

HALDANE HORIZONS

A newsletter of the Haldane Central School District



LETTER FROM DR. BENANTE

Dear Community Members,

Over the past year and a half, I have had many conversations with members of our school community. When asked about their experiences with the school district nearly all are able to say that they enjoy its close-knit nature, including wonderful relationships that their children have developed with our faculty and staff. However, many have said, "but what's the vision...where is the district heading?"

continued

Inside, we talk about:

Strategic Coherence Planning

New Faces at Haldane

Elementary Outdoor Learning

*Middle School T.R.U.E. Blue and
Community Reads*

*High School Educators and the
Art Club*

Fall Sports Recap

Haldane Theater and Arts

Letter from Dr. Benante

continued

It's an important question, and one that we should be able to answer. At the start of this school year we engaged Jonathan Costa of EdAdvance to facilitate our strategic coherence planning efforts. This process is focused on first identifying the essential qualities and attributes of a Haldane graduate, and then examining how our school systems could better align to elicit these skills. Over 185 members of the Haldane community participated in the first Thought Exchange related to the coherence planning process, and nearly 40 more community members have helped the Coherence Planning Team with the next phase of their work.

*I encourage you to participate,
to help shape the future
direction of the school system.*

There is still more time for you to become involved. In the new year, a second Thought Exchange will be launched to solicit broader community feedback. Additionally, on February 3 at 6:00 p.m., Jonathan Costa will present an overview of the draft coherence plan developed thus far to seek further feedback from community members. I encourage you to participate in these opportunities to help shape the future direction of the school system.

The first sign of a strong school system is a clear vision for student learning. The coherence planning process is an integral component of developing this vision and the accompanying action steps to make it a reality. I look forward to the work to come.

Please accept my best wishes for a safe and healthy New Year!

Sincerely,
Philip Benante, Ed. D.



HALDANE CENTRAL SCHOOL DISTRICT

STRATEGIC COHERENCE PLANNING PROCESS

Phase I Define the purpose and desired outcomes.

JULY THROUGH SEPTEMBER 2019



Purpose

Establishing a planning committee of faculty, staff, and parents to lead the coherence planning process. Efforts begin by refining the District's mission, establishing organizational values, and defining a vision of the skills and attributes of a successful Haldane graduate.

Accomplished

Coherence committee established with 18 committee members; online Thought Exchange opened to community with 185+ participants. Community responses used to identify desired skills and attributes of a Haldane graduate.

Phase II Community thought exchange and data scan.

OCTOBER 2019



Purpose

Pairing continued community input with an analysis of current student learning systems. Committee teams take a deep dive into 5 key systems: goals for learning, teaching for learning, measures for learning, supporting school and community groups, and the local context of Philipstown.

Accomplished

Committee members worked as a whole and in sub-committees, enlisting 40+ targeted community members, to analyze our school systems against the essential qualities and attributes we desire in our graduates.

Phase III Results and goal analysis.

NOVEMBER & DECEMBER 2019



Purpose

Assessing the District's capacity for achieving desired student outcomes through gap identification and strategic priority setting.



Accomplishing

Coherence Planning Committee now examining several systems within the school district to determine how we can better align our work to meet these outcomes for our students.

Phase IV Focus on leverage points for change.

DECEMBER 2019



Identifying the most important and impactful points of change for our student learners, teaching professionals, and District organization. Drafting a plan that defines Haldane's path to better align these 3 tiers with goals for success and long-term sustainability.

Phase V Align actions with strategic focus.

JANUARY & FEBRUARY 2020



Refining and finalizing the strategic plan roadmap through community input and consensus of the technical and adaptive changes necessary. Detailing specific actions, responsibilities, timelines, and outcomes to deliver the Haldane graduates we are committed to shaping.

COMMITTED TO GRADUATING STUDENTS WHO MASTER

Critical thinking & problem solving
Communication skills
Personal wellness

Mindset of a continuous learner
Empathy & emotional intelligence
Resilience



NEW FACES AT HALDANE



"I am very excited to serve as the Director of Facilities at Haldane. I am looking forward to working with all members of the faculty, staff, and administration in this capacity, and I look forward to being part of this great team."

