



# Croton-Harmon Schools

**Annual Report**

**2020-2021**



# Annual Report 2020 - 2021

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## **Croton-Harmon School District**

District Offices  
10 Gerstein Street  
Croton-On-Hudson, New York 10520

*Office of the Assistant Superintendent*

September 2021

Dear Dr. O'Connell and Members of the Board of Education,

This annual report overviews a year that was like none other in our lifetime. As COVID-19 continued to impact all aspects of society, schools had to reinvent their approach to teaching and learning. Here in Croton-Harmon we brought together representatives from throughout our community to consider all aspects of operation with one singular goal - how best to maximize our students' potential in the safest way possible.

The New York State Testing Program as well as all Regents Exams were optional during the 2020-21 school year. This has, once again, left us without the complete picture that has been traditionally depicted in past annual reports. We have therefore included in this report many other measures, as well as the narratives written by the key players within our teams, to report on how our students performed during the pandemic. We hope the reader is able to get a sense of our district's resilience in overcoming obstacles and how, while enduring hardship, we are able to remain focused on our mission and vision represented by our Profile of a Croton-Harmon Graduate as we work with our students.

Sincerely,

A handwritten signature in blue ink that reads "John Griffiths". The signature is fluid and cursive.

John Griffiths  
Assistant Superintendent



## Profile of a Croton-Harmon Graduate



# **Croton-Harmon**

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## **Union Free School District**

### **District and Building Reports**

# Croton-Harmon Union Free School District

## 2021 District-Level Year End Report

<b>DEPARTMENT:</b> Department of Health, Wellness, PE, & Athletics	<b>ADMINISTRATOR/DIRECTOR:</b> Michael Gulino
<b>1. Data and Statistics:</b>	
<p>Modified Athletics- <b>145 total participants</b> High School Athletics - <b>291 total participants</b> Participation Rates by Grade: 9th grade - <b>73</b> 10th grade - <b>58</b> 11th grade - <b>80</b> 12th grade - <b>57</b> 8th grade - <b>91</b> 7th grade - <b>77</b></p> <p>Males Participating at middle school - <b>78</b> Males Participating at high school - <b>155</b> Females Participating at the high school - <b>136</b> Females Participating at the middle school - <b>67</b></p>	
<b>2. Department Goals and Progress:</b>	
<ul style="list-style-type: none"><li>● Conduct a Study of the Athletic Program through a broad based community group.</li><li>● Increase participation rates of all student-athletes during COVID-19 Pandemic.</li><li>● Upgrade the athletic training program .</li><li>● Study the components of an athletic branding program.</li><li>● Identify ways to live stream athletic contests.</li><li>● Work with Croton Boosters to clarify roles and responsibilities of membership.</li><li>● Recruitment of candidates to become the next Director.</li><li>● Implementations of all NYSPHSAA, NYSDOH guidance and guidelines for participation in interscholastic athletics.</li></ul>	
<b>3. Completed Projects, Initiatives, and Highlights:</b>	
<ul style="list-style-type: none"><li>● Completed an Athletic Study of the Athletic Program and reported to the Community .</li><li>● Streaming of Athletic Events through HUDL and Athletics YouTube Channel. Completed.</li><li>● Held the Conference 3 League and Section 1 Track &amp; Field Championships.</li><li>● Fall sports virtual banquet.</li><li>● Senior Ceremony conducted June 2021.</li><li>● Creation of the event supervisor position.</li></ul>	

#### 4. Professional Development and Training:

- Training and reading on transformational coaching.

#### 5. Growth Opportunities for the 2021-2022 School Year (*please include areas that need improvement*)

- Implementation of recommendations from the Athletic Study.
- Continue to expand the live streaming opportunities to the community.
- Begin implementation of the athletic branding program.
- Transition and mentoring of the new Director of Athletics.
- Conduct a study of the health and physical education program.
- Create a professional development program for all coaches and staff.
- Audit all coaching positions for proper certification.
- Launch Schedule Galaxy.

# Croton-Harmon Union Free School District

## 2021 District-Level Year End Report

<b>DEPARTMENT:</b> Pupil Personnel	<b>ADMINISTRATOR/DIRECTOR:</b> Karen Gatto
<b>1. Data and Statistics:</b>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Held 218 CSE annual review meetings, 95 Section 504 annual meetings, 36 CPSE annual reviews, and 16 annual reviews for parentally placed students</li><li><input type="checkbox"/> Referrals to Special Education: 47 (34 found eligible)</li><li><input type="checkbox"/> Referrals to Section 504: 10 (10 found eligible)</li><li><input type="checkbox"/> Referred 3 students to therapeutic, out of district programs</li><li><input type="checkbox"/> ELL students - 35 or 2.3 %</li><li><input type="checkbox"/> Special Education classification rate increased to 13% from 12%</li><li><input type="checkbox"/> Number of CSE out of district placements: 11</li><li><input type="checkbox"/> Number of classified students parentally placed out of district: 14</li></ul>	
<b>2. Department Goals and Progress:</b>	
<ul style="list-style-type: none"><li>❖ <b>Continue to run a FLEX program at PVC and a FLEX program at the CHHS -</b> consistently supported students throughout the year while numbers were higher at times</li><li>❖ <b>Continue to develop a specific program K-2 special class for students with autism and other developmental disorders -</b> the program grew in numbers this year</li><li>❖ <b>Increase the vocational opportunities for CHHS students with developmental disabilities</b> Created a vocational class in the high school for select students</li><li>❖ <b>Provide IEP mandates during virtual times of instruction -</b> all special ed and related services were provided directly to students through a combination of hybrid, remote and live instruction</li></ul>	
<b>3. Completed Projects, Initiatives, and Highlights</b>	
<ul style="list-style-type: none"><li>★ <b>Supported parents during the challenging times of the pandemic -</b> organized and provided several virtual Parent University events</li><li>★ <b>Provided social emotional support to students in need -</b> Implemented a mental health screener K-12, provided teletherapy during remote instruction, and completed full assessments virtually as needed</li><li>★ <b>Addressed issues of disproportionality -</b> a team attended 5 virtual sessions provided by the State and completed a root cause analysis and an action plan.</li><li>★ <b>Tier 3 Specialized Reading -</b> provided instruction following clear entry and exit criteria and supported 32 students K-12 during the school year and 15 during the extended school year</li><li>★ <b>Attended an Impartial Hearing initiated by the district</b></li><li>★ <b>Audit report on STAC Procedures -</b> revealed consistently accurate STACs for high cost preschool, private, public, and BOCES placements</li></ul>	

- ★ **Extended School Year 2021** - Successfully providing explicit instruction and related services to 50 students for the 30 day Extended School Year program

#### **4. Professional Development and Training**

- Attended 5 workshops on Disproportionality and presented data analysis and root cause analysis at the final meeting
- Participated in monthly liaison meetings with Westchester colleagues

#### **5. Growth Opportunities for the 2021-2022 School Year (*please include areas that need improvement*)**

- Address disproportionality issues as they relate to the overidentification of black students with IEPs
- Systematically collect and review data attached to our Flex Support program at PVC and CHH
- Systematically collect and review data attached to our building level support programs and services and Tier 3 reading
- Provide a series of evening presentations for parents
- Prepare for a smooth transition to new PPS leadership

# Croton-Harmon Union Free School District

2021 District-Level Year End Report

<b>DEPARTMENT:</b> Technology	<b>ADMINISTRATOR/DIRECTOR:</b> Deborah August
<b>1. Data and Statistics:</b>	
<ul style="list-style-type: none"><li>● Deployed 170 laptops to Teachers</li><li>● Deployed 1:1 Chromebook initiative in CET grades 1-4 and PVC grades 5-8</li><li>● Deployed 1:1 Chromebook initiative in CHHS but also allowed students to substitute with a new BYOD program.</li><li>● Outfitted every classroom with a docking station, document camera, webcam and audio bluetooth earpiece.</li><li>● Installed Multitouch flat screens in PVC, CET and CHHS as needed</li><li>● Upgraded all switch closets in CHHS</li><li>● Upgraded the Voicemail system for the phones</li><li>● Upgraded network security and deployed phishing software to determine areas of potential vulnerability and risk assessment</li><li>● Created a laptop bar and a desktop bar in the newly designed CHHS library</li><li>● Purchase of Zoom licenses for all staff</li><li>● Updated from Copper to Fiber at PVC</li><li>● Installed 9 Outdoor Access Points to connect with wifi across the district</li><li>● Increased district bandwidth</li><li>● Implemented LINQ Health Screening solution</li></ul>	
<b>2. Department Goals and Progress:</b>	
<ul style="list-style-type: none"><li>● Rework the district technology 3 year plan to reflect what we've learned from our virtual environment that we want to keep in the classroom about how students learn and how to create equity across all learners.</li><li>● Reconvene building level tech committees and include parents and students so that all stakeholders have a voice</li><li>● Revisit our established Goals and articulate how they are reflected in the Profile of the Graduate.<ul style="list-style-type: none"><li>○ <i>Goal 1: Align instructional technology solutions to the district strategic coherence plan rubrics for critical thinking, presentation and/or meta cognition.</i></li><li>○ <i>Goal 2: Establish partnerships between English Language Learners/Multilingual Learner teachers and mainstream classroom teachers to identify ways technology resources can be applied in all instructional settings in service to this population of students.</i></li><li>○ <i>Goal 3: Prepare students to be critical thinkers relative to the ethical and legal use of technology for problem solving.</i></li></ul></li><li>● Greater Transparency on Education Law 2d updates and new mandates</li><li>● Create a Cyber Security Incident Response plan</li><li>● Advanced training in Infinite Campus SIS for primary users</li><li>● Fine tune the School Asset Manager Device Inventory system</li></ul>	

### 3. Completed Projects, Initiatives, and Highlights:

- Launched Phishing and Penetration Testing on the Network
- Launched a student/parent help desk
- Created a Student video library website
- Created an Ed Law 2d website for parents
- Trained Assistant Principals on Master Scheduling in Infinite Campus
- Deployed Classlink for the 2021/22 school year to move towards Single Sign on for Approved software
- CHHS Math Teachers received grant for iPads in the Classroom to help math comprehension in an online environment
- PVC PE Teacher received a Golf Simulation Grant
- Teachers mastered how to teach in a hybrid environment and mastered software tools to enhance teaching and learning
- Students mastered how to learn in a hybrid environment and students as young as first grade mastered how to login to a chromebook
- CET teachers utilized Seesaw a visual portfolio program to assess younger students
- PVC 5th grade students were winners in the Imagine Math National March Madness competition
- PVC 6th grade students were winners of the Achieve 3000 *Read to Succeed* national contest

### 4. Professional Development and Training:

- Teachers were provided training in the new hardware setup in classrooms for Virtual teaching and learning
- Launched targeted Cyber security training for staff.
- Sent out weekly Google updates on enhancements
- All new teachers were provided training in all district software solutions including G-suite.
- All teachers attended a video showing on protecting Student Privacy and explaining what is personally identifiable information to comply with Ed Law 2d. Teachers were also trained on email phishing and spoofing.
- Participated in monthly Infinite Campus Training modules and enrolled the district in the Infinite Campus National Training week program
- Collaborated on the District Stakeholder team re-entry plan and launched training modules for staff and students on Covid 19 protocols
- Provided ongoing training for staff on Ed Law 2d and Cybersecurity issues
- Provided training for CET, PVC an CHHS on Newline TruTouch interactive display flat screens for classroom.
- Provided individual ongoing support through school and faculty meetings, grade level prep time, collaboration Wednesdays, Superintendent Conference days and through the summer.

### 5. Growth Opportunities for the 2021-2022 School Year (*please include areas that need improvement*)

- Review data usage statistics to evaluate software purchases.
- Evaluate current digital device deployment model, especially at CET.
- Develop action plan to align NIST Cybersecurity frameworks with district practice
- Update Professional Development website and launch weekly PD zoom support meetings.

# Croton-Harmon Union Free School District

## 2021 District-Level Year End Report

<b>DEPARTMENT:</b> Business Office	<b>ADMINISTRATOR:</b> Denise Harrington-Cohen
<b>1. Data and Statistics:</b>	
<ul style="list-style-type: none"><li>● 2021-22 School Budget of \$50,775,098 passed by 85%</li><li>● All four 2021-22 Bus Propositions for the procurement of Electric Vehicles passed by an average of 71%</li><li>● Successfully executed complex Collective Bargaining Agreements with six (6) bargaining units and Benefit Agreements with all non-aligned staff</li><li>● Successfully completed the following Regulatory and Performance Audits:<ul style="list-style-type: none"><li>○ Annual Independent Audit (External) - Nugent &amp; Haeussler</li><li>○ Annual Risk Assessment (Internal) – R.S. Abrams</li><li>○ Focus Area Audit: STAC – R. S. Abrams</li><li>○ Single Audit - Nugent &amp; Haeussler</li><li>○ Claims Audits (Bi-weekly) – Peter Drexler</li></ul></li><li>● Processed over 8,693 Payroll Disbursements amounting to over \$26M</li><li>● Issued approximately 1,400 Purchase Orders</li><li>● Processed over 2,000 Accounts Payable Disbursements amounting to over \$21.05M</li></ul>	
<b>2. Department Goals and Progress:</b>	
<p>The Business Office provides fiscal support services to the District's schools and operating departments. It is responsible for the District's financial resources in support of Croton-Harmon's high quality academic programs, while prioritizing fiscal responsibility and transparency. The Business Office oversees the compliance of appropriate policies and procedures to safeguard District resources and guide the internal and external financial transactions of the District. The department handles all aspects of fiscal management, including audit compliance, budget development and execution, accounting, payroll, accounts receivable, accounts payable, and purchasing. In addition, the department manages buildings and grounds, food services and student transportation. It also oversees the District's insurance and risk management program, and safety and security.</p> <p>Specific Objectives:</p> <ul style="list-style-type: none"><li>● Evaluate and examine District expenditures to ensure efficiency and alignment with the district's Mission and Vision.</li><li>● Increase communication with the public regarding fiscal stability under the 2% tax levy cap and the need to fully fund reserves and use the Capital Reserve Fund to plan future capital projects without bonding.</li><li>● Effectively manage the District's Fund Balance and Reserves.</li><li>● Use multi-year forecasting to improve budget development and tax stability.</li><li>● Negotiate contracts that are fair to employees and fiscally responsible to taxpayers.</li><li>● Develop plans to address anticipated tax certioraris.</li><li>● Strengthen fiscal planning and efficiencies.</li><li>● Provide timely (quarterly) reports: internal and external audit reports, facilities project</li></ul>	

updates, transportation efficiency reports, legal reports, technology reports, and special education reports.

- Promote a school environment where everyone, including students, parents and staff members, feels valued, respected and safe and ensure that our facilities adequately meet educational and student needs.
- Implement improvements to our physical plants and school grounds as per the District's Building Condition Survey (BCS)/Five Year Plan including the installation of security measures and protocols.
- Prepare and respond to COVID-19 and other health and safety priorities.

The Business Office continues to work on the fiscal goals of the district. Financial reports are provided monthly to the Board of Education. Reports from the Transportation Department and the Department of Operations and Maintenance are provided quarterly. Additional reports and information are available during the budget process.

Fund balance is managed through Board resolutions committing unrestricted fund balance to adjust allocations to the following reserves:

- Tax Certiorari Reserve
- Employee Benefits Accrued Liabilities Reserve
- Employees' & Teachers' Retirement System Reserve
- Capital Reserve Fund
- Unemployment Insurance Reserve
- Legal Liability Reserve
- Workers' Compensation Reserve

Reserves allow the district to save incrementally and plan today for anticipated future expenses. Reserves help the district mitigate the financial impact of major, nonrecurring or unforeseen expenditures on our annual operating budget. They provide a degree of financial security and stability by offsetting potential and unseen liabilities. They serve as a budgetary option to help reduce the need to cut services or to raise taxes and can also reduce the district's reliance on debt obligations to finance capital projects. The district's four largest reserves are our Tax Certiorari Reserve, Employee Benefits Accrued Liability Reserve, Retirement System Reserve and Capital Reserve.

The purpose of the Tax Certiorari Reserve is to pay consent judgments and claims in tax proceedings in accordance with Article seven of the Real Property Tax Law, rather than borrowing funds when tax refunds are issued.

The Employee Benefits Accrued Liability Reserve is for the payment of any accrued employee benefit (ie: unused sick and/or personal days) due to an employee upon termination of the employee's service. This reserve fund is established by a majority vote of the Board of Education and is funded by budgetary appropriations and such other reserves and funds that may be legally appropriated (General Municipal Law, §6-p). Without this reserve, retirement expenses would require an additional general fund allocation and potentially increase the tax levy.

The purpose of Retirement Reserve is to fund employer retirement contributions i.e., any portion of the amount(s) payable to the New York State and Local Employees' Retirement System (ERS) and

Teachers' Retirement System (TRS), pursuant to Sections 17 or 317 of the Retirement and Social Security Law. This is a valuable reserve considering salaries account for close to 50% of our budget and retirement contribution rates can vary significantly from year to year. A referendum is not required either to create or expend monies from the reserve.

