial intervention meeting. The faculty mentor may initially meet with the student on a daily basis and then gradually decrease the meeting frequency as the student continues to demonstrate success within the plan. The faculty mentor consults with the SST ensuring that no time is lost in coordinating additional support for the student if needed. These interactions also cultivate a sense of collective efficacy among all team members.

The SST meets weekly to discuss new student referrals and to also monitor the progress of those students who had been previously referred. The building principal and the core members of the team facilitate these meetings. Any member of the learning community can refer students to the SST. This includes faculty and staff, parents, and the students themselves. The team embodies the spirit of the positive relationships that are evident through the Haldane High School learning community, while emphasizing support for the development of the whole child.