*Tim Walsh
Director of Facilities*

Judy is providing curriculum support at Haldane this year. She appreciates the caring culture that pervades the campus and the commitment educators have made to providing authentic learning responsive to individual student needs and interests. By partnering with the professional staff, Judy plans to define ways to "celebrate and elevate" the Haldane experience with a focus on maintaining creative instructional practices within an aligned, integrated K-12 curriculum.

*Judy Barbera
Curriculum Consultant
Putnam/Northern Westchester BOCES*



"I am extremely excited to join the Haldane community. Prior to Haldane, I worked with learners from 3 to 21+ years of age in a variety of settings including schools, homes, center-based, and community. I am honored for this opportunity and look forward to working with everyone to best support the needs of our students."

*Marie Sgroi
Board Certified Behavior Analyst*

HALDANE ELEMENTARY SCHOOL

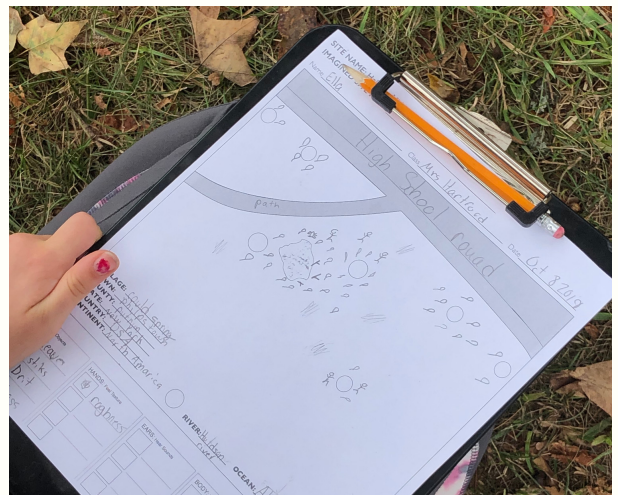
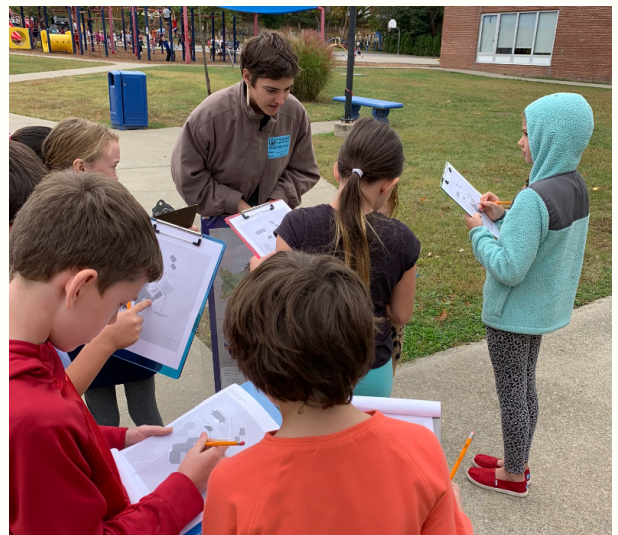
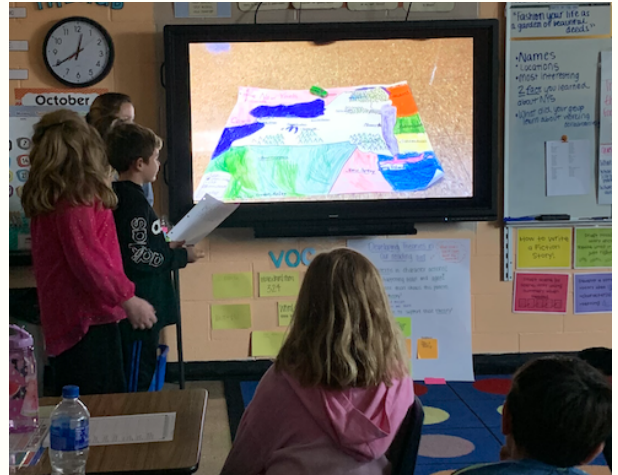
Authentic Learning Meets Outdoor Education