The Capital Reserve Fund is used to finance all or part of the cost of construction, reconstruction, or acquisition of a "specific" or "type" capital improvement or equipment. Monies from the Capital Reserves have thus far been used to replace roofs at all 3 school buildings, reconfigure bus loops, build an addition at the transportation facility, upgrade safety and security measures at all of our buildings as well as to create a kitchen at PVC for the district-wide school lunch program. Reserve funds were also used to install telephones in all buildings and classrooms. This project was completed in September 2019.

The district expects to close the year with approximately \$2.3M remaining in our 2013 Capital Reserve and \$4.6M in our 2016 Capital Reserve. A portion of the 2013 reserve is designated to fund district-wide septic and drainage needs that were identified in the Building Condition Survey (BCS). The balance of this reserve could be utilized to finance other district priorities. Any new designation of these funds must be authorized by voters in advance. Our 2016 Capital Reserve is almost fully funded and available also eligible for capital financing needs, providing funds are designated and authorized by voters.

The Unemployment Insurance Reserve is used to offset annual unemployment costs. Since many factors outside of our control can impact this liability, such as enrollment, COVID-19 and its fiscal impact on New York State's budget deficit, etc., this reserve will continue to be critical in the coming year.

The Legal Liability Reserve is used to offset legal and liability losses not covered by insurance.

The purpose of the Workers' Compensation Reserve is to cover costs related to workers' compensation claims and the cost of administering the program.

### **3. Completed Projects, Initiatives, and Highlights:**

#### **Financial Overview**

The District incurred considerable expenses associated with the COVID-19 pandemic, including but not limited to, costs related to PPE, Merv-13 filtration, etc. A portion of these expenses will be reimbursed through CARES Act funding, of which the District received \$134,444. Despite fiscal concerns early in the 2020-21 fiscal year, our conservative budgeting approach ensured that Revenues and State Aid were accurately projected to ensure no deficits were incurred as a result of the pandemic. Ultimately after months of deliberations, the State's 2021-2022 Enacted Budget included a 18.44% increase in Foundation aid (an increase of approximately \$414,300) for the District, and a first time allocation of \$194,400 for Universal Pre-Kindergarten. Allocations for stimulus funding through the American Rescue Plan (ARP) in the amount of \$563,000 and Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) in the amount of \$251,128 were also granted. These funds will assist the district in recovering from the impact of COVID-19 as well as enhance our existing programs in the coming years. As a result of this funding, this district will be subject to rigorous mandated audit and compliance reporting.

The audit compliance component is classified as a Single Audit. This is an audit of a non-federal entity that expends \$750,000 or more of federal assistance during its fiscal year. The audit is conducted under Subpart F of the Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). There are two main parts of a Single Audit: an audit of the financial statements and a compliance audit of the entity's major federal award programs. The compliance audit of the entity's major programs include testing of internal controls and testing compliance with the applicable requirements for each major program.

For single audit purposes, since we have never been required to conduct one, we are considered high risk which means they have to audit at least 40% of all federal money. Our audit firm will determine what programs will be audited from our federal grants (Title 1, 611, 619, etc.), our school lunch program, and all COVID-19 related grant funding (Cares, CRSSA & ARP).

### **Transportation**

The Transportation Department achieved the high efficiency expectations and safety record it is known for. With the ongoing challenges of COVID, the Director worked closely with Administration, the Re-Entry Taskforce and colleagues to support the reopening plans of the District in a manner consistent with state and local guidance. Cleaning equipment was researched and procured, staff were trained on safety and cleaning procedures, along with other priorities necessary to our reopening in September 2020. Additionally, in order to address social distancing and reduce density, alternate routes were established with assigned seating (all bus interiors were labeled with individual students' names above available seats for morning and afternoon routes).

The Bus Electrification Task Force made significant headway in the grant application process and progression toward the purchase and implementation of Electric Vehicles for the district. Please see the Transportation section of this report for further highlights and details.

### **Child Nutrition Program**

Since the onset of COVID-19, the district was committed to maintaining operations while meeting the increased state, federal and health and safety requirements. This came at a cost to the district since meal revenues declined as a result of "free meals for all" and expenses increased due to COVID-19.

Eric Nickelson continued in his role with Aramark as our Food Service Director and worked tirelessly with Administration to create a feasible plan for the delivery of meals to our students and families.

Some other highlights for the 2020-2021 year were:

- Renegotiated our FSMC contract with Aramark resulting in a more than 30% reduction in cost.
- Allocated fund balance to reduce the existing deficit in our School Lunch Fund.
- Implemented bi-monthly "Virtual Office Hours" for families and students to meet with the Director of Child Nutrition Services to discuss the program, student or family recommendations and other related matters.
- Coordinated and successfully responded to a Technical Assistance Audit initiated by NYSED.
- Engaged in monthly discussions with Aramark and staff to enhance our Child Nutrition Program.

- Implemented consistent outreach to families and point-of-sale practices to reduce outstanding balances on student accounts.
  - Successfully concluded the work of the School Lunch Committee recommending its dissolution and incorporation into the Wellness & Nutrition Committee.
  - HM Bigley conducted an audit and review to enhance our menus and ensure compliance with NSLP
  - Surveys were developed to gauge interest in a breakfast program and the responses showed ample support for such an offering at CET. Aramark will now be offering breakfast at all three schools for the upcoming 2021-22 school year.
- COVID-19-related operations
    - Prior to students returning to school, touchless point of sale (POS) software and digital card readers were procured and subsequently utilized for all transactions. Barcoded meal cards were generated for students for scanning and we provided touchless service at all buildings. This enabled our NutriKid software to generate all student allergy information for student’s health and safety and eliminated the need for cash and physical transactions.
    - At CET and PVC, meals were distributed to classrooms with some socially distanced communal spaces. At CHHS, designated communal spaces were designed with barriers, social distancing and density reduction measures.
    - The U.S. Department of Agriculture’s Unanticipated School Closure Program continued to provide waivers allowing us to distribute free meals for all students, regardless of income. We established a meal pick-up window that operated out of PVC Middle School. Meal delivery services were provided by our bus drivers who pivoted from delivering students to school to delivering meals and homework packets for students across the district.
    - In order to facilitate the delivery of meals to our remote students once district transportation services resumed, we collaborated with the United Way and DoorDash, to aid in the delivery of lunches to 30+ families per week at no cost to families or the district.
    - In April of 2021, the U.S. Department of Agriculture Food & Nutrition Service extended the program to provide free meals for all students for the 2021-2022 school year. It will continue to be a financial hardship to the district due to our pre-existing contract agreements but we recognize that providing lunch to our students is a worthy and necessary function.

**District-Wide Safety and Security**

Continuity of operations & recovery planning is a critical priority. Every year the CHUFSD takes proactive measures to create the safest facilities possible for our entire school community. While we hope that a natural disaster or other serious incident never occurs, our goal is to be as prepared as possible for any potential emergency. Our Emergency Response Teams and Plans are designed and reviewed annually with the assistance of local law enforcement and Altaris Group, our safety and security consultants. To incorporate all stakeholders, the district works collaboratively with the Croton

Police, Fire and Emergency Medical Services (EMS) Departments and Altaris to ensure that all stakeholders are following the same protocols/procedures in our schools.

Annual training is provided on the District Emergency Response Plan and the Building Level Safety Plans. The execution of planned and unplanned protocol drills (building level and/or team table-tops) with staff and administration are also conducted to prepare students and staff in the wake of a critical incident. The planning and implementation of these measures greatly improved our ability to respond to the increased demands of COVID-19 and other environmental occurrences throughout the year.

As part of the district’s updated safety and security plan we employ a variety of tools and preparedness measures such as an anonymous tip reporting system and a district-wide standard response protocol. Each school building runs various drills beginning in September to educate students and staff of the five possible response protocols -- Shelter-in-Place, Hold-in-Place, Evacuation, Lockout and Lockdown. Each building conducts a minimum of 12 drills each school year, four of which are lockdown drills. These drills help create a shared language among all those in our community and fine tune our drills and “build muscle memory” so that everyone knows exactly what their role is in an emergency situation.

This year Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. Districts were required to add an Infectious Disease Annex. In addition to the requirement under Section 27-C (New York State Labor Law), protocols for responding to a declared public health emergency involving a communicable disease were added to Section 2801-a of the Education Law that required additions to our District Plan.

### **Negotiations**

The district had five collective bargaining agreements that were set to expire on or before June 30, 2021. Following more than 200 hours of discussion, fair, competitive and multi-year contract settlements were achieved with three of our bargaining units (CTA, ACU and CSEA Clerical). We are continuing negotiations with the remaining two units (CSEA Custodial and ATU).

The following is a list of contract timelines:

- Aides of Croton United (ACU) - July 1, 2021 - June 20, 2024
- Amalgamated Transit Unit (ATU) - July 1, 2020 - June 30, 2020
- CSEA Clerical - July 1, 2021 - June 20, 2025
- CSEA Custodial - July 1, 2020- June 30, 2020
- Croton Teachers Association (CTA) - July 1, 2021 - June 30, 2024
- Croton-Harmon Administrators Association (CHAA) - July 1, 2019 - June 30, 2022

## **4. Professional Development and Training:**

**Leadership Academy Cohort:** Was selected and participated in an elite 60-hour, year long leadership cohort with international C-level executives. The program incorporated a rigorous curriculum focusing on effective decision-making, innovation, talent development, self-organization, and efficient learning practices. Additionally, cohort sessions involved peer mentoring and focused on real-time situations in participants’ organizations to leverage immediate, practical learning.

**County-Wide Shared Services Initiative:** Continued participation in Westchester County Shared

Services Initiative to explore opportunities to share services among municipalities and school districts to provide cost savings to participants.

**NYPA Clean Energy Forum:** Engaged in continued discussions with other municipal leaders and officials to discuss projects and opportunities to save energy, lower utility bills and reduce the carbon impact of Westchester communities. This process added significant value and understanding to current initiatives surrounding bus electrification and our Energy Performance Contract.

With the support and expertise of the New York State Energy Research and Development Authority (NYSERDA), the Department of Public Service (DPS) and New York Power Authority (NYPA), forum members explored the following areas for clean energy incentives and investments:

- Natural gas energy efficiency incentives
- Heat pump technology and applications
- Electrification
- High-efficiency appliances, equipment and building materials that will lower energy costs and reduce energy demand

**NYSASBO:** Served on the NYSASBO Professional Development Committee.

**PNW Workers Compensation Board:** Board Trustee for the Putnam Northern Westchester Workers Compensation Consortium.

**NYS Office of the State Comptroller:** Completed NYS OSC Academy Training for Local Officials.

**Forecast 5 Analytics Training:** Completed various training on Transparency, Essa Reporting, School Level Financial and Accounting Reporting, Long Range Planning and Tax Cap Reporting.

**Other Professional Development:** Attended monthly ASBO meetings and events and participated in the following workshops and trainings via NYSED, Questar, Boces and OSC:

- State Budget Analysis, Property Tax Report Card, Budget Notice & Budget Statement
- Budget Vote Process, Disclosure Requirements, Contingent Budget
- Accounting Changes and Reporting Requirements
- State Aid Output, State Aid Reconciliation, Fund Balance and Cash Flow Projections
- Forecast 5 Analytics - Long Range Financial Planning
- Building Aid Analysis, State Aid Projections & Tax Cap
- Child Nutrition Training

## 5. Goals and Growth Opportunities for 2021-2022

### Goal 1: Further Our Sustainability Accomplishments

- Finance and complete a District-wide Energy Performance Contract and capital construction upgrades as a means of reducing current and future energy costs, providing enhancements to our learning environment, and reducing the District's carbon footprint.
- Pursue the grants required for the purchase of the electric vehicles.
- Oversee the purchase and implementation of the electric vehicles approved by voters.

- Begin the necessary electric vehicle infrastructure upgrades.

**Goal 2: Promote Staff Engagement, Support Staff Development, Provide Clarity and Procedural Efficiencies**

- Engage in ongoing discussions with our administrative and support staff to enhance relationships and deepen their understanding and engagement in relevant district affairs.
- Streamline processes to facilitate functioning and reduce manual processes and paper waste.
- Build more efficiencies into current business office systems to support building level autonomy and ownership,
- Continue to build and train a strong team and enhance the capacity of our staff which will allow me to delegate more responsibility.

**Goal 3: Enhance our Child Nutrition Program**

- Re-bid 5-year Food Service Management Company to partner in our Child Nutrition Program.
- Successfully implement a free breakfast program at CET.

**Goal 4: Conduct RFP review and award for Architecture/Engineering Firm**

- Secure a contract with a firm to work on the following:
  - Building Condition Survey
  - Turf field
  - Building upgrades
  - Air conditioning at CET
  - Stormwater management plan

**Goal 5: Further Align Myself With The Mission And Vision Of The District**

- I will continue to provide fiscal guidance and stability to support the goals of the Board of Education in the areas of cultural responsiveness, our strategic coherence plan, and sustainability. This will be achieved through policy development and budget planning with Administrative Council members.
- To further enhance my effectiveness, I will seek a broader understanding in these areas through participation in training, board retreats and work sessions, etc.
- I will continue to build dynamic partnerships with businesses in our community such as the Croton Caring Committee, United Way, Croton Academy of the Arts, etc.

## Croton-Harmon Union Free School District

2021 District-Level Year End Report

<b>DEPARTMENT:</b> Guidance and School Counseling	<b>ADMINISTRATOR/DIRECTOR:</b> M. Maxam			
<b>1. Data and Statistics:</b>				
<b><u>College Application trends:</u></b>				
Year	2017-2018	2018-2019	2019-2020	2020-2021
Early Decision/Action	334	330	330	303
Regular Applications	745	543	680	684
Total Applications	1079	873	1010	987
# of Graduates	137	111	130	120
Avg Apps per student	8.2	7.9	7.8	8.2
Please visit our <a href="#">CHHS information page</a> to view other application data, including a list of colleges our graduates are attending.				
<b><u>Caseload Data: CHHS</u></b>				
Year	2018-2019	2019-2020	2020-2021	2021-2022 (projected)*
CHHS Enrollment*	506	494	477	479
CHHS Counseling Staff	3.0	3.0	3.0	3.0
CHHS School Counseling caseloads	169	165	159	160
*Latest Enrollment data taken as of 7/13/21				

**Caseload Data: PVC**

<b>Year</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022 (projected)*</b>
PVC Enrollment*	501	525	491	473
PVC Counseling Staff	2.0	2.0	2.0	2.0
PVC School Counseling caseloads	251	263	246	237

\*Latest Enrollment data taken as of 7/13/21

**Caseload Data: CET**

<b>Year</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
CET Enrollment*	592	568	578	542
CET Counseling Staff	1.0	1.0	1.0	1.0
CET School Counseling caseloads	592	568	578	542

**College Representative Visits: CHHS**

<b>Year</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Number of college Rep visits	86	102	119 in-person visits (completed prior to pandemic)	113 <i>Virtual visits</i>

Number of students attending rep visits (duplicated count)	338*  195 (confirmed attendees)	214 (confirmed attendees)		<i>Unreported to CHHS as visits were done externally</i>
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**Guidance and Advisory lessons taught: CET**

Counseling curriculum was delivered through classroom push-in lessons, both in-person and virtual. 28 classrooms of students received at least 15 lessons throughout the year (totaling more than 420 individual lessons). Topics included Emotion Management (Emotional ABC's, Mood Meter, Best Self, Meta Moment), Problem Solving/Conflict Resolution, Bullying Prevention, Diversity, and Personal Safety.

**Individual and small group services: CET**

57 Students were seen for one or more individual check-ins or crisis intervention. 23 students were seen individually through Tier 2 Rtl services. 3 students were seen in a small group through Tier 2 Rtl services. Additionally, individual check-ins were done with students identifying a need for support through school-wide surveys from the counseling team.

**Guidance and Advisory lessons taught: PVC**

Lessons were provided through the hybrid teaching model throughout the school year, by grade level classrooms. 5th grade: 3 lessons provided to all students; 6th grade: 2 lessons; 7th grade: 2 lessons; 8th grade: 3 lessons. Lesson series were provided to all students in these grades, with a total of 59 distinct lessons being provided.

The counseling team again led the design of advisory lessons for school-wide implementation with a focus on the Yale RULER curriculum. There were 33 virtual advisory meetings throughout the school year.

**Individual and small group services: PVC**

ACPR (Annual Career and Progress Review) meetings: Counselors at PVC met with each student in grades 6-8 individually using both virtual and in-person meetings. Counselors discussed the current school year, organization and time management skills, future areas of interest/career aspirations, and scheduling needs.

Small group counseling: 3 small groups provided 1x/week.

Mandated IEP counseling: 13 students met 1x/week to support social/emotional IEP goals.

**Guidance and Advisory lessons taught: CHHS:**

There were 7 different lessons supporting the school counseling curriculum taught as push-in lessons to each grade level, with a total of 26 distinct lessons being taught. Some lessons were provided through virtual meetings on Wednesday afternoons.

Additional program offerings included:

- WCC virtual application day for seniors
- Alumni presentations: Harvard University, Cornell University
- Fall Financial Aid Night (virtual, for students and parents)
- College Symposium (virtual, for students and parents, with videos available afterward on website)
- Spring Financial Aid Night (virtual)
- Grade 8 Parent Night (virtual)
- Grades 9-10 Parent Night (virtual)
- Grade 12 and CHOOSE Parent Night (virtual)

Two student surveys related to social-emotional well-being were conducted through the school year to monitor social-emotional progress. Counselors conducted personal followup meetings with any students whose responses indicated a need for support.