Christine Jamin, Elementary School Principal

Haldane Elementary School is committed to creating authentic learning opportunities for our students. We see this in our third grade letter writing project, where students are pen pals with local senior citizens. Our Kindergarteners learned about apples by picking, cutting, and cooking with them. Fifth graders presented their hypotheses about the first migrations to North America to an audience of high school students. In 1st grade, our students are writing books on “how to” accomplish something they are passionate about. Kindergarten through 6th grade participated in a ‘great bulb toss’ - planting bulbs in the school garden, flagpole circle, and other locations on campus, and connecting hands-on work to botany, math, poetry, and art. These are just some of the ways our teachers bring community connections, real life experiences, and critical thinking into the classroom.

This fall, 2nd, 3rd, and 4th graders had the opportunity to begin work on Haldane’s Out-I-Torium, a new outdoor learning space on campus with a view of the Hudson River and Mountains. This project was proposed by the Haldane Outdoor Learning Committee and is funded by the Haldane School Foundation. I think everyone would agree that student contributions to the project are what will make it so special.

Students participated in a sensory mapping & site analysis of the new project site. Teachers were able to organize trips to the new outdoor space with garden parents to make observations, participate in orienteering work using the compass rose and local landmarks, and create maps of the location using their beginning map skills. These mapping exercises were meshed with curriculum variations at each of the grade levels. Second graders worked on understanding map keys, symbols, and landforms. Third graders made connections with regional geography and landform curriculum, observing the Hudson River and surrounding Hudson Highland Mountains. All students were able to orient themselves according to these landforms and draw their own compass roses on their maps.



This mapping exercise connected well with another 4th grade interdisciplinary project, researching and mapping prominent and interesting land features in New York State. These projects incorporated in-depth investigation of a specific location in the state. Collaborative groups created maps of the state with attention to their selected regions. Some students were able to film iStopMotion tours of the state.

As part of these projects, our garden parents worked alongside the 4th grade teachers to highlight how our campus is situated within the geographic features of the area. From atop the hill between our High School and Elementary/Middle School Buildings, our students can see the Hudson River, surrounding mountains, and local biology. After examining our place in the larger area, they used new skills with mapping components, cardinal directions, regional geography, sensory observation, and design thinking to map the specific site.

The student maps will contribute to the design of the new space, while connecting to curriculum topics throughout the year. Additional classes at the Elementary, Middle, and High schools will be visiting the site to perform site analytics and begin the process of designing this space as the year progresses.

Interdisciplinary connections moving forward will include topography, soil analysis, geology, Hudson Highlands plant communities, and history.

Our Elementary students have been excited participants in the work thus far. Their insight and imagination will inform and improve the work going forward and their learning is enhanced by the authenticity of their work. The end product will be a truly collaborative project made possible by the entire Haldane community. We look forward to seeing the next stages roll out and the chance for more of our students to contribute their work.

Our teachers bring community connections, real life experiences, and critical thinking into the classroom.



HALDANE MIDDLE SCHOOL

Haldane Middle School is T.R.U.E. Blue

MaryAnn Seelke, Ed. D., Middle School Principal

This year, Haldane Middle School began its new Positive Behavior Interventions and Supports (PBIS) program. PBIS is a research-based framework used by many schools to create a positive school climate. The acronym, T.R.U.E., which stands for Teamwork, Responsibility, Understanding, and Excellence was developed collaboratively by students and faculty, and represents our expectations for learning and growing together each day.

This fall, classes began with lessons for all students about our shared expectations for the classroom, hallways, bathrooms, bus and cafeteria/recess. Our students are doing a fantastic job being T.R.U.E. Blue and we are letting them know how much we appreciate their efforts! The theme for the Fall season is "Fall' ing Into Teamwork".