#### **Individual and small group services: CHHS**

Individual Annual Career Progress Review (ACPR) meetings were held using both in-person and virtual meeting methods. Through these meetings students received help and support for their academic plan.

“Counselor Office Hours” were held virtually every Wednesday for one hour during remote learning Wednesdays; this time was preserved on the schedule throughout the year. Counselors held 105 meetings during this time.

CSE/Annual Reviews/504 meetings grades 8-12: 91

Rising Freshmen Transition meetings:

- Small-group meetings by counselor (“meet the counselor”) held during student’s health classes in January
- “Reviewing the Schedule” pushins during student’s health classes in June
- Individual student/parent meetings in May (virtual). These meetings were much better-attended by parents when done virtually.

## **2. Department Goals and Progress:**

### **Support of the Strategic Coherence Plan, Profile of the Graduate, and/or District Mission and Vision**

#### **Flexibility/Adaptation**

- As with every educator in the country, our **K12 counselors** had to be extremely flexible this year. We had to be cognizant of class time for our push in’s to deliver our state mandated curriculum. **PVC counselors** worked with teachers to push in to zoom classes to deliver lessons or address student concerns. The **CHHS counselors** shifted all parent information evenings and other night programs to zoom meetings, which in some cases improved our numbers in attendance. We are currently discussing using a hybrid model next year for all of our parent evenings. We also utilized our Wednesday Guidance hour and remote Wednesday afternoons to deliver guidance related lessons to each grade level.

- Flexibility and adaptation of the program was paramount throughout the 2020-2021 school year. Programs were adapted to a hybrid learning model, where students were either in school 50% of the time, or chose to remain full-time remote. This decreased availability of students to counselors, and in many cases, increased social-emotional vulnerability and need. The counseling team adapted lessons, arranged virtual counseling meetings, developed ways to survey students, and conducted *hundreds* of individual check-ins and meetings with students throughout the year. Parent meetings were also shifted to virtual offerings.

#### **Initiative/Self-Direction**

- CETs school counseling curriculum and lessons are aligned to correlate with REACH and CASEL competencies.
- CET and PVC’s RULER program encourages self-understanding, self-advocacy, and problem solving.
- At CHHS, counseling programs encourage students to learn about themselves and counselors push and encourage students to self-advocate in their learning.

#### **Critical Thinking/Problem Solving**

- CET and PVC’s use of the RULER approach to social-emotional learning supports these areas; RULER anchor tools cover many areas, one of which is problem-solving.
- Critical thinking and problem solving is a cornerstone of post-secondary planning at CHHS; through college search lessons and the college essay writing lesson skills are reinforced.
- K-12 counselors assist students daily with problem solving in their one on one counseling sessions.

#### **Empathy**

- The K-12 School Counseling Team conducted SEL surveys throughout the year to get a pulse on student’s emotional well-being. The most recent surveys, which were conducted immediately prior to transition back to full-time learning, were presented to the Guidance and School Counseling Advisory Council on May 19. After survey results were reviewed, K-12 School Counselors met with students who showed signs (based upon their responses) of struggling or being in need of a person to talk with.
- Empathy is another focus of the RULER program, which is in use at CET and PVC.

#### **Creativity/Innovation**

- At CHHS, students are given the opportunity to take courses that we do not offer through the Virtual High School learning platform. This opportunity also fits well under “Initiative/Self Direction, as students need to be independent learners to find success in an online course.
- This year PVC created weekly TikTok videos to remind students of different strategies to stay current in their work and to communicate with counselors when struggling.
- CHHS created a class of 2021 Google Classroom to help disseminate important college-related and other senior-specific information to the senior class.
- Wednesday afternoons at CHHS were used to offer guidance curriculum lessons via zoom, which minimized the need to push into academic classes that were already limited in time due to pandemic scheduling.

### Communication/Collaboration

- K12 School Counselors are members of RTI, At-Risk Committees, the Committee of Special Education, and building level emergency response teams, which keeps them in close communication with building administration and other providers, and makes them an important part of the team that actively monitors and communicates about student progress.
- This year, Principal newsletters were utilized more than ever, in an effort to minimize K12 alert messages, which were clogging parent email boxes.
- At the High School level, important communications are always sent to student emails.
- Evening parent programs were shifted to virtual format, which allowed participation by a wider group of parents than had previously been possible. This is something we are exploring how to continue, even once our evening presentations move back to being in-person.
- Transition activities were closely coordinated between CET and PVC for the rising 5th grade, and between PVC and CHHS for the rising 9th grade.
- The Big Buddy program for rising Freshmen was altered with new coordinators this year, and adapted to pandemic situations.

### 3. Completed Projects, Initiatives, and Highlights:

- Programs were successfully shifted to a combination of virtual and in-person presentation modes. Parent offerings were shifted to fully virtual to allow access to parents while buildings were closed to public gatherings.
- The K-12 counseling offices shifted to the Infinite Campus (IC) Student Information System, attending many hours of training and transition meetings, developing custom solutions with consulting services for areas of the system which did not exactly meet district needs, and adapting materials to the new system. Important deadlines for transcript presentations, scheduling, and grade reporting *were all met* throughout the transition.
- At CET, planning work began for a broader implementation of Xello Career Education and planning, and we saw the first increase in usage of the program.
- At CET, the “Feeling Word of the Week” initiative (supporting RULER) was continued and expanded.
- At CET, the BASC-3 Social/Emotional Screener was used by K-4 to identify students in need of intervention and follow up.
- At CET, our school counselor supervised a Mercy College Intern.
- Despite the challenges presented by the pandemic, all areas of our [Comprehensive Guidance Plan](#) were followed, including Academic and Career Progress Review (ACPR) meetings for all students, grades 6-12.
- The K-12 counseling team went to great lengths to actively monitor student social-emotional well-being through the use of surveys and closely monitoring data being produced through testing and grade reporting systems at all three schools. School counselors actively sought to provide needed support through in-person and virtual counseling sessions, as well as home visits.

### 4. Professional Development and Training:

- Infinite Campus training for school counselors and secretarial support
- Infinite Campus Master Scheduling Trainings (multiple) for school administrators building master schedules for all three buildings
- NYSSCA Annual Conference (December 3-5, 2020)

- RULER Implementation Conference (CET and PVC School Counselors)
- ASCA Virtual RAMP Up Your School Counseling Program
- WPRCA Elementary Mentoring Meetings
- Permission to Feel: Strategies for Healthy Emotion Regulation during Uncertain Times (RULER Conference with Marc Brackett)
- Helping Students in Troubling Times (ASCA Conference)
- WPRCA Anti-Racism Conference
- Disproportionality Committee meetings
- Naviance webinar - career platform changes
- NCAA Webinar - changes in NCAA requirements due to COVID
- COVID and College Admissions (Newsday Live conference)
- Naviance Webinar - product development and changes
- VHS Site Coordinator webinar and trainings
- C2C (Coast to Coast) College Tour
- Northeast Public Universities Admissions Panel
- Naviance webinar - changes to Edocs and sending transcripts
- Westchester Community College Disability Service Information Session
- Common App webinar
- TECH Center Annual Counselor Open House
- Critical Friends
- Exploring College Options Webinar
- Northeast Publics at a Glance
- WPRCA Topic: Best Practices for HS, MS, & Elem Counselors during COVID Era
- ACTION Collaborative Network Guidance Director's Forum
- SUNY Tech Colleges Information Session
- Strengthen our Profession with Inclusion of an Equity Lens
- The SUNY EOP Information Session for Counselors
- Fordham University's NYC Admission Leaders Panel
- Virtual American Talent Initiative Counselor Event

**5. Growth Opportunities for the 2020-2021 School Year *(please include areas that need improvement)***

- Continue to refine implementation of Infinite Campus
- Continue to support CET with implementation of Xello to build a career education component at the elementary level.
- Review elementary counseling curriculum with counseling team and new leadership team at elementary level. Evaluate implementation of classroom lesson planning and feasibility going forward. Seek to add consistent and detailed parent communication to accompany push-in lessons.
- Continue implementation of the Guidance and School Counseling Advisory Council.
- As we transition back to in-person learning, seek ways to leverage our new tech abilities to improve communication with students.
- Research and move toward implementation of Academic Planning modules in Infinite Campus.
- As in-person events become possible once again, consider how to implement streaming options to allow greater parent participation for evening guidance events.

**Croton-Harmon Union Free School District**  
2021 District-Level Year End Report

<b>DEPARTMENT:</b> Transportation	<b>ADMINISTRATOR/DIRECTOR:</b> Rochelle O'Mara				
<b>1. Data and Statistics:</b>					
<p>Croton-Harmon Transportation had a good year in spite of COVID-19. We transported over 1,100 students to 24 schools. We covered over 2,000 miles daily and made 170,000 bus stops safely.</p> <p>Our athletic teams traveled on 330 trips covering 8,787 miles. Unfortunately, there were only 5 field trips traveling 27 miles.</p> <p>Our Department of Transportation inspection rate was 100%. We achieved this in spite of the DOT inspection schedule being affected by COVID-19. Our mechanics worked through the pandemic to maintain our rating.</p> <p>For the fourteenth consecutive year we filed a clean Affidavit of Compliance. The NYS Department of Motor Vehicles' Affidavit of Compliance is the legal document the carrier (District) submits to New York State stating that of the the carrier's drivers have been properly tested and meet all 19A regulations under New York State law in addition to the Federal Motor Carrier's commercial driver's license requirements. A clean affidavit means that the District is meeting its full obligations under the NYS DMV law and operating in good standing.</p> <p>Our fuel prices remain consistent through participation in the Clarkstown bid and with the use of NYSOGS.</p> <table style="margin-left: 40px;"> <tr> <td>gas</td> <td>2.28 gal</td> </tr> <tr> <td>diesel</td> <td>1.87 gal</td> </tr> </table> <p>The weather for this winter was as expected. We lost 6 days to snow. Luckily, two of those days were during the February break. We had one 2-hour delay and one early dismissal.</p> <p>We held our three required safety drills for our students. Two were classroom instruction and the third was an evacuation drill on the bus.</p> <p>Our two annual safety refreshers were held at the garage. We reviewed our newly instituted Co-vid procedures including: assigned and marked seating on the bus, boarding and disembarking protocols, twice daily attendance, and the importance of contact tracing.</p> <p>All staff were trained on vehicle disinfection and the use of the electrostatic cleaner. Buses were sanitized twice daily during the school year.</p>		gas	2.28 gal	diesel	1.87 gal
gas	2.28 gal				
diesel	1.87 gal				
<b>2. Department Goals and Progress:</b>					
<p>Our primary goal during the school year was to support our students as they navigated the new normal of COVID-19. We tracked the Croton and Harmon cohorts and adjusted our schedules to</p>					

reflect the necessary changes. The older students seem to readily adapt to the new schedules. The younger students seemed to benefit from the consistency of daily attendance.

Our staff experienced some changes during the school year. Linda Diorio retired as a dispatcher. Tonya Kerins replaced her. Tonya is in the process of learning the Transfinder routing program in preparation for the new year.

Lora Anderson replaced Marlene Galazin as secretary. Lora brings extensive technology skills and has streamlined several of our data processes.

We added an additional mechanic to our staff. to cover our responsibilities under increased NYS and Federal Motor Carrier guidelines. John Cambereri brings experience with hybrid and electrical vehicle maintenance from years of experience working with Toyota, Ford, and Chevrolet.

Croton-Harmon Transportation applied for two grants from the government to begin to electrify our fleet.

We are on the waiting list for the DEA and our NYSERDA applications are pending. We submitted three NYSERDA applications. At present one has been disqualified and two are pending.

We obtained a grant through Sustainable Westchester to aid in the purchase of a Toyota Prius, our first electric vehicle. The Prius replaced a Caravan we bought many years ago from Enterprise. We got our money's worth on that car.

### **3. Completed Projects, Initiatives, and Highlights:**

We investigated several vendors and options for installing the infrastructure for our future electric vehicles. We will proceed once we have secured the grant money.

In spite of COVID-19 our ridership remained steady. In the spring, when Co-vid was subsiding, many students returned to riding the buses regularly.

Our staff, as many others, were not happy to be furloughed during COVID-19 but are thankful to have the option so they could be paid. This was a difficult year for students, teachers, support staff, and especially administration. My compliments to the Administration team and especially Dr. O'Connell for leading us through the year.

### **4. Professional Development and Training:**

During the school year I served on the Re-entry & Sustainability Task Forces, the Steering Committee, and the Bus Electrification Task Force.

I represented the District in a forum with the Holy Name of Mary in the Care for Creation Ministry. The purpose of the forum was to discuss the challenges to the environment and alternatives.

In the course of the Electric Bus Task Force meetings, Lindsay Audin, a member of the Village and the District's Sustainability Task Forces, gave an exciting and innovative presentation on how the district

could pursue electrification with a minimal amount of expense. This option will hopefully be explored at a future date.

Transportation staff were mobilized for some large events this year. We worked the Track Invitational and both the HS and PVC graduations. We also provided a bus for transportation to the Junior prom.

# Croton-Harmon Union Free School District

## 2021 District-Level Year End Report

<b>DEPARTMENT:</b> Facilities	<b>ADMINISTRATOR:</b> Paul Gibbons
<b>1. Data and Statistics:</b>	
<p>Current employees: 3 head custodians, 3 day custodians (buildings), 9 night Custodians, 1 day custodian (grounds), 3 maintenance mechanics, 1 secretary, 3 part time messengers, 8 substitute custodians, no student workers summer 2020. Nine (9) student workers planned for summer 2021.</p> <ul style="list-style-type: none"><li>· Square footage:<ul style="list-style-type: none"><li>o Elementary School: 79,000</li><li>o Middle School: 101,000</li><li>o High School: 149,000</li><li>o District Office: 3,000</li><li>o Transportation: 8,200</li></ul></li><li>· District fields: Spencer, HS, CET</li><li>· Out of district fields (seasonal maintenance): Manes, Firefighter's</li><li>· Initiate bids, quotes or used cooperative bids to obtain and manage contracted services or supplies from approximately 90 vendors including.<ul style="list-style-type: none"><li><i>HVAC</i></li><li>HVAC PM and Repair</li><li>HVAC Controls Servicing / Specific</li><li>HVAC Service/Special Equipment</li><li>Electric Motor Repair</li><li>Boiler Cleaning</li><li>Water Treatment</li><li>Boiler Inspections</li><li>Oil Tank Testing/Maintenance</li> <li><i>Plumbing</i></li><li>Plumbing Repairs</li><li>Drain Cleaning</li><li>Acid Waste Management</li><li>Sewer Cleaning</li> <li><i>Electrical / Alarm / Fire / Security</i></li><li>Electrician</li><li>Underground Utility Marking</li></ul></li></ul>	

Generator Maintenance  
Fire Alarm, Sprinkler, PA, System Maintenance  
Alarm Monitoring/Maintenance  
Fire Extinguisher Maintenance  
Elevator Service and Repair  
Access Control Maintenance  
Camera System Maintenance  
Acoustical System Service  
Radio Repairs/Replacements

*Doors/Windows*

Door Repairs  
Window Repairs  
Locks / Keying  
Shades & Blind Repairs/Replacements  
Window Cleaning/Exterior  
Glass/Screen Repairs

*Janitorial*

Mop and Mat Cleaning  
Pest Control  
Janitorial Equipment Repair

*Grounds*

Tree Pruning and Removal  
Poison Ivy Removal  
Fence Repairs  
Field Sprinkler Service/Repair  
Storm Drain Cleaning/Repairs  
Portable Toilet Servicing/Rental  
Grounds Equipment repair  
Excavation / Heavy snow removal  
Storage Container Moving  
Truck/Plow Repairs  
Leaf Recycling

*Play Areas/Gyms*

Gym Door Inspections/Service  
Gym Equipment Repair  
Gym Floor Maintenance  
Playground Maintenance  
Project Adventure Inspection/Repair  
*Inspections/Monitoring/Environmental*

Annual Fire Inspection  
Storm Water Management/Reporting  
Environmental Monitoring  
Abatement - as needed  
Annual Lab Chemical Disposal

*Other*

Graduation/Halloween/Graduation Security  
Bulk Sanitation  
Water  
Copy Equipment Service  
Dues/Conferences/Classes  
CPR Training  
Painting  
Appliance Repair  
Masonry Repair  
Roof/gutter repair  
Flooring Repairs / Replacements  
Welding Repairs  
Equipment Rental / Inspection

## 2. Department Goals and Progress:

The following Covid-19 precautions were completed during the 2020/2021 school year:

- PPE for Covid 19
  - o Cloth masks - worked with Croton Mask Makers and other suppliers to provide three cloth masks for all district staff and students.
  - o Surgical mask - procured for district wide use for visitors and students/staff who lost/damaged their mask.
  - o N-95 Masks
    - § Fit testing and medical clearance for staff (custodians, transportation personnel, nurses and other staff as needed) for use of N-95 respirators.
    - § Procured various type and size N-95 masks as available and for varying usages and fit tests.
  - o Gowns, gloves, face shields and goggles – procured for use in disinfecting by custodians and transportation staff, nurses and other staff as needed.
  - o Fixed shields - procured or fabricated for desktop use by students in grades K-2, teacher's stations as needed, one to one teaching areas, guidance, welcome centers, main offices, nurse's offices and libraries at all schools.
  - o Portable shields - procured and unpackaged/setup for grades 3-12.
- Disinfecting and other Precautions