Each time a student exhibits exemplary behavior in the area of teamwork, they receive a leaf on the teamwork tree. In early December, the leaves will be taken down and students who earned a leaf will be recognized for their exceptional teamwork efforts. Students will review our expectations and the theme for the Winter season will be "A Blizzard of Responsibility."



WE ARE T.R.U.E. BLUE

TEAMWORK

*Help one another - Collaborate -
Listen and respect each other*

RESPONSIBILITY

*Complete and turn in assignments -
Cell phones off and away in lockers*

UNDERSTANDING

*Show gratitude for others' kindness -
Compliment and support others -
Volunteer to help*

EXCELLENCE

*Arrive on time with materials -
Engage in learning - Take risks -
Ask for help*

HALDANE MIDDLE SCHOOL

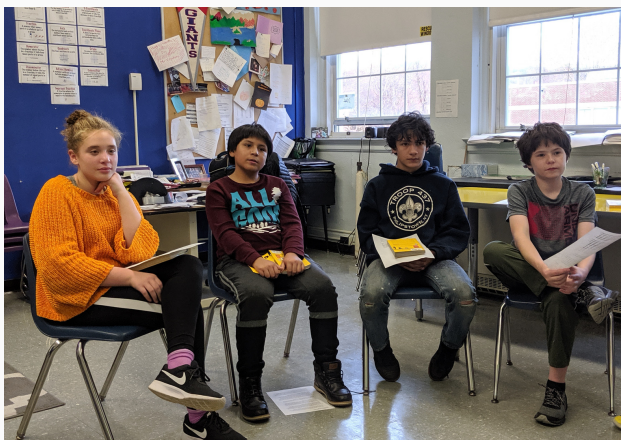
Haldane Middle School Expands the Community Read

MaryAnn Seelke, Ed. D., Middle School Principal

The teachers and parents of the Middle School Improvement Team (MSIT) decided that Haldane Middle School's Community Read events are too much fun to have just one! This year, the 7th annual book read enjoyed a prequel. On Thursday, November 21st, middle school students, parents, and teachers from all grade levels joined the discussion based on the Track series by author Jason Reynolds.

The Fall Community Read was held to discuss the first book in the series, *Ghost*. The second date will be **February 13th at 6:30 pm** to discuss the second book in the series, *Patina*.

Running is all that Ghost (real name Castle Cranshaw) has ever known. But never for a track team. When Ghost impulsively challenges an elite sprinter to a race the Olympic medalist track coach sees he has natural talent. Unfortunately, he also has family issues and past trauma that threaten to hold him back. Patina, or Patty, runs like a flash. She's running for the team, and also to escape bullying at a new school where she doesn't fit in. She and her little sister had to stop living with their mom due to her mother's illness. She runs from her fears and struggles to realize that the only way over tough times is to go through.



HALDANE HIGH SCHOOL

Touting Our Teachers: Cordaro, Linda, and Seideman Share Expertise Beyond Haldane



Melissa Seideman presented at the National Social Studies Conference in Austin, Texas on Saturday, November 23rd. She co-presented with a teacher from upstate New York on a social studies smackdown resource sharing session. Her session was standing room only with over one hundred social studies teachers from around the United States. Participants were able to learn about the most up-to-date resources and build a collaborative list for teaching social studies. Melissa plans to share her session resources with teachers at Haldane, as well as her online professional learning community.

The theme for this year's annual convention for the National Council for Teachers of English was spirited inquiry. Thousands of educators, experts, authors, administrators, and publishers came together in Baltimore to host and attend sessions that focused on both teacher and student inquiry. **Ashley Linda**, Haldane High School English teacher, presented her work addressing the question: What happens when teachers write about their profession and contribute to the wider narrative surrounding education? Reading and writing about their shared experience empowers teachers to stand up for themselves and their students.



Congratulations to **Michelle Cordaro** on becoming a National Board Certified Teacher, after five years of dedicated work. Over the past 9 years at Haldane, Ms. Cordero has demonstrated the positive effect she has had on student learning in alignment with the Five Core Propositions of becoming a Nationally Board Certified Teacher. These propositions include: commitment to students and their learning, knowing the subject matter and how to deliver the instruction, managing and monitoring student learning, thinking systematically about their practice, and being a member of a larger learning community. We join her in celebrating this prestigious accomplishment.