- o Procured N listed disinfectant (Covid-19 effective) and associated disinfecting dispensing and application equipment for all schools.
- o Procured and distributed disinfecting wipes, paper towels, spray bottles, hand sanitizer, hand sanitizer dispensers, hand soap for district wide staff use as needed.
- Procured hazardous medical waste containers and contract service for removal of the same, for medical waste created by the Covid-19 surveillance testing program. Provided setup (tents), tables, chairs, disinfecting materials and PPE for exterior and interior surveillance testing and disinfected furniture for the testing setups and breakdown.
- Procured and installed Merv 13 air filters for all district HVAC equipment for improved filtration of all recirculated air and changed filters every three months.
- Modified and maintained settings on HVAC Building Management system (BMS) to increase the supply of outside (fresh) air to buildings during the pandemic.
- Procured portable HEPA filtration systems for nurse's offices, isolation areas and other areas as needed.
- Purchased and installed floor markings for social distancing.
- Installed wall signage for social distancing and sanitation reminders.
- Removed furniture for installation of new partitioned furniture in the business office and wired new furniture for data and electric.
- Installed additional touch free water bottle filling stations at all schools and installed valves at all water fountains to isolate manual bottle fillers from water fountains.
- Procured and erected four 20'X20' tents for increased use of exterior spaces for classroom and student breaks at the HS and PVC. Relocated picnic tables for exterior tents and other student use. Purchased and assembled additional picnic tables for HS exterior.
- The grounds staff significantly altered mowing/maintenance patterns due to unprecedented use of lawn areas for class and recreation.
- Provided additional traffic control for increased parent drop offs, due to change in traffic patterns during the pandemic.
- Provided field lining and preparation for alternate sport scheduling during the pandemic.
- Department participated in Covid-19 reentry task force meetings and numerous administrative re-entry meetings.
- Facilities department held numerous meetings, including daily Covid-19 briefings with Head Custodians, Maintenance staff and Facilities Director during the early part of the pandemic.
- Custodians performed additional daily disinfecting based on Covid- 19 cleaning/disinfecting re-entry protocols as well as additional disinfecting of classrooms and offices following reports of positive Covid in staff/students who occupied a space, based on re-entry protocols. Custodian used disinfectant sprayers and wore PPE including fit tested N-95 mask, goggles, gowns and gloves for personal protection in accordance with the protocols developed.
- Prior to the start of school the fall of 2020, the custodian/maintenance staff set up alternate classroom furniture configurations in most classrooms to accommodate increased social distancing. This involved significant movement of furniture from building to building and from classrooms to storage. To accommodate furniture movement from an upper to lower grade or vice versa, legs on tables and desks used needed to be raised or lowered as appropriate.

- In addition to rearranging furniture, custodians set up desks shields for students/staff in all buildings.
- Participated in Southeastern NY Chapter and NYS Schools Facilities Association remote meetings/roundtable discussions on Covid-19 best practices.

### **Ongoing non-Covid 19 Initiatives**

- Organic athletic field maintenance program with cost savings of approximately \$30,000 per year. Work includes aeration, slit seeding, fertilizing and corn gluten application for germination/weed control.
- District-Wide Security – support district wide safety training and safety improvements with multiple vendors and ongoing support from facilities office, custodial staff and administration.
- HVAC preventative maintenance of unit ventilators, roof top units, PTACs, air handlers, exhaust fans, ductless split systems, pumps, unit heaters, power ventilators, tube heaters and associated equipment.
- In-house welding repairs – including repair of recycling/garbage dumpster and repair of emergency generator room floor trench covers.
- Work with HS and PVC administration coordinating and executing graduations (planning, setup, parking/traffic control, distancing, security)
- Summer 2020 cleaning – cleaned all schools in COVID and construction environment.
- Director of Facilities – Co-Chair of Health and Safety Committee –Five meetings held in 2020/2021, including preconstruction meeting and post construction walk-through.
- District Wide – Snow/Ice removal
- Participated in sustainability meetings and school grounds walkthroughs. Reviewed proposals for pollinator and reduced landscaping gardens for planned community implementation starting 2021/22 school year.
- Performed 2020 visual inspection of district schools and buildings and submitted to SED. The visual inspections were performed by the Director of Facilities, the High School Head Custodian (member of H&S committee) and a Certified Code Enforcement officer. This approximate 200 pages of documentation lays the groundwork for updating of the district's five-year plan and planning of future capital work.
- Completed 2020 lead water testing (second round, first round 2015). Testing was postponed by SED (to spring of 2021) as testing was required during normal school conditions. Three locations, not used as primary student drinking sources, were identified as exceeding permissible levels and were taken out of service. Remediation of those fixtures is underway. These three fixtures will not be returned to service until retested and are below acceptable levels. Communication on the same and laboratory test results were provided to staff and parents.
- Participated in the bus electrification task force and other meetings/walkthroughs as needed to support this initiative.
- Met regularly with the district's Altaris representative to discuss ongoing security improvements, concerns, plans and training.

- Energy Performance Contract – Working with ECG Engineering, an RFP for an Energy performance contract was developed and issued July 2020. Proposals were received from two firms (Honeywell and ESG) in September. After review of the proposals and presentation to the board, a performance contract was awarded to Honeywell. The EPC design has been submitted to SED and is under review. Commencement of Construction is planned to start fall of 2021 and continue through the summer of 2022. Improvements made are paid for by energy savings. Energy saving measures are listed below.

### 3. Completed Projects, Initiatives, and Highlights:

The following initiatives are planned for the 2021/2022 school year:

- Energy Performance Contract Improvements Fall 2021-Summer 2022:
  - Lighting – Conversion to LED @ all schools, DO and transportation
  - Boiler burner controller installation @ PVC
  - Kitchen hood controller installation @ PVC
  - Building Management System (BMS) upgrades at HS, PVC, CET and DO
  - Building Envelope Improvements – Weather stripping, HVAC curb insulation, roof/wall barriers
  - Pipe insulation
  - Steam Trap replacements
  - Solar PV Systems - HS – 103Kw, PVC 30Kw, CET 328Kw
- Replacement of approximately 2,000 sqft. of sod in Spencer Field goal mouth, summer 2021.
- Painting
  - CET – 1<sup>st</sup> grade classrooms, front exterior entry façade, stairway railings from CET basketball court to Firefighter’s field.
  - PVC – main gymnasium
  - HS – Library, fire escape railings/stairs
- CET & PVC – Convert computer rooms to open classrooms. Includes removal data/electric used for computer island/peninsulas, removing furniture and floor refinishing at PVC.
- HS- replacement of insulated exterior panels above several windows and removal of some unused ventilated panels. Work will require lift due to significant elevation of some panels.
- Classroom setups – anticipate returning desks/tables to pre-Covid configurations. Includes relocation of furniture, adjustment of desk/table legs and reducing number of shields.
- Transportation Septic – Two rounds of Department of health testing were completed for installation of a new septic system at Transportation. Following the first round of soil testing, the DOH requested additional testing in an area of property easements. After additional investigation by the district’s council and title company, one easement was deemed to be expired. The second easement is only for access to the district’s own property. The DOH accepted the district’s/attorney’s review of the easements and a second round of testing was completed in the easement area (deep hole and percolation tests to determine the adequacy and porosity of the soil and underlying strata). Chazen Engineering will provide septic system design for submission

to the WCDOH and NYCDEC as appropriate. This septic work and some siding repairs at transportation are the last components of the 2016 \$20.82M capital bond.

- The district is currently preparing an RFP for Architectural and Engineering services for the following potential projects/services:
  - o Providing an updated district Five Year Plan
  - o Turf field evaluation - provide an assessment of existing site conditions (at Spencer Field) and provide a written report with recommendations and itemized budget for construction of a new turf field and potentially associated improvements
  - o Storm drainage design and construction administration - prioritizing, providing budget estimates, designing, providing construction administration and construction inspections to incorporate findings of a recent district wide drainage study.
  - o Preparation of the district's annual MS4 stormwater plan
  - o Project design and administration for modification, renovation and new construction as requested by the district.
  - o Other A/E services (building plan updates and other services as needed) i.e. Potentially kindergarten air conditioning and other projects as needed.
- Replacement of three high exterior wall mounted public address system speakers at CET.
- Additional testing of lockdown systems at all schools and installation/activation of two new enhancements.
- Installation of seven additional security cameras at PVC and associated abatement work.

## 5. Goals and Growth Opportunities for 2021-2022

- COVID 19 (ongoing)
  - Review and modify facilities protocols based on the latest SED, CDC and DOH guidelines.
  - Support in class learning schedules at all schools, including
    - Moving of furniture and rearranging rooms for 100% in-school learning
    - Maintaining HVAC systems for good ventilation and comfort
    - Maintaining adequate PPE/cleaning/disinfecting supplies.
    - Providing disinfecting supplies for staff in all classrooms.
    - Remove or maintain polycarbonate desk shields for staff and students as needed at all buildings.
    - Ongoing disinfection tasks during and after school hours as required and as protocols are updated.
    - Providing additional disinfecting as required for events, including athletics.
    - Providing additional cleaning for students/staff with symptoms as well as cleaning of rooms impacted due to persons in the buildings with confirmed positive COVID following re-entry protocols.

## Summary/Major Projects

In the fall of 2016, Voters approved a Capital Improvement Bond for \$20.82M. Formulation of the bond request was the result of a multi-year of effort by the Board of Education, the district's consultants and administration.

Since bond approval, the district has worked with the KSQ Design, Barone Construction Group and Quality Environmental Solutions to design, bid and complete construction. Summer 2018, 2019 and 2020 work is complete. 2018 and 2019 projects are closed out with the contractors and 2020 summer work is almost closed out.

### Capital Bond Work Completed Summer 2020

The following capital bond work was **completed during the pandemic** Spring/Summer 2020:

District Wide – Wire glass replaced in doors and hallway glass

District Wide – Replaced select doors at all schools

CET – Exterior brick pointing and lintel replacements

CET – Main hallway asbestos abatement and floor tile replacement

CET – Replaced 1961 built in cabinets in all first grade classrooms, improved first Grade classroom/hallway fire separation and improved classroom ventilation.

PVC – Replaced southern roof gutter on 2002 building

PVC – Installed fall protection at library windows east and west sides

PVC – Removed and abated ceiling in 1939 gymnasium and replace ceiling

PVC – Replaced two large roof mounted building exhaust fans

PVC – Installed Energy recover ventilation units and associated ductwork in three rooms (providing 100% fresh air).

PVC – Installed fire dampers in 2<sup>nd</sup> and 3<sup>rd</sup> floor duct work in 1939 building to prevent vertical fire spread. Perform abatement needed for duct access.

PVC – Removed asbestos pipe insulation in 1939 attic. Install new steam valves to permit isolation in the event of potential leak of steam piping within the

walls. Reinsulated pipe.

PVC – Upgraded Direct Digital Control of HVAC system in the 1939 building.

PVC – Installed powered crawl space ventilation below the 2<sup>nd</sup> floor in 1939 building to improve building and crawl space air quality.

HS – Replace library carpet, create two new isolated study alcoves, counter replacement (acoustical improvements completed in 2019)

HS – Demolished and completely renovated four multi fixture bathrooms in 1926 building, included removal and rebuilding of several walls, asbestos abatement in the walls and below the floors and installation of new domestic water supply and waste piping risers.

HS – Install new casework, counters and sinks in the third floor art room

HS – Installed new gas main from the street to the building and install new dual fuel burners on steam boilers. Gas turn on anticipated summer 2021.

HS – Installed new buried water supply main to building

### **Conclusion**

The COVID 19 Pandemic created unprecedented facilities challenges that could not be imagined.

In April 2020, while school was closed, the custodial and maintenance staff mobilized and were all on working on-site daily, to allow capital bond work bid and scheduled for summer to begin and to start summer cleaning and maintenance work. Staff continued working through the summer preparing for the return of school in the fall. During that time in spite of uncertainty and risk, staff worked consistently to return students to school. The facilities staff's dedication and professionalism was exceptional in challenging times.

In addition to physical preparations that started while school was closed due to the pandemic, the facilities office planned for, purchased and started receiving PPE shipments. Purchasing was difficult, with orders occasionally cancelled by suppliers, and widespread shortages or unavailability of many products. In the end, all supplies need for safe return to school were procured.

In spite of the pandemic, capital bond work scheduled for the summer of 2020 was completed as planned prior to the pandemic.

Once school resumed, custodial staff continued with diligence and professionalism by performing additional Covid related tasks in addition to normal cleaning and maintenance. In addition to daily

disinfecting, custodians performed additional disinfecting in areas where persons who tested positive for Covid reportedly occupied.

In summary, the custodial and maintenance staff excelled by performing their regular duties in addition to numerous additional tasks created by Covid-19. Throughout the pandemic their willingness to work, follow strict safety guidelines and support the district was unwavering in difficult times. Without their hard work, perseverance, planning and dedication school would not have been able to open for students safely this past September.

# Croton-Harmon Union Free School District

## Principal 2021 Year End Report

<b>Building: Carrie E. Tompkins Elementary</b>	<b>Principal: Kerri Bianchi</b>
<b>1. Enrollment and demographics:</b>	
<p>The 2020-21 school year began with an enrollment of 553 students and ended with 536 students. There were five sections of second, third, and fourth grade while kindergarten and first grade had six sections each. In addition, we had two special classes a K-2 and a 3-4.</p> <p>CET demographics for the 2020-21 school year were as follows:</p> <p>Female: 47.76%</p> <p>Male: 52.24%</p> <p>White: 75.7%</p> <p>Black: 1.1%</p> <p>Hispanic: 15.7%</p> <p>Asian: 4.6%</p> <p>Multiracial: 2.6%</p> <p>Native Hawaiian/Other Pacific Islander: .20%</p>	
<b>2. Building goals and progress:</b>	
<p>A predominant goal at CET for the 2020-2021 school year was developing and enhancing the social-emotional, self-awareness and self-management skills of our faculty, staff and students. To that end, the faculty and staff engaged in activities that helped them identify their emotions on the RULER Mood Meter and employ strategies that would help them shift their mood if they desired a change. Strategies for identifying and shifting moods and emotions were also taught to students through the "Feeling Word of the Week" and through class lessons provided by our School Counselor. A Social Emotional screener was administered to faculty, staff and students and the data ascertained from the screener was used to help guide faculty meeting activities and classroom lessons.</p> <p>CET worked on developing and improving the building's cultural proficiency. As a school we registered with No Place for Hate (NPFH), signed the NPFH pledge and engaged in three NPFH approved school-wide activities throughout the year. We had members of the faculty and staff sit on the Equity Stakeholder Taskforce and develop a proposal of goals for the BOE. Faculty meeting and Superintendent Conference Day time was spent familiarizing faculty with the Culturally Responsive Framework and engaging in Equity discussion and turnkey activities. We continue to educate the</p>	

faculty and staff in understanding and decreasing the incidents of microaggressions and implicit bias in our school community.

Administration at CET worked with grade level teams on continual review of curriculum and identification and monitoring of the instruction of priority standards and learning arches to access instructional gaps as a result of the pandemic. We reviewed our grade level report card standards for both January and June. We aligned the report card standards to specific ELA and Math lessons/topics to ensure instruction of priority standards. Grade level teachers worked to align their teaching and assessments to the report card standards to avoid learning gaps and ensure future success. The STAR assessments were administered three times during the school year (Fall, Winter and Spring). This data was summarized and compared to data from previous years.

STAR Data Report: Spring 2021-Screening Report

**Early Literacy**

Grade Level	At/above 25 PR	Below 25 PR
Kindergarten	88%	12%

**STAR Reading**

Grade Level	At/above 25 PR	Below 25 PR
1st Grade	84%	16%
2nd Grade	81%	19%
3rd Grade	88%	12%
4th Grade	87%	13%

**STAR Math**

Grade Level	At/above 25 PR	Below 25 PR
1st Grade	97%	3%
2nd Grade	82%	18%
3rd Grade	88%	12%
4th Grade	89%	11%

\*Data based on Renaissance STAR Screening Report-Spring 2021

Due to the cancelation of the 2019-2020 NYS Assessments there is no new state data to report.

We had no "Out of School Suspensions" during the 2020-2021 school year.

### 3. Curriculum and Instruction:

The curriculum for English Language Arts (ELA), Mathematics, Science, and Social Studies is taught by classroom teachers, and in the Integrated Co-Teaching (ICT) classrooms, a special education teacher supports the delivery of instruction along with the classroom teacher. The curriculum for ELA and Mathematics is fully aligned to the *New York State Next Generation Learning Standards*.

English Language Arts instruction includes reading, writing, and word study; each of these areas are taught using specific research based programs and instructional methods. Reading and writing are taught using the workshop model. Students are engaged in reading and writing for real reasons such as deepening their own knowledge or the knowledge of others, and advocacy. *Teachers College Reading and Writing* units of study are implemented in K-2. *Storyworks Jr* and *Storyworks*, Scholastic literary magazines are used in third and fourth grade to teach skills needed to read and write genres that include narrative, persuasive, and informational (non fiction). The articles are appealing to students as they address current topics; the articles are also accessible audibly and at different lexile levels. This year *Storyworks* instruction was provided in an in-person and virtual form. *Foundations*, a multisensory and systematic phonics, spelling, and handwriting program is used for whole class instruction in grades K-2. This program is also used for small group instruction for students who receive Academic Intervention Support (AIS). Wilson Reading and Just Words are also used as Tier II and Tier III ELA interventions.

Math instruction is an important component of all students' daily instruction. *Eureka Math*, also known as EngageNY, is the curriculum that is used in grades K-4. This curriculum delivers the math progressions in a carefully sequenced manner that focuses on a specific set of skills and understandings at each grade. We also use the on-line Zearn program and IXL to help enhance and supplement our math instruction in grades 1-4.

We continue to implement the Science 21 curriculum at all grade levels. This curriculum is created locally, by teachers through PNW BOCES. Each year, another grade level has been introduced to new units of study that are aligned to *New York State Next Generation Learning Standards for Science*. Next year, fourth grade began their roll out of the new units of study.

This was our fourth year of our World Language Program. All students received 30 minutes of Spanish instruction, once in a five day cycle. Students are immersed in the language during this time; the instructor does not speak English to the students. Students are taught vocabulary and phrases, and learn to comprehend questions related to themselves, family, weather, and the calendar.

All students attended Art, Library, and Music once a week, and Physical Education twice a week. These classes are 45 minutes in length. Whenever possible, the speciality teachers support grade specific content through their instruction.

Students who need remediation in literacy or mathematics, receive small group instruction from one of our Academic Intervention Support (AIS) teachers or Special Education teachers. Additionally, students who are performing above grade level in reading or mathematics may receive "Enhancement" services. Data from classroom assessments and STAR, a computer based assessment, are used to identify students who are in need of remediation or enhancement.

A 30 minute **What I Need** (WIN) block continues to be built into all grade level schedules. This block of time allows students to receive discretionary services such as AIS reading or math, counseling, or speech. Classroom teachers use this time to meet with reading groups, or provide targeted instruction to individuals or groups.

#### **4. Building specific professional development:**

The majority of building specific professional development for this year focused on technology and implementation of remote/hybrid instruction. All CET teachers received training in either Google Classroom or SeeSaw. These on-line platforms were constantly used to teach through the pandemic.

All teachers received additional training in Zoom, Google Meet and Kami. Many teachers took advantage of additional training to utilize programs that had been used in previous years but were now providing training to take advantage of them in virtual form. This included Zearn, Storyworks and Mystery Science. These on-line programs/platforms were essential to meeting the needs of our students and families throughout the pandemic.

Several K-2 teachers received professional development in *Pairing Down Units of Study in Reading for In-person, Remote or Hybrid learning* and *Administering Reading Assessments Virtually*. These particular professional development opportunities helped to prepare our teachers to work effectively with both in-person and remote students throughout the year. Teachers also received specific training and in response to each pivot made throughout the year to transition between in-person, hybrid and remote instruction.

Training and professional development in safety protocols was also essential and provided to all faculty and staff throughout the year to ensure a safe return to in-person instruction.

The CET faculty was introduced to a new student management system this year. All of our teachers received training in Infinite Campus. This training and professional development familiarized CET teachers with the attendance portion of the system in addition to the grading and report card procedures.

The entire faculty participated in professional development focused on Equity and the examination of the Culturally Responsive Framework. These opportunities were provided through the Equity Stakeholder Team as well as turnkey activities during CET faculty meetings. This professional development and training will continue to be an area of focus for the 2021-2022 school year.

#### **5. Building specific programs and committees:**

The Kindness Club continued their efforts this year under the supervision of Marlana Horton and Ana Strattner. The Kindness Club was made up of 12 third and fourth grade students. Throughout the year, the Kindness Club organized our Veteran's Day Parade in front of CET, sponsored our Kindness Week, distributed Kindness Grams, created and delivered Birthday Boxes to children in need. The Kindness Club was responsible for spreading various other forms of kindness to students, faculty and staff throughout the year.

A team of faculty members including building administration, teachers and support staff worked with students on three specific activities that were approved by the Anti-Defamation League and led to CET's designation as a No Place for Hate School. This was an accomplishment that we received with great pride. The activities that were submitted by the No Place For Hate team involved school-wide participation in a week-long Kindness Week with themed days and numerous activities that focused on respect and inclusion.

## **6. Communication and parent involvement:**

We recognize the importance of keeping parents informed and engaged in their child's education. Newsletters and K12 Alerts are the most common ways that we communicate with families. Classroom teachers sent out regular communication via newsletters and email blasts. Grade level for building specific information was sent via K12 Alerts. A weekly newsletter was sent out from the building principal; this newsletter included information on upcoming events, important dates, and highlights teaching and learning. The school counselor, psychologist, and nurse regularly contributed articles that address pertinent topics. PTA events were communicated through the K12 Alerts system.

The special area teachers sent out a quarterly newsletter informing parents of projects and activities that have taken place in their classrooms.

Principal's Coffees were held periodically this year. These meetings were coordinated with representatives from our PTA and addressed topics identified in advance. Topics this year included learning model transitions, Social Emotional needs and student placement. All Principal's Coffees were held remotely this year.

Our PTA aims to provide parents with as many opportunities to support the school and to be involved in fundraising and family events such as the Scholastic Book Fair (fundraising) and Spring Raffle Baskets (fundraiser). PTA volunteers helped coordinate our Fourth Grade Moving Up ceremony.

## **7. Building Planning Council:**

This year, the Building Planning Council focused on Social Emotional learning and wellbeing. The committee discussed classroom and grade level implementation of RULER and whole class SEL lessons being taught throughout the year. They also looked at the data from the Social Emotional Screener that was administered during the 2020-2021 school year to help determine appropriate lessons moving forward. The Building Planning Council discussed and looked at ways to gauge and address school climate and culture. We are looking to connect this to the district's equity work moving forward. BPC was responsible for bringing the Jesse Ruben assembly to CET in the spring of 2021. Jesse Ruben provided a school-wide assembly that, through music, focused on the growth mindset and ways to adopt a "can do" attitude when it comes to personal accomplishments as well as when giving back to the community.

## **8. Growth Opportunities for the 2021-22 School Year *(please include areas that need improvement)*:**

As we plan for the 2021-22 school year, we will be continuing to focus on the traits associated with our Profile of a Croton Harmon graduate. With an emphasis on Critical Thinking and Problem Solving, we will connect this attribute to empathy, flexibility and initiative. We will examine how instruction during the pandemic will impact instruction moving forward.

Social Emotional Learning and school culture will also be areas of focus and growth at CET for the 2021-22 school year. We are looking to meet our students' social and emotional needs as we emerge from the pandemic and ensure that our students are available for academic success. With social and emotional needs met we will be poised to increase student engagement, academic rigor and improved school culture.

We will continue to offer professional development opportunities that address diversity, equity and inclusion through the Culturally Responsive Framework. CET goals in this area will be aligned with district equity goals.

## Croton-Harmon Union Free School District

Principal's 2021 Year End Report

<b>Building: Pierre Van Cortlandt Middle School</b>	<b>Principal: Michael Plotkin</b>																					
<b>1. Enrollment and demographics:</b>																						
<p>During the 2020-2021 school year, 492 students were enrolled at Pierre Van Cortlandt Middle School. The following section of this report indicates the demographic breakdown of students - based on reported gender and ethnicity, as per the school district's student information system.</p> <p>Female: 227 Male: 265</p> <p><b><u>Total</u></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">White/Non-Hispanic:</td> <td style="width: 20%; text-align: center;">343</td> <td style="width: 20%; text-align: center;">69.7%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">85</td> <td style="text-align: center;">17.3%</td> </tr> <tr> <td>Black:</td> <td style="text-align: center;">6</td> <td style="text-align: center;">1.2%</td> </tr> <tr> <td>Asian:</td> <td style="text-align: center;">41</td> <td style="text-align: center;">8.3%</td> </tr> <tr> <td>Multi-Racial:</td> <td style="text-align: center;">17</td> <td style="text-align: center;">3.5%</td> </tr> <tr> <td>Pacific Islander:</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0.0%</td> </tr> <tr> <td>American Indian:</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0.0%</td> </tr> </table> <p><b>TOTAL: 492</b></p>		White/Non-Hispanic:	343	69.7%	Hispanic	85	17.3%	Black:	6	1.2%	Asian:	41	8.3%	Multi-Racial:	17	3.5%	Pacific Islander:	0	0.0%	American Indian:	0	0.0%
White/Non-Hispanic:	343	69.7%																				
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Pacific Islander:	0	0.0%																				
American Indian:	0	0.0%																				
<b>Every Student Succeeds Act Pertinent Information:</b>																						
<b>Out-of-School-Suspensions: (Type of Offense/Race of Offender/Number of Days OSS)</b>																						
<b>Type of Suspension</b>	<b>Behavior/Offense</b>	<b>Weapon Involved?</b>	<b>Race/Ethnicity of Offender(s)</b>	<b># of days of suspension</b>																		
In-School	1	No	H	1																		
Out-of-School	2	No	W	1,3																		
<b>Absenteeism 2020-2021:</b>																						
<b>Grade</b>	<b>Opening Enrollment</b>	<b>Pupils Added</b>	<b>Registration</b>	<b>Unenrolled</b>	<b>Closing Enrollment</b>	<b>Total Absences</b>	<b>%Attendance</b>															
5	111	5	111	6	110	860	95.64															
6	124	3	124	11	116	908	95.57															
7	141	1	141	7	135	1434	94.03															
8	136	1	136	6	131	1225	94.74															
<b>Total</b>	512	10	512	30	492	4427	95.00															

## 2. Building goals and progress:

This was the District's fourth year addressing the goals of the Strategic Coherence Plan (SCP). Pierre Van Cortlandt Middle School designed its annual goals to support this effort and to respond to the realities of the COVID-19 pandemic and the effects on students. School leaders and teachers reworked and reinvented the instructional framework and the school schedule to provide the most consistent experience to students in developing the skills sets found in the Croton-Harmon *Profile of the Graduate*, while supporting students with their social-emotional development and well-being. The professional learning that teachers underwent was clearly connected to the Strategic Coherence Plan, and the action steps, found in the PVC Middle School annual goals, supported that effort in a targeted and strategic manner. All instructional efforts, programs and professional learning at the middle school was intricately connected to the goals of the SCP, the Profile of a Graduate and the support of PVC Middle School's students during the pandemic.

The annual goals of Pierre Van Cortlandt Middle School also represent a continuity in that these goals were indicative of the steps that PVC Middle School has taken over the prior three years to create a school culture that promotes learning, so that every student can develop the critical thinking skills and the other components of the Profile of a Graduate. The annual goals also reflect the health and safety measures that needed to be put into place to ensure that the school could continue to offer an in-person experience to the greatest extent possible. PVC Middle School's annual goals interrelate in that they represent the essential components of how the school leaders, teachers and staff met the educational and emotional needs of students and staff and put effective procedures in place to ensure a safe and healthy learning/work environment for all.

The first of the three annual goals specifically targeted learning and instruction to realize the objectives of the SCP and account for the remote and hybrid instructional models that were employed at the start of the school year. Rethinking and implementing revised curricula to account for remote and hybrid learners was a priority this school year and was adequately addressed in Goal #1 and its subsequent action steps.

The second of the annual goals focused on identifying the necessary steps and procedures to re-open school in September, establish health and safety protocols and put those measures into practice. This goal and the subsequent actions ensured that the school operated with minimal interruptions to instruction and established a system to mitigate COVID-19 positive cases and seized on opportunities to communicate with stakeholders. The health and safety protocols, and the implementation of a modified instructional model enabled Pierre Van Cortlandt Middle School to make the transition from the hybrid learning model to the five days of in-person instructional model in April of 2021, while also maintaining a fully remote option for students and families that needed to attend school virtually.

The third annual goal was implemented to provide effective and deliberate social-emotional support to all of the middle school students. This building goal identified the manner in which the faculty and staff would engage students in therapeutic activities and develop a sense of community and connection during the pandemic. A targeted and well-planned Advisory curriculum was designed by PVC's educators and implemented with students over the course of the school year.

The three building level goals were designed and implemented to respond to the uncertainty and adversity associated with the pandemic. These goals were also focused on continuing the school's

work on striving to address the aspirations set forth in the Strategic Coherence Plan during the 2020-2021 school year. The PVC Middle School's annual goals were deliberate and intentional in how they related to the Croton-Harmon Union Free School District's mission and vision and creating a plan to support students in their development of academic and social-emotional skills that are critical to their well-being, success and prosperity in the future. Despite the many challenges faced by the students and staff, success was found in the attainment of the three building-level goals. Students found academic and emotional support in weekly Advisory meetings and in other areas of the scheduling structure. The instructional models that were employed offered a "best case scenario" and continuity to the middle school learners. PVC Middle School was able to provide the very best educational and personal experience to students given the uncertainty, pressures and challenges that were encountered this school year.

**Goal # 1: Facilitate the Strategic Coherence Plan Year IV: Implement in-person & virtual instruction that enables students to develop the knowledge, skills and dispositions of critical thinkers, problem-solvers & effective collaborators.**

Beginning in the summer of 2020, the school administration designed modified school schedules to support a hybrid and fully remote instructional experience. Working with the Re-Entry Task Force, the school administration was able to create a schedule that offered in-person and virtual access to learning. These efforts were guided by the school administration's vision to construct a school schedule that could endure transitions and respond to emergencies, while continuing to offer students a quality learning experience.

Pierre Van Cortlandt Middle School was able to meet the needs of students through the various challenges and transitions that were experienced over the course of the school year. When students and faculty needed to be quarantined, due to their exposure to a positive case of Covid-19, students and staff were able to maintain their access to the "classroom", and to one another, through virtual means. The hybrid schedule afforded fully remote students and students in each of the cohorts (Croton and Harmon) the means to participate in lessons, class discussions and continue their learning during their designated in-person and virtual days.

There were several transitions that were made successfully due to the early planning that took place and the construction of the modified schedules. In February of 2021, Pierre Van Cortlandt Middle School was able to make adjustments to the use of space at the school to offer 5th and 6th grade students an Individualized Educational Plan to attend four days a week. A month later, this opportunity was extended to the 7th and 8th grade students with the same designation. In April of 2021, Pierre Van Cortlandt Middle School made five days a week of in-person instruction available to all of its students and offered a fully remote option for those that could not return for the full in-person instruction. By May of 2021, PVC Middle School had approximately 95% of its students physically attending school each day. These transitions were successful and effective due to the early planning of the school administration, in creating a modified school schedule that could withstand such changes and offer a high degree of continuity to students and staff. The success of these transitions can also be attributed to the support the faculty and staff had from the District administration, the stakeholders of the Re-Entry Task Force and the members of the Croton-Harmon Board of Education. The input and support from these groups helped the school administration confidently implement the modified schedules and successfully support students and staff through the various changes, transitions and challenges of the 2020-2021 school year.

Another important feature of the PVC Middle School student experience was the Wednesday schedule. Each Wednesday was virtual for all students from September through the third week of April. After April 21st, Wednesday's were half-days of in-person instruction and an afternoon of virtual experiences. The adoption of the Wednesday schedule allowed the middle school to continue to offer students the opportunity to be involved in the performing arts. Students were able to access virtual lessons from their band, strings and chorus teachers. Students also used this virtual day to check in with their teachers in the morning, receive instructions and guidance on projects and assignments, and utilize the afternoon hours for one-to-one and small group instruction that targeted their specific needs and/or interests.

The virtual Wednesday also provided for a weekly Advisory meeting that involved every student at PVC Middle School, regardless of their designation. Each week, students experienced a twenty-five minute social-emotional check-in and met with their peers and Advisor. Through this experience, students were able to foster meaningful connections with other students, discuss their concerns and experience and practice emotional strategies aimed at building resilience, reducing stress and anxiety. The virtual Wednesday also provided teachers with much needed planning time. Each week, teachers were provided with an additional hour to plan lessons, coordinate with their team and make adjustments to how technology was being used to support the learning and connections between students and teachers.

The success of the scheduling adjustments and modifications was supported by PVC's faculty and staff who worked feverishly to learn new technological applications and apply them to episodes of learning. The faculty and staff at PVC Middle School engaged in professional development to receive coaching on the use of programs like Zoom, Google Classroom and other applications. Throughout the year, teachers collaborated with one another to continue their work to design and modify learning plans and experiences for remote and in-person students. Teachers "practiced" their instructional delivery using different technology set-ups in their classrooms. The school administration worked with teams of teachers to run simulations utilizing various technology tools and demonstrated how, depending on the instructional goals of a lesson/unit, technology can be used. This consistent effort to provide teachers with the necessary equipment and professional learning translated to an empowered faculty that was able to teach students how to appropriately use the technology to access their learning and collaborate with other students.

One of the major components of this building-level goal was to ensure that, despite the instructional challenges, critical thinking and problem-solving would continue to remain a focus of the learning experienced by each student. Teachers re-examined their curriculum to identify the essential content and standards that were to make up each unit of study. Attending professional development in the summer of 2020, teachers, the Curriculum Coordinators and the school administration worked on developing "learning arcs" to guide the instruction and ensure that the learning standards and areas of the *Profile of a Graduate* would continue to be the focus of the learning that would occur at PVC Middle School. Throughout the school year, teachers were provided with professional learning and team time to continue their planning and make the necessary adjustments to meet the needs of their students. To further the effectiveness of this effort and support of each faculty member, the school administration, in cooperation with various teacher leaders, created a digital receptacle of information relating to technological tips, how-to's and information relating to effective instructional practices applicable to the hybrid and remote models.