Haldane Art Club Brings Young Artists and Local Creative Minds Together

Anneke Chan, Haldane Junior and Art Club Founding Member

The Art Club at Haldane High School was founded in January of 2017 to help facilitate a creative and open environment for students interested in visual arts to explore their passions, get in touch with the local arts community and be exposed to cultural and artistic experiences. Anneke Chan is the founding member and current president of the club. Meeting topics have ranged from "African Americans in Photography", "Communist Propaganda," "The Creative Process," and "Queer Artists," to "Literary Illustrations." At other meetings, the club has brought in local guest speakers who are involved in the art community, such as Kent Henriksen, Seth Kelly, Eugenie Milroy, Paul Chan, and Candace Cole. Their disciplines include sculpture, fine arts, textiles, photography and art conservation.

The club also hopes to bring field trip opportunities to students looking for an immersive art experience. In December of 2018, the club took a field trip to Magazzino Italian Art, which is a local museum specializing in works from the Arte Povera movement of 1970s Italy. This year the club is planning to take another field trip to the Museum of Modern Art, thanks to funding from the Haldane Arts Alliance. Another purpose behind the club's creation was to raise the awareness of students about opportunities to gain exposure for their art, have portfolios reviewed, and pursue art school or a career in art. The club hopes to continue bringing young artists and creative minds together in a supportive community where they have opportunities to learn and grow.

EMBRACING OUR K-12 CAMPUS



BLUE DEVILS SEASON OF CHAMPS

Haldane Fall Sports Recap

Chris Salumn, Director of Health, Physical Education, and Athletics; Dean of Students

The Haldane athletic program had one of the most successful seasons in recent memory. Overall, four Haldane teams won sectional championships: Varsity Boys Cross Country-Class D, Varsity Girls Cross Country-Class D, Varsity Volleyball-Class D, and Varsity Girls Soccer-Class C.

In addition to sectional championships, Varsity Girls Soccer and Varsity Volleyball won regional championships, as well. Our Varsity Boys Cross Country team placed 9th in the Class D State Championship, while our Varsity Girls Cross Country team came in 6th in the Class D State Championship.



New York State Public High School Fall Varsity Scholar-Athlete Teams

*Varsity Girls Tennis
Varsity Volleyball
Varsity Boys Soccer
Varsity Girls Soccer
Varsity Girls Cross Country
Varsity Boys Cross Country*

To earn this distinction, 75% of a team's roster must hold a GPA of 90 or better. Congratulations to these athletes who exemplify hard work and dedication in their classrooms and on their teams.

Athletic Department Named School of Excellence

For the second year in a row, the Haldane Athletic Department has earned recognition as a NYSPHSAA School of Excellence. In order for a school to earn recognition as a School of Excellence, at least 75% of their varsity programs must qualify for and receive the NYSPHSAA Scholar-Athlete Team Award.

This award is earned through the collaborative effort of students, teachers, coaches, and parents emphasizing academics and supporting our student-athletes. Thank you to all of you who helped our school earn this award.

Haldane Athletic Hall of Fame



Congratulations to the 2019 Inductees

Richard Kiesbye '47

Russell Miller '78

David Milkovich '82

Chelsea Lisikatos '11

Volleyball Team '98



HALDANE ALL LEAGUE FALL ATHLETES

VARSITY VOLLEYBALL

All League: Maria Barry, Olivia Monteleone, Melissa Rodino, Grace Tomann, Sofia Viggiano

All Conference: Olivia Monteleone, Melissa Rodino, Grace Tomann

All Section: Grace Tomann, Melissa Rodino

VARSITY CROSS COUNTRY

All League: Everett Campanile, Shannon Ferri, Walter Hoess, Alison Nichols, Luke Parrella, Eloise Pearsall