This year, the PVC Middle School faculty spent a considerable amount of time and effort on encouraging students to develop the skills associated with being effective collaborators. During a time when there was an interruption to the normal connections between students and teachers, and a need for connections that supported both learning and the social-emotional well-being of students, the PVC Middle School administration and faculty dedicated time to identifying and manifesting the attributes of effective collaboration. Through faculty and team meetings throughout the school year, PVC's teachers worked towards creating rubrics of what "good collaboration" looks like when practiced by students. These lists were designed first by grade level and department teams and then shared with the other members of the faculty. This work resulted in a robust list of "characteristics of high-quality collaboration" that teachers applied to in-person learning groups, breakout rooms and Advisory meetings. This work will continue into next school year as the PVC faculty narrows down the lists and considers how to apply these attributes to learning activities, units of study and the three district rubrics of the middle school level.

The high-level of success in attaining this goal can also be explained by the ongoing communication with families by the school administration and the faculty. Starting in August, Mr. Plotkin and Mrs. Scollins hosted several virtual parent meetings to showcase the schedule and explain how the hybrid model would support learning and the transition to partial in-person learning. Over the course of the next few weeks, teachers communicated with their students' families - informing them of class expectations and how to access synchronous classes through Zoom and Google Meets. Teachers also communicated and reviewed with parents how they could keep track of their child's work and progress through the use of Google Classroom. Prior to any of the transitions mentioned above, ample and detailed communications were made in the form of written letters and videos explaining the must-knows of the changes that were going to take place. When PVC Middle School transitioned to five-days a week of in-person instruction, the school administration created and disseminated a "transition guide" containing information about scheduling, changes to Wednesday's schedule and how the health and safety protocols would be retaught, reinforced and adhered to, to preserve the health and well-being of students and staff.

**Goal #2: Promote the health and safety of students and staff through collaboration with the administrative team and other stakeholder groups.**

Prior to the start of school, the school administrators and various members of the staff worked with the Croton-Harmon Re-entry Task Force to create a re-entry plan that established health and safety protocols for students and staff. These protocols had a notable impact on how students would attend school and how space in the middle school would be utilized. The Re-entry Plan detailed how students would experience in-person instruction, what precautionary measures would be put in place to prevent the spread of COVID-19, how staff and students would be "trained" and how these protocols would be communicated to the parents of the middle school students.

One of the successes of this planning was the identification and implementation of a daily health screening system - The LINQ System. Throughout the course of the school year, parents submitted the electronic form for each of their children utilizing this system. These submissions were verified when students arrived at school from a report generated by the LINQ system. To further support the effort of ensuring that every student had completed the daily health screener, the school nurse communicated with parents who had not completed the form to verify that their children were not exhibiting any symptoms associated with COVID-19. Students who had not submitted the form, and

visitors to the middle school, were required to complete the health screening procedure on site and have their temperature taken.

Mr. Plotkin and Mrs. Scollins hosted several virtual parent meetings in August of 2020 to review these protocols with families and answer questions about the overall health and safety approach at the middle school. Communications were sent out to the families of students, explaining the importance of the protocols in written form and through videos created by the school administration and the Center for Disease Control. As part of these communications, parents and students were required to familiarize themselves with these protocols and support the school's efforts as it related to hand washing, understanding the symptoms of COVID-19, the importance of social distancing and proper mask wearing. When adjustments or modifications of these protocols were made over the course of the 2020-2021 school year, parents, students and staff members were made aware of these changes through various forms of communication. These stakeholder groups were also given the opportunity to provide the school administration with input on the proposed changes and make inquiries relating to their child's experience and the impact that these changes would have on the daily operations of the school.

The need to abide by the New York State Health Department's guidance and to maintain a healthy and safe environment for students and staff, led to the identification of a point person in each school building in the district to monitor the progress of these protocols and to be responsible for mitigation efforts against the spread of COVID-19. Mrs. Scollins took on the role as the COVID Coordinator at PVC Middle School. Over the course of the school year, Mrs. Scollins, in cooperation with the District's COVID Coordinator and regional health advisor and the middle school principal, was responsible for contact tracing and notifying students' families and staff of their potential exposure to positive cases of COVID-19. The expedient and efficient work of these individuals ensured that students or staff that tested positive for COVID-19 were isolated and that their contacts were quarantined in accordance with New York State Health Department guidelines. The middle school administrators and district colleagues collaborated with the Westchester Department of Health and the school district's physician on a case-by-case basis to ensure that the appropriate steps were taken to ensure the health and safety of students and staff.

The health and safety protocols and procedures identified and implemented at the start of the school year changed the way students and staff experienced school. Students were grouped into cohorts that determined when they would attend in-person school. Students were also placed in smaller cohorts that determined their location in the school building and that were in the cohort with them. The cohorting of students ensured that sufficient space was available in the school to promote social distancing at all times throughout the school day. Students remaining with their smaller cohort prevented the intermingling of large groups of students to ensure that the chances of any spread of COVID-19 was greatly reduced. Due to these methods of cohorting, teachers moved from class-to-class and the students attended class in a limited number of rooms.

These health and safety protocols stood the test of time and the transitions that the school and school district underwent. Following these protocols and teaching them to students and staff was responsible for keeping the number of positive COVID-19 cases to a minimum and stopping the spread of the virus between students and staff at the middle school.

**Goal 3: Support the social-emotional wellbeing of students and staff in establishing restorative practices and *RULER* anchor tools as core routines**

In addition to ensuring that each student experienced the highest quality of instruction and the measures to ensure the health and safety of the staff, the school administration and faculty of the middle school worked diligently and deliberately to create and implement a social-emotional approach, specifically targeting the effects of the pandemic on the students and staff. Since March 2020, students have experienced isolation and a loss of connection with classmates and their teachers. Some students experienced a heightened sense of anxiety, brought about by the uncertainty and realities of the global pandemic. To address the psychological needs of the middle school students and to restore a sense of belonging and connection, the *RULER* work and the Advisory structure was modified and tailored to help students overcome the pressures of the times.

In past years, PVC Middle School has focused a great deal of attention on planning Advisory meetings and continuing to promote the development of emotional intelligence skills in students through the *RULER* approach. Due to the needs of the students and the faculty, the efforts made in the 2020-2021 school year was to increase the frequency of this type of learning and offer students regular access to a therapeutic group setting. The *Core Classroom Routines* became part of the weekly schedule at PVC Middle School. Teachers and Advisors, engaged students in Mood Meter check-ins and restorative connection circles. These routines took place at the weekly Advisory meetings and during regular class time.

The Mood Meter check-in is the simplest and most common way to incorporate this tool into daily practice. The check-in involves a person identifying, on the Mood Meter and either privately or publicly, what they are feeling based on the criteria of energy and pleasantness. After the person determines what they are feeling, they then consider whether they want to shift or maintain that feeling. After deciding whether they want to shift or stay in their current feeling, the person decides which regulation strategy to use. This routine is aligned with restorative practices of affective statements and affective questions and equips students with the language to engage in meaningful discussions about emotions. The purpose of checking in on the Mood Meter is to build self and social awareness. Students do this by using the tool to identify what they are feeling, and further, whether that feeling is conducive to the goal or task at hand. That emotion is subsequently considered within the context of that person's setting: is this feeling desired or does the person checking in want to shift? This consideration should lead the person checking in to consider which strategies may be employed to regulate their feelings.

Mood Meter check-ins for PVC's students provided the opportunity to both check in/journal privately and regularly, as well as the opportunity to share out with classmates. Teachers used the *RULER* anchor tool -TheMood Meter - for all students to use as a reference and to plot their emotions during the school day. Earlier in the school year, teachers reintroduced the Mood Meter and taught students how to utilize this tool to recognize, understand, label, express and regulate their emotions. Conversations about emotions, feelings and stressors occurred in reference to the feeling words on the Mood Meter. Students were not only able to identify how they felt, but they were able to learn from one another and their teachers about strategies to employ to "move themselves" on the Mood Meter. Depending on their goal, students considered an emotion regulation strategy to shift or maintain emotional states. Sharing their feelings, the strategies and how they related to their current

experiences, helped students to make connections with one another and have a greater degree of control over their emotions.

The Mood Meter check-in was used strategically by teachers and classroom aides. Before tests and quizzes in academic classes or during other higher-stress scenarios, the Mood Meter check-in was a go-to way for students to build awareness of their emotional states and strategize for personal success. The Mood Meter check-in served to create a positive and caring environment for students. The Mood Meter check-ins during Advisory meetings and class time ensured that students understood their emotional experiences and took an active role in bringing the mantra of “Emotions Matter at PVC” to life.

The second of the Core Classroom Routines was the restorative connection circle. This core routine was designed and implemented building off of the experiences that PVC Middle School had in previous years with conducting restorative conferences to deal with disputes and mend relationships that were damaged as a result of conflict. The students of PVC Middle School benefitted from the restorative connection circles by using this protocol to reconnect with their peers and by participating in open and candid conversations about the pressures and anxiety that they were experiencing due to the pandemic. The structure of the restorative connection circle helped to build a sense of community and provide students with a strong connection to their school during a time of disconnection and isolation. Starting in March of 2020, students were somewhat isolated and did not experience the normal socialization that they had been accustomed to. During these talks, students guided the conversation and brought up issues and feelings that were pertinent to them. Students discussed their emotions, their school and social experiences and issues pertaining to what was going on in the world around them. Providing students and teachers with a time and a framework to connect around these types of issues, decreased feelings of anxiety, stress and provided students with a support network found in their small group. The restorative connection circle added the richness of the student experience and helped every student feel like they belong and were a contributing member of the school community. The topics discussed, and the fostering of a safe environment to have these powerful discussions, also provided students with the feeling that they are honored for who they were, that they were heard, and that they were respected. The restorative connection circles help students and teachers develop strong relationships, build trust and create a more caring and responsive environment for students to thrive in. These connection circles were further utilized as a basis for events catering to the school’s fully remote students and conducted both virtually and in-person.

The goal to support students’ social-emotional needs during very challenging times was further promoted by the opportunities offered to parents to learn about these efforts and partner with the school. Numerous virtual workshops were held during the 2020-2021 school year that were well attended by parents. These included a *New Parent RULER Night*, numerous *Coffee Talks* and PVC’s Middle School’s involvement with the district’s *Parent University*. As with the two preceding goals, the communication and partnership with parents and caregivers ensured the success of this goal. Parents understood what efforts were being made to support their children. Parents learned what strategies they could utilize at home to ease anxiety, stress and emotional difficulties. Parents were made aware of where they could seek additional help and how to support the school’s efforts and approach.

The three building-level goals form a middle school vision for learning and student growth, for a unique and challenging school year. Providing for a safe environment for students and staff was of

paramount importance this school year. Supporting students and staff in feeling safe and responding to the emotional effects of the pandemic was a logical and effective approach for the middle school. PVC Middle School has been actively involved with social-emotional learning for over a decade. Meeting the needs of the students and staff and creating an environment that valued emotions and offered a therapeutic component was needed and an appropriate course of action given the age of the students. Staying true to the academic mission of the school and continuing to pursue the goals of the Strategic Coherence Plan helped the faculty and staff to fulfill their role in caring for and educating the young people of PVC Middle School.

### **3. Curriculum and Instruction:**

The school administration and faculty at PVC Middle School believe in the need for continuous efforts to improve instruction and address the learning needs of students no matter where they are on the learning continuum. This vision, and the driving belief in students' and teachers' abilities, guided the restructuring of curriculum and the fine tuning of the instructional experience to meet the needs of all learners engaging in the hybrid and fully remote models. These instructional models were heavily relied on for the majority of the 2020-2021 school year and a substantial investment of time and energy went into the reinventing and adjusting curricula to meet the challenges of the times.

Starting in summer of 2020, teachers attended workshops and staff development sessions to start the work of adjusting the instructional experience to capitalize on the structures offered by the hybrid and fully remote models. Teachers, with the guidance and collaboration of school and district leaders, examined their curriculum with the purpose of creating meaningful and impactful learning experiences for students that would be most effective within the framework of the instructional models.

Teachers representing all content areas and departments took part in this endeavor to reflect on their work, their experience during the first months of the pandemic and, set a course to identify the most effective ways to instruct students given the current limitations and challenges. PVC Middle School teachers considered how having the students "attend" class remotely and/or only two days a week would affect their ability to learn. Teachers understood that the process of identifying essential skills and priority standards would have a resounding effect on the experience of students over the course of the school year. Teachers also considered how the approach to instruction would need to be able to adjust to unpredictable changes like school closures and other transitions.

Teachers, Curriculum Coordinators and school leaders, examined curricula by scrutinizing each learning unit and identifying the most essential components of that experience for students. PVC Middle School teachers drew upon their experience with standards-based learning to guide them in their quest to formulate a compacted curriculum and align that subject matter with the most appropriate instruction strategies and learning structures. Teachers were able to ascertain how students would demonstrate their attainment of the learning goals of each unit and their mastery of the learning standards through the lens of a learning arc.

Over the course of the school year, teachers formatted learning by guiding their instructional decision-making using the concept of the learning arc. The learning arc concept provided educators with a starting point to adjust the current curriculum, identify learning objectives with students and forecast how students would reach the intended goals of a given unit of study. Teachers utilized both synchronous and asynchronous learning experiences to provide students with adequate exposure to

content and the time to practice and hone academic skills. In creating each learning arc, teachers built-in time for independent work, formative assessment and student collaboration. In the hybrid and fully remote learning models, teaching students new material was intricately connected to providing students with meaningful and accurate ways of demonstrating their learning and mastery of the learning standards. The district rubrics were also factored into the learning arc and utilized to guide and gauge student performance and growth. Teachers incorporated time into each of the learning units to offer students support, to provide feedback and opportunities to reflect on their learning goals. Providing students with increased opportunities to receive feedback, get additional support, or just check-in with their teachers was another indicator of how successful teachers were in aligning the instructional aspirations, the curricula goals and the use of instructional time to support students. Teachers and students utilized non-instructional periods during the day, Wednesday afternoons and at other mutually agreed upon times, to further the learning and ensure the successful attainment of learning goals. Teams of teachers and their departments were able to make further adjustments to their curricula and the instructional methodologies used as the year went on. The school administration provided the faculty with ample time to meet, reflect on their progress and make modifications based on their students' needs and experiences.

Through the summer planning sessions, ongoing professional development, teacher collaboration and the willingness of teachers to continually respond to student performance indicators, teachers were able to pursue the goals of the *Strategic Coherence Plan* during the 2020-2021 school year. Despite the challenges presented by the learning models and the realities of the pandemic, the teachers of PVC Middle School, with the support and encouragement of the school administration, worked diligently and purposefully to design learning experiences that promote actual growth in their students and the acquisition of 21st Century skills in the most developmentally appropriate ways. PVC Middle School teachers remained focused on these goals and steadfast in their quest to teach students the skill sets represented in the Croton-Harmon Profile of a Graduate.

Each of the areas of the Croton-Harmon Profile of a Graduate was considered in the instructional episodes experienced by students. The six components of the Profile of a Graduate served as instructional guideposts to measure the effectiveness of the planning and implementation of the learning arcs created by teachers. The six components also helped teachers to measure student performance and used these attributes as a reflective tool for themselves and their students.

**Critical Thinking/Problem Solving:**

In utilizing the learning arc as a planning tool and a guide of how to deliver instruction, PVC Middle School teachers provided students with learning experiences that were focused on problem-based scenarios and finding solutions to real world problems. This continued the progression towards the attainment of the goals of the Strategic Coherence Plan as they relate to this area of the Profile of a Graduate, in that less emphasis was on the acquisition of content knowledge as more attention was given to the practice and development of critical thinking skills. Teachers relied on the essential questions from their units of study to construct instructional experiences that helped students to develop critical thinking and problem-solving skills. This focus on "real-world" and open ended questions also heightened student interests to pursue the learning goals found in each class. In addressing these questions, students discovered complexities, pondered potential solutions and evaluated the efficacy of their problem-solving abilities through opportunities for self-assessment built into each learning unit. The increased focus on skill development in this area of the Profile of a

Graduate resulted in students creating more complex and sophisticated artifacts of their personal growth. The evidence of student growth in this area was found in:  
More complex and analytical pieces of writing generated by students in English Language Arts and Social Studies; Developing and understanding the various pathways to solving a problem in mathematics; The navigation of multi-step processes toward learning and discovery in science; and the critique of works of art and music and the engagement in self-assessment in a creative process.

**Creativity/Innovation:**

In designing learning experiences, reconsidering the very nature of instruction and using technology in the delivery of instructional experiences, teachers modeled innovation and creativity on a daily basis. The design of problem-based lessons that required students to use critical thinking skills also provided students with the opportunity to be creative and innovative and inspired them. Students examined historical events through multiple perspectives and presented their innovative thinking in creative ways. Students utilized their knowledge of vocabulary to create innovative ways of communicating in their World Language class to create more complex sentences. Students generated unique and original ideas in pursuit of the solution to a real-world problem being researched in English Language Arts. In math class and in science, students synthesized various solution pathways to arrive at a new and innovative way to solve a problem or draw a conclusion. Students demonstrated their creative abilities by composing original works of music and by experimenting with new mediums in their artistic expressions. Students were provided the opportunity whenever possible to demonstrate what they had learned, how they had grown and how they mastered the learning standards in creative ways. The PVC Middle School teachers provided students with choice and agency, not only in how they learned, but in showing their teachers and peers what they learned and were able to do through the most creative endeavors.