All Northern Counties - 2nd Team:
Shannon Ferri

VARSITY GIRLS SOCCER

All League: Ella Ashburn, Bianca Harmancin, Bela Monteleone, Jade Villella, Liv Villella

All Section: Jade Villella

VARSITY FOOTBALL

All Conference: Dan Santos

All League: Doug Donaghy, Will Etta, Dan Santos, Darrin Santos

VARSITY GIRLS TENNIS

All League: Caroline Nelson, Mairead O'Hara

HALDANE ARTS

The Laramie Project

*Haldane High School Musical
Andrew Nachamkin, Haldane Senior*

The Laramie Project was a great learning experience for all involved. With minimal sets, props, or costumes, we worked on telling stories through words and movements. With the large ensemble cast and everyone playing several characters, we learned how to effectively coordinate movement backstage. With the show's multitude of emotionally resonant scenes, we all gained a better understanding of the country we live in.

For most of us, it was new territory to be playing actual people. Words were all taken from interviews, so lines would often start in the middle of a paragraph and would be spliced with several other people's interviews to create a cohesive scene. A lot of practice went into making sure these group conversations moved fluidly, and it paid off. On the other hand, there were at least a dozen characters that had extended monologues, and just as much work went into those moments to ensure their messages landed. While many productions have impactful speeches, you can rarely step back after one and think, "Wow, this really happened." That thought permeates The Laramie Project, in its most uplifting scenes, and in its most visceral, resulting in a show that is uniquely poignant in its messages of acceptance and love.



In the spirit of those messages, the cast behind the show was incredibly supportive and welcoming. In my years of doing shows, I've never seen so many hugs before scenes or compliments after them. It created an amazing community that helped everyone during even the longest of rehearsals or the most difficult of moments. Overall, whether from an educational, entertainment, or emotional perspective, I know I speak on behalf of the whole drama department when I say it's one of the most important pieces we've been a part of.



Discover, Create, Innovate: Tunneling Through Creative Ideas and Hard Work

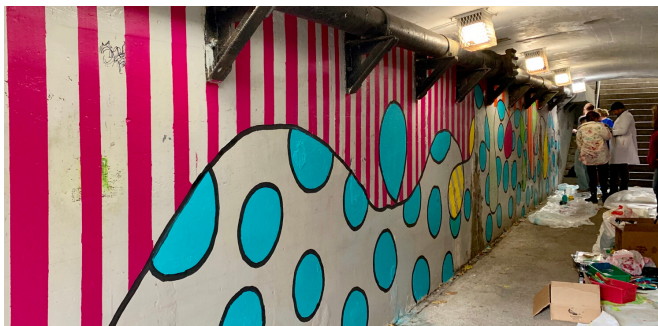


An idea that took shape in a 2017 DCI (Discover, Create, Innovate) class came to fruition this fall after years of creative thinking, thoughtful planning, and hard work by our Middle School students and teachers.



The Cold Spring tunnel, formerly a dark and dreary pass-through from Main Street to the riverfront now welcomes locals and visitors with bright and colorful Haldane artwork.

This project truly epitomizes Discover, Create, Innovate - students discovered an opportunity for improvement, created an idea, and delivered an innovative solution that benefits the whole community.



Be sure to take a walk through the new Cold Spring tunnel soon!



PLEASE JOIN US

National Honor Society Induction Dinner
January 9

Kindergarten Parent Orientation
7:00 pm January 30

Kindergarten Registration
By appointment February 3 - 7

Middle School Winter Community Read
6:30 pm February 13

Middle School Orientation - 5th Graders
March 12

High School Musical Performances
March 13 - 15

*Elementary School
Parent/Teacher Conferences*
March 19 and 20

Elementary School Production of Annie
April 2

Haldane would like to thank the Haldane School Foundation for hosting The Prom fall fundraiser, as well as the PTA for their many hours of dedication. We appreciate all you do to support our teachers and students on their learning adventures!

We wish you all a wonderful holiday season with your family and friends.



Haldane Central School District
haldaneschool.org

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