**Communication/Collaboration:**

PVC Middle School teachers dedicated a great deal of time and thought to helping students become more effective collaborators. This area of the Profile of a Graduate took on increased importance this year. One of the components of the middle school's annual goals was a focus on identifying the attributes of quality and productive collaboration. After the first five months of the pandemic, helping students make quality connections with others and developing the skills associated with the other areas of the Profile of Graduate required that teachers actively taught students to be effective collaborators. This effort resulted in the creation of a draft criteria specific to PVC Middle School titled *What does it mean to be an effective collaborator?* Teachers collaborated on a regular basis to share technology tips, instructional strategies and to create interdisciplinary learning experiences for students. These annual goals could not have been attained without ongoing and productive collaboration between teachers. PVC's teachers and support staff cultivated an appreciation for collaboration with their students in various ways. The counseling team fostered collaboration amongst the students in their social skills groups. Specials teachers emphasized the need for teamwork in working on projects in Media and Communications, Health and Home and Careers. Across content areas, teachers paired students together to serve in a peer review and assessment process. Students utilized the technological tools to join breakout groups to engage in small group discussions and problem-solving tasks. Musicians played together and critiqued one another in-person and through virtual means.

**Flexibility/Adaptability:**

If there was one theme or prominent factor in the success of PVC Middle School this school year, it was the recognition of the need to remain flexible and adaptable. In order to meet the demands of the uncertain time that the staff, students and community was navigating, teachers understood the importance of rethinking, adjusting and finding innovative solutions to the challenges that were encountered. The support staff consistently demonstrated flexibility in working with remote students and by keeping students engaged utilizing appropriate strategies to maximize their attention during instruction. Teachers modeled flexibility throughout the school year and illustrated the importance of these areas of the Profile of a Graduate in meeting the emerging and changing academic and social-emotional needs of their students. The students of PVC Middle School also reconciled with the need to exhibit flexibility and adaptability in their thinking and their pursuit of learning. Students exhibited flexibility and adaptability in learning how to learn in different ways that were not familiar to them prior to the pandemic. The students had to rely on “new” technological tools to communicate with their teachers and peers. Students utilized email, e-chats, Zoom and learned how to navigate Google Classroom. Their willingness to learn new technology and endure setbacks and disappointments that were very much a part of this school year, demonstrates their ability to adapt and be flexible when it mattered most -- in the pursuit of their educational goals and to stay connected to their teachers and schoolmates. The flexibility and adaptability demonstrated by students helped them to grow resilient and to become more independent learners and self-reliant individuals.

**Initiative/Self-Direction:**

Students found success this year due to a large degree of the initiative they took and their ability to direct themselves in navigating the online component of learning. Students created daily routines, managed their time and made “at-home” schedules that directed them in their study habits and work completion. Students also demonstrated initiative and self-direction when they had problems with technology that impeded their ability to attend class virtually. Prior to filling out a helpdesk ticket, students engaged in troubleshooting and recognized the need to apply their problem-solving skills to their situation. Students often assisted their teachers in optimizing technology or in helping classmates with their connectivity or in accessing assignments. Students initiated conferences with their teachers on Wednesday afternoons and availed themselves to extra help by attending virtual Homework Club and signing up for an academic mentorship with a high school student. The situation of being in school for two days a week and home for three days necessitated that the middle school students practiced self-direction. If mistakes were made, students regrouped and tried again during the next class. Those students that had trouble in this area, received assistance from their teachers who understand how the skill sets in this area, of the Profile of Graduate, were of increased importance. Teachers informally assessed students in this area and provided feedback about how they could be more effective in managing tasks, utilizing time and by providing organizational tools to assist the students. In planning units and learning experiences, teachers incorporated the teaching of these skills and considered how they could motivate students. Planning around student choice, goal setting, getting students’ input on the next steps of a unit and their planning of learning experiences, that involved some mode of socialization, were commonplace amongst the PVC Middle School teachers.

**Empathy:**

The presence of empathy was prevalent in every area of the actual and virtual school experience. Like the other areas of the Profile of a Graduate, this attribute increased in abundance and in noticeability. Teachers modeled high levels of empathy based on their realization that their students were being

adversely affected by the pandemic. Teachers went to great lengths to incorporate social-emotional support into the instructional settings. In modeling empathy, and teaching what forms empathy could take on, the middle school teachers communicated to their students that this was a valued commodity in their classrooms. Early on in the school year, students realized the need to exhibit higher levels of empathy. Students were fully aware of the struggles that others were going through because they had their own challenges to deal with. Students exhibited greater patience with their teachers and peers, offered their help and assistance to one another and were extremely cooperative. As a result of empathy being practiced on a daily basis, students took greater ownership of their classrooms and got involved in efforts to make the school more inclusive and welcoming to all. With teachers, staff and students engaging in RULER learning this year, people were more aware of their own emotions and sensitive to the emotional realities of others. Teachers further displayed empathy for their students by creating outlets to express emotions through artistic expression, class discussions and in other ways intricately connected to the learning.

The use of technology in the classroom, and to leverage the learning experience of each student, must also be factored into the success of the learning models and the benefits experienced by students during the 2020-2021 school year. In order for PVC's teachers to offer consistent and growth-oriented instructional experiences they had to learn and harness the power of the technology tools at their disposal. Most impactful to the effective delivery of instruction, was the use of Zoom and Google Hangouts Meet. PVC Middle School teachers learned how to use these platforms in a relatively short amount of time. They became virtual experts on how to use the various features of these platforms to enhance the learning experience of their students, foster collaboration and to provide a sense of connection for students. Students and teachers often learned from one another as they explored new applications together and did troubleshooting as they took on a collective responsibility to make things work in the actual and virtual classroom. One of the most important accomplishments in this realm was the effort made by teachers to align their use of Google Classroom. Teachers worked with their grade-level teams to structure the use of this online platform in a uniform manner. In doing this, students would have an easier time navigating, finding assignments and receiving feedback. Teachers saw this as a worthwhile endeavor due to the connection between the use of this platform and students' ability to access instructional experiences and find success in their classes.

As a result of an accentuated focus on priority standards, essential questions and the components of the Profile of a Graduate, certain trends emerged and became noticeable to teachers. In finding ways to educate students and working with them to overcome challenges, there were characteristics of this experience that benefited students. Social-emotional support of students became a priority for every teacher and support staff member. Teachers made a concerted effort to incorporate social-emotional support and routines into their classes. Teachers communicated more frequently with parents because they relied on the support at home to assist students in reaching their learning objectives. The teachers and school administration realized that students were growing stronger and more resilient. Students showed an increased willingness to collaborate and engage in multitasking to be more effective learners. In this environment of uncertainty and constant change, students continue to flourish both academically and social-emotionally.

#### **4. Building specific professional development:**

##### **Health and Safety Protocols and Procedures:**

Starting in August of 2020, the PVC Middle School staff was engaged in a series of professional learning activities that would provide them with information pertaining to the Re-entry Plan and the

health and safety protocols that would be used throughout the district. During the first superintendent conference days, staff members learned of the measures that were put into place to ensure the health and safety of each student and staff member. Staff members learned about how space would be used differently at PVC and how the school schedule would support learning and prevent the spread of pathogens like COVID-19. Staff was made aware of how the routine emergency drills and procedures would be modified to account for newer protocols. Through this learning, the staff was provided with insights into how the health and safety protocols would impact facets of the school day and change how different physical settings could be used. This professional learning experience was important for numerous reasons. The staff needed to be reassured that the school administration had done their due diligence to provide the safest environment for them to work. Staff members would also be teaching students how to adhere to the protocols and enforcing them throughout the school day.

**Technology:**

One of the most important and meaningful professional development opportunities offered to teachers and administrators was centered on utilizing technological tools to leverage, enhance and support the learning experience of students. From the start of the school year, teachers received training in how to best use Zoom and Google Hangouts Meet. Teachers were made aware and offered “practice” in the use of these programs’ features. These features would enable students to connect with their teachers and other students. Features in these programs helped to facilitate communication and would permit students to receive quality feedback from their teachers in real time. Teachers also were trained on how to ensure that these environments could be kept safe for students and themselves. A portion of the training provided teachers with definitive steps that they could take to prevent “intruders” from gaining access to the virtual classroom space and how to manage students in this arena. Teachers learned how to authenticate the Zoom environment and how to generate unique access codes to create Google Meets and interface various aspects of the Google Suite. Some of the most impactful professional development in this area was found in the professional interactions between teachers. PVC Middle School’s teachers fully understood how important technological tools were to the success of their instructional episodes, connecting with their students and helping students to meet the learning objectives. Teachers utilized a variety of applications (i.e. Jamboard, Padlet etc.) to engage students in learning, discussion and to promote critical thinking and collaboration. Teachers showed great initiative in learning about these applications, piloting them and teaching their colleagues how to use them. PVC Middle School teachers also ran simulations with one another to try out how different components of the classroom technology would operate together and gain a deeper understanding of how the students would experience this. These simulations allowed teachers to troubleshoot and anticipate which problems students would have and take steps to alleviate those impediments to the learning before the students experienced them. Teacher-to-teacher professional development in this area was probably one of the most powerful and necessary aspects of teacher growth in this area. During team meeting times or during the hour on Wednesday afternoons, teachers drove the agenda and took it upon themselves to find success.

This was the first year that the district used *Infinite Campus* as a student information management system. In addition to the other changes that teachers were experiencing, they were required to learn how to use this program to take attendance, keep records of student performance and to complete the standards-based report cards. Teachers engaged in Infinite Campus training focused on how to use the gradebook and input information pertinent to the standards-based report cards. There were

numerous training opportunities offered to teachers and the school administration this year. Over the course of the school year, teachers helped their colleagues in figuring out the best ways to utilize the features of Infinite Campus to communicate with parents, provide accurate feedback each trimester and to interface the Infinite Campus gradebook with Google Classroom. Leadership in this area was also necessary. Mrs. Scollins and the district's Director of Technology, Ms. August, guided teachers and served as the liaisons between Infinite Campus and representatives from the Lower Hudson Regional Information Center.

**Collaboration to promote critical thinking and problem-solving:**

In order to foster the outcomes associated with goal # 1, professional learning time was dedicated to helping teachers understand the importance of fostering collaboration and how it related to the other areas of the Profile of a Graduate. Knowing that students would experience less in-person instructional time, due to their remote or hybrid status, enhancing the quality of collaboration between students and their peers and their teachers was an urgent endeavor and the reason why it was included as an annual goal of PVC Middle School. Professional learning time focused on this one component, of the Profile of the Graduate, and how it could promote the development of skills found in the other five components - resulted in multiple professional learning experiences that spanned the first half of the school year.

Starting in September, teachers worked with their grade-level teams and departments to consider these guiding questions:

- How have you fostered collaboration in your classrooms to teach critical thinking and problem-solving skills?
- How do you plan for student collaboration?
- How will you try to foster collaboration in the hybrid and remote settings?  
(Instructional Objectives/Planning/Technology / Skill Development / Assessing Students/ Use of Rubrics)

In discussing these questions, teachers were setting the stage to delve into this work. Teachers took inventory of how they have fostered collaboration to foster learning in their classrooms in the past. The teachers discussed and identified ways that the collaborative experience supported students in developing critical thinking skills and being more effective problem-solvers. The teachers planned with their teams and departments as to how collaboration can be incorporated into learning during the 2020-2021 school year, while overcoming the limitations of virtual interactions between students. Furthermore, teachers began planning how they could use the technology tools at their disposal to foster collaboration for the academic growth and social-emotional support of their students. These questions guided this professional learning over the course of the school year and helped to measure a team's success.

In understanding that collaboration takes on many forms, teachers were provided with numerous opportunities to strengthen the collaborative experiences in their classrooms. Teachers conducted learning simulations to provide each other with feedback on the effectiveness of how this learning experience would promote collaboration. The teachers who engaged in these simulations were able to provide a description of what was simulated and what was learned. In doing this, other teachers were made aware of how technology was used and the benefits and shortcomings that this lesson format would potentially offer students.

Setting up breakout rooms and planning for collaboration did not provide teachers with a guarantee that students would talk to one another or engage in the collaborative process to the extent that their teachers desired. Teachers were concerned that despite their best planning and the creation of the structures that promote collaboration for learning, students would be silent or not engage enough. The use of virtual breakout rooms was still new to students and many students expressed a hesitancy to participate due to the feeling that they had a “spotlight” on them when and if they spoke. To counter the potential of this shortcoming, teachers were provided opportunities to identify discussion protocols that could be used in breakout rooms to foster participation and collaboration. Teachers worked to come to a consensus with their colleagues about which of the protocols would be used by the entire team. Having each teacher on the team using the same protocols would help students get familiar with how the protocols structured the learning and increase the level of comfort for all students on that team. Through this uniformity, teachers could effectively assess the quality of student collaboration and reflect on their efforts with their teams.

Teachers made a concerted effort to mitigate any barriers to effective collaboration and to ensure that they were able to assess student performance in this area and provide students with meaningful feedback. As mentioned in the preceding pages of this report, teachers worked together to align their use of Google Classroom. Teams of teachers focused on how their team provided for a consistent experience and took definitive steps towards alignment. Each team made adjustments to how the platform was used, displayed assignments and provided information to students.

Supporting work and the heightened focus on fostering collaboration between students, teachers gave thought to how they could assess student performance in this area. Through the examination of learning standards and the Behaviors that Promote Learning, teachers were able to provide students with feedback on their collaboration skills. To connect this work with the social-emotional support structures at PVC Middle School, teachers and members of the counseling team focused on encouraging collaboration through the Core Routines. Their work was hinged on encouraging students to engage in more effective collaboration using the Mood Meter and the connection circle.

Most important to this work, was creating a criteria for highly-effective student collaboration. The faculty took the first steps by generating a bulleted list of things that can help teachers assess collaboration and help students assess themselves in this area. These lists were shared with the different teams and departments to identify the commonalities and take steps to arrive at a school-wide criteria. Such a tool will be used in tandem with district rubrics and to provide future cohorts of students with clear guidance and expectations as to how they can hone the skills associated with this component of the Profile of a Graduate.

This series of professional learning experiences motivated teachers -- they saw the connection between this work and their students’ learning experiences and connections to others. This professional learning experience was clearly connected to the school’s annual goal to foster critical-thinking skills and collaboration within the hybrid/remote models of instruction. These professional learning experiences resulted in important deliverables that would benefit students and teachers and have implications on future year’s work. The challenges that were experienced this school year served as the impetus behind this work and increased the urgency of actively teaching students to be effective collaborators. Despite the challenges brought about by the COVID-19 pandemic, PVC Middle School’s teachers, staff and school administration were able to address the

goals of the Strategic Coherence Plan and used the attributes of the Profile of a Graduate to guide their work.

**RULER:**

A component of each professional learning experience offered to the faculty and staff was the middle school’s continued focus on the RULER anchor tools. As part of each faculty meeting, was a reinforcing activity that furthered the staff’s understanding of the anchor tools and provided them with time to consider how these techniques could be used to create supportive classroom environments. Distinguishing how RULER learning could be used in Advisory meetings and in the regular instructional setting was a key component of professional discussions and learning. Teachers and support staff recognized the need for an increased focus on social-emotional support for their students throughout the school day. Establishing the Core Classroom Routines as a commonplace practice was supported by having teachers engage in regular Mood Meter check-ins and restorative connection circles in a professional learning setting.

One segment of the staff that experienced extended professional learning in this area was the PVC Middle School aides. The aides took part in RULER training sessions throughout the school year. This training included classroom aides and lunch monitors. After revisiting the four anchor tools of the RULER approach and why emotional intelligence skills are important to both students and adults, the aides learned more about how to employ techniques in their work with students. The training helped aides understand how the school charter and the Mood Meter could be used to build trusting relationships with students and used in de-escalating conflicts.

**Mindfulness:**

Teachers and members of the staff participated in professional learning focused on exposing them to the benefits of Mindfulness. Resources on this topic were consistently shared with staff this school year. Staff members were asked to engage in these Mindfulness activities, led by the school administrators at the opening of meetings. This year our staff members received additional training and guidance from a Mindfulness coach. The focus of these experiences was to provide teachers with the Mindfulness tools to engage in self-care practices and provided with stress relief techniques that they could use at different times of the day. Having the teachers and staff learn about the benefits of and practice these techniques prompted them to use these activities with students. As with the RULER techniques, in order for teachers and members of the staff to feel comfortable and capable purveyors of these techniques, they needed to be provided with the opportunity to learn about them and practice them. The inclusion of a Mindfulness coach in this learning experience brought about a greater sense of empowerment for the staff and school administration and added to the credibility of this effort.

**5. Building specific programs and committees:**

**Child Nutrition Program at PVC:**

This was the second year of the Croton-Harmon Child Nutrition Program. The food for all three schools was made in the PVC Middle School kitchen and carefully delivered to the other two school buildings for service. The food service team had to make adaptations at the start of the school year to fulfill its mission and provide students with lunch.

The focus of the PVC Food Service Program has been to ensure that the students are provided with nutritious meals. Due to the health and safety protocols at PVC Middle School, the students were not eating in the cafeteria but with their cohorts in their classrooms. The food service team established a

food delivery process that brought lunch to each of these locations. The food service team was able to provide students with lunch options and snacks even though the students were not going through the lunch line in the cafeteria. For each lunch period, the food service team prepared their carts and food warmers and made the journey to the different classrooms to deliver lunch. As the school year went on, the food service team made adjustments to meet the needs of the students and to expedite the process of delivering lunch to the classrooms. This process persisted from the first in-person school day in September until the transition to full in-person instruction in the last week of April. The workers of the PVC Food Service Program were able to do their part to ensure the success of this transition.

With the transition to full, in-person instruction, the food service team resumed the practice of students going through the food line to acquire their lunch. In small groups, students came into the cafeteria through the side door, got their lunch and ate it outside, or in the cafeteria. In response to this change the Food Service Manager, Eric Nickelson, was able to offer more options in what was served at lunch. In the remaining weeks of school, students had the choice of different entrees, ala carte options and choices of tailor made sandwiches and salads from the deli and salad bar. On Wednesday afternoons during the latter part of the school year, the food service team set up grab-and-go stations in different locations. Students were able to acquire a bagged lunch as they were dismissed for the day and proceeded to go home to take part in the virtual activities.

The Child Nutrition Program continues to be a success at PVC Middle School. The students like the food, appreciate the choices and take advantage of the opportunity to eat at school.

#### **Unity Day 2021:**

PVC Middle School celebrated and recognized Unity Day on Wednesday, October 21st. Unlike past years, Unity Day activities were entirely virtual this year. The day was started with a video, bringing attention to the purpose of Unity Day as part of the morning Zoom announcements. Later that morning, the topic of preventing bullying was intertwined into the PVC Middle School Advisory meetings and the topic of why it is important to feel safe at school and outside of school. Groups discussed how being an Upstander, following the four bullying prevention rules and helping to create an inclusive environment, helps everyone feel safe.

#### **Academic Mentorship Program:**

In order to continue to offer students effective ways of gaining academic support and to foster connections between students, PVC Middle School's administration started the Academic Mentorship program. With the cooperation and collaboration of the Croton-Harmon High School principal and dean, middle school students could acquire a high school mentor to assist them with academic tasks.

During the spring of 2021, approximately forty high school students volunteered to be part of this effort. The high school volunteers participated in training that prepared them for this experience. The training focused on setting clear expectations with their mentees and communicating with the mentees' parents. Along the same lines, parents of middle school students attended meetings that outlined the purpose of this experience and the parameters of the mentor-mentee relationship.

There were over forty middle school students who took advantage of this opportunity and got additional academic assistance. Students were provided with studying tips, organizational strategies and middle school students received assistance with their assignments from their high school mentors in weekly meetings.

From the feedback that has been received from parents, there was a high-level of satisfaction with the mentor that their child was paired with and with the overall experience. Feedback from the parents and students that participated in this effort will be used to ascertain which improvements can be made to this fledgling program and how the program can enhance the experience for all parties involved next year.

**Harry Chapin Run Against Hunger:**

The PVC Middle School faculty has a long history of collaborating with the organizers of the Harry Chapin Run Against Hunger. Each year, the race team visits the middle school and participates in a pep-rally to raise awareness and encourage participation. This year, this tradition was not able to occur. It was disappointing to many of the students and staff to learn that the middle school would not host this annual assembly and that this year's race was virtual. Two PVC Middle School faculty members led a crusade to ensure that the race team knew how much people care about the cause of ending world hunger and this community. The PVC Middle School staff presented the race organizers, Mike Grayeb and Jud Ramaker with a substantial donation to the organization, in October, prior to the virtual race being held.

**Student Assistance Counseling Services:**

Student Assistance Counseling Services (SACS) has taken on a more active and a more significant role at the Middle School than in previous years. Due to the student needs that emerged as a result of the pandemic and the vision of the Student Assistance Counselor, Allison Millen, there is a stronger partnership between SACS and the middle school. Ms. Millen has expanded her involvement at the middle school by collaborating with teachers, becoming a standing member to the school's At-Risk Team and through her leadership of the Teen Leadership Council. Ms. Millen's efforts and involvement go beyond substance abuse and prevention education.

Ms. Millen educated the faculty on issues relating to adolescent development. Ms. Millen and Mr. Plotkin hosted virtual parent events, on how parents can best support their children through the pandemic. Ms. Millen collaborates with the school counseling team and is instrumental in identifying interventions for struggling students, making recommendations about clinical assistance and taking on additional students to her caseload.

Over the course of this school year, Ms. Millen has increased student awareness efforts. These annual activities were adapted to cater to students involved in both the hybrid and fully remote models. PVC Middle School recognized Red Ribbon Week, Great American Smokeout and Mental Health Awareness Month. In running these events, Ms. Millen was able to rally the Teen Leadership Council to provide these educational experiences for students and create a visible representation in the school regarding these important issues. The work of the Teen Leadership Council should be lauded for not only their efforts to highlight pertinent issues and struggles among teens, but also for providing strategies for the middle school students and through communicating how young people can seek help when needed.

**PVC Advisory Program and RULER:**

The Advisory curriculum was designed specifically in response to the effects that the pandemic had on students and to provide a therapeutic component to the school experience. Advisory meetings were increased from two times a month to once a week. The Wednesday schedule was created to ensure

that a weekly time was reserved for social-emotional learning and support of students. Receiving guidance from the Yale Center of Emotional Intelligence, the authors of the 2020-2021 Advisory curriculum generated lessons that encouraged students and teachers to make important connections between the monthly themes and to apply what was learned and experienced in previous meetings. The Advisory curriculum was designed to respond to the emotional challenges that students were encountering during the pandemic and to continue to support students in the development of emotional intelligence skills. Helping students feel safe, gain a sense of belonging and connection and continue to engage in restorative practices were all aims of this year’s Advisory experience at the middle school.

**Advisory Schedule and Topics 2020-2021**

<b><i>Month</i></b>	<b><i>Theme/Topic</i></b>
September	Core Routines: Connection Circle & Mood Meter Check-ins Lesson & Follow-up: Together We Feel-The PVC School Charter
October	Core Routines: Connection Circle & Mood Meter Check-ins Lesson & Follow-up: Emotional Safety-How do we help each other feel safe?
November	Core Routines: Connection Circle & Mood Meter Check-ins Lesson & Follow-up: Knowing our emotional triggers
December	Core Routines: Connection Circle & Mood Meter Check-ins Lesson & Follow-up: Triggers, Emotional Needs & Regulation
January	Core Routines: Connection Circle & Mood Meter Check-ins Lesson & Follow-up: Emotions, Beliefs & Mindsets: Becoming emotionally resilient
February	Core Routines: Connection Circle & Mood Meter Check-ins Lesson & Follow-up: Emotions Matter Mindfulness
March	Core Routines: Connection Circle & Mood Meter Check-ins Lesson & Follow-up: The Meta-Moment & Being Your Best Self
April	Core Routines: Connection Circle & Mood Meter Check-ins Lesson & Follow-up: We All Feel: Empathy, conflict resolution & restoration
May	Core Routines: Connection Circle & Mood Meter Check-ins Lesson & Follow-up: The Meta Cognitive Moment
June	Core Routines: Connection Circle & Mood Meter Check-ins

The Advisory experience at PVC Middle School this year has been guided by the school goals related to RULER and the establishment of Core Routines. Every faculty member at PVC serves as an Advisor for a group of 12-15 students. Members of the faculty guided their groups in learning and discussions about feeling safe at school and regulated emotions through the application of the RULER approach,

inside and outside of school. While some advisors used the lesson options presented in the manual, many of the advisors designed their own lessons based on the suggested ones and utilizing the feedback that they received from the students in their groups. Mr. Plotkin and Mrs. Scollins promoted the RULER approach through their creation of the Mood Meter Monday videos every week. Over the course of the school year, thirty-five Mood Meter Monday videos were published on Youtube and shared with students and the community to promote the use of RULER techniques in school and in the students' homes.

What makes the Advisory experience so special and effective is that both teachers and students are enthusiastic about the lessons and look forward to spending time with their group. The Advisory program is finishing its twelfth year at PVC, and it is one of the reasons why PVC Middle School is able to address the social-emotional needs of the students. This program is revered by the faculty due to the fact that it is "home grown" and continues to be relevant to students. The dedicated Advisory time built into the schedule and the topics provided in the curriculum were well supported by the faculty that was committed to supporting students in this manner. The Advisory program continued to be the cornerstone to the PVC approach to addressing the "non-academic" goals of the Strategic Coherence Plan and the realization that the six components of the Profile of a Graduate are reliant on the social-emotional development of students. This year, teachers attended workshops offered by the Yale Center of Emotional Intelligence to continue their learning about how best to meet the needs of students in this area.

PVC Middle School has gained recognition for the Advisory program and the implementation of the RULER approach. This year, several schools contacted the school administration with questions about this program and approach. Looking to establish their own social-emotional support system in their schools, they met with the school administration and members of the PVC RULER team to gain insights into how they can get started in this quest. Some schools had learned of PVC Middle School's success in this area from attending the Yale Center for Emotional Intelligence Implementation Conference and taking part in Mr. Plotkin's presentation on, *Fostering a RULER Community in Your School*.

**FLEX Program:**

This was the third year that the Flexible (FLEX) Support Program was present and servicing students at PVC Middle School. The FLEX program continued to help students with anxiety, social-emotional struggles, stay on track with their academic progress and receive the therapeutic support they needed. The PVC At-Risk team made recommendations and referrals for students to access this program. Several of the students that benefited from the existence of this program had their "visits" scheduled into their day. Other students utilized this space and the support offered by the staff by requesting to attend when in school. While students were present in the FLEX room, they took part in their regular classes through virtual means as necessary. Students that took advantage of the FLEX setting encountered a welcoming and calming environment. The staff located in the FLEX room worked with students to complete academic tasks, while providing them with counseling and utilizing strategies that addressed their emotional needs. The location of the room allowed students to access this space in a discreet manner. The success of this program and the need to continue access to this space for students can be illustrated by the amount of students who used it this year. The FLEX program serviced dozens of students and supported students with their emotional struggles and with their academics.

### ***No Place for Hate:***

During the 2020-2021 school year, the Middle School had the good fortune of collaborating with the Anti-Defamation League's, *No Place for Hate* campaign. Students and staff learned about the principles behind the *No Place For Hate* campaign through class discussions, videos made by the school administrators and school counselors and through their involvement in extracurricular clubs. Students and staff signed the digital pledge document, indicating their commitment to promoting respect and being an upstander in speaking out against prejudice, divisiveness and hatred. Parents and community members were made aware of this campaign through the weekly letters from the school's principal and through parent meetings (Coffee Talks) that focused on this topic. Several student groups were involved in the planning of activities. Having students making decisions as to how to pursue the goals of this campaign provided students with opportunities to be leaders in this area and allies to those targeted by hatred.

PVC Middle School's first activity was planned and initiated by the student members of the PVC Pride Club and their advisor. These students presented to the PVC faculty about the important issues concerning the LGBTQ community. The students instructed their teachers in the use of pronouns and how to avoid using language that may make students questioning their identity feel uncomfortable. Teachers continued these conversations with the larger student body. The purpose of this component of the *No Place for Hate* Campaign was to increase awareness of the plight of the LGBTQ community and to create allies and upstanders in all of PVC's students. The success of this effort can be measured through the general comfort level of LGBTQ students to openly identify in school, create neutral bathrooms and in efforts to educate their teachers and peers. LGBTQ students showed great courage in leading the way in creating a more inclusive, welcoming and "No Place for Hate" school.

Students of the Social-Action Club and Student Council also planned events at PVC Middle School to support the *No Place for Hate* Campaign. These learning experiences focused on helping students learn more about racism, bigotry and discrimination and what to do to ensure that PVC Middle School remains free from the detrimental effects of those phenomenon. Students learned about the perils of racism, the oppressive effects of discrimination and how to be Upstanders. For one of the events titled, "Being an Upstander," the PVC Student Council and English Language Arts teachers designed and provided lessons teaching students how to recognize bullying and how to support victims of bullying. The Social Action Club designed two of the campaign events focused on helping students realize the shortcomings of stereotypes and develop empathy for those that look different, think differently and have lifestyles that are different than theirs. The PVC Middle School faculty were very proud of the work of the students that delved into this effort and committed themselves to this important learning. The efforts of these student groups and the teachers that supported them had a resounding effect on each student and staff member. Students at PVC Middle School found the topics relevant and that this type of learning had a strong connection to events happening across America and the world. The completion of the fourth event did not end the students' enthusiasm for this type of learning. Even after the last campaign activity was completed, students continued to generate lesson ideas, hold impromptu discussions about these themes and make connections to other areas of the curriculum. The middle school's involvement with this campaign has created a positive trend at PVC Middle School. Students are demonstrating that they value the discussions about diversity and inclusion.

On Friday, May 21st, 2021, Mr. Plotkin received a communication from the campaign spokesperson announcing that PVC Middle School was being recognized as a *Gold Star, No Place for Hate School*.

Receiving this communication and announcement created a celebratory feeling at PVC Middle School. The school administration is proud of the students and the members of our faculty that championed this campaign. Receiving the Gold Star recognition, during a difficult year of such significant challenges, signifies that PVC Middle School is a place that fosters high levels of compassion and empathy. The attainment of this honor, and the level of student involvement in this campaign, will have an impact on the school's staff and students. They will remember that during a time of unrest, division and strife, the members of the PVC Middle School Community collaborated with one another to be upstanders and chose a path marked by love, kindness and a profound understanding of the human condition.

#### **Junior Achievement at PVC:**

This was the first year that PVC Middle School collaborated with Junior Achievement. After a fair amount of time exploring the possibilities of this partnership and how it could benefit students, it was decided that PVC would pilot this program through the Home and Careers class. Through this pilot, students were engaged in learning experiences dedicated to developing financial literacy skills. In the latter part of the school year, the Home and Careers teacher and the Junior Achievement partner introduced *Finance Park* to 8th Grade students.

The topics and learning objectives of the Junior Achievement program dovetail very nicely with the 8th Grade Home and Careers topics and served to enhance the students' experiences in this class. The Finance Park program is internet-based and was convenient for students to access regardless if they were remote or in-person.

More importantly, the *Finance Park* program offered students a real-world simulation as it related to personal finances. Students engaged in activities and learned about entrepreneurship, managing finances and about the importance of sound decision-making as it relates to money. Through their interaction with the program, students learn about income tax, insurance, banking, personal budgeting and what risks exist in the financial markets. Students had access to many engaging learning activities, utilized interactive learning tools and engaged in a simulation centered on helping students to build a solid financial foundation for their future.

#### **The PVC Middle School Spring Musical:**

Since the beginning of the school year, the Spring Musical advisors wrestled with how to best proceed with a theatrical production due to the restrictions of the health and safety protocols. Last year's production of *Aladdin* was cancelled due to the pandemic and the closure of in-person school. Following the health and safety protocols that are in place this year, did not allow for the middle school's traditional annual performance that usually takes place in the high school auditorium. The guidelines that governed the use of the *Aladdin* script and trademark name (Disney) contained restrictions that made the performance this year undoable. The middle school was not permitted to record the performance and then distribute it in any way. Any school using the *Aladdin* script could not alter the original script or the production, as *Aladdin* must be performed in its entirety as per the contract.

The evolution of this event was indicative of the middle school students' and their advisors' ability to overcome the uncertain and disruptive nature of these times. The advisors and students were able to reimagine what this event could look like and how student creativity could be harnessed to make this experience as favorable as possible. It was disappointing to have the performance of *Aladdin* deferred for a second year. This disappointment was mitigated by students stepping up and engaging their

creative faculties to write their own scripts and show great agency over the direction of this year's production. On Saturday, May 15th, the hard work and vision of the production advisors and students came to fruition. On that Saturday afternoon, PVC students took to the stage to perform in *Spring Skits*. Attended by forty-five students and parents, this theatrical production was a suitable substitute to the Spring Musical that they were not able to produce this year. Performed in the front of the old main entrance at PVC, the steps and patio of the school served as a staging area and the sidewalk as a stage. The audience watched the stories unfold from their chairs, in the closed off street, in the upper loop of the middle school.

PVC Middle School students wrote the scripts for each of the "skits" that they performed. The first of the two, was called *The New Nicole*. This story was about a young woman who went missing and experienced a dramatic change of personality in her absence. When reunited with her friends, the plot twisted and the humorous happenstance ensued. The second of the two skits was called the *Grisly Tale of Grizzly and Gristly*. This story incorporated various trappings from well-known fairy tales in a dramatic and hilarious manner.

The stories that the middle school students wrote (in both cases) were rich in dialogue and well-developed. The performance entertained the crowd with the humour that was embedded in these fantastical stories. The crowd laughed at the silly jokes and the funny dialogue that the characters engaged in. Sally Barnes and Christina Carmosino, the "directors," did a fine job with providing the students with the needed guidance to find success in this endeavor.

The most noteworthy aspect of these performances can be found in the realization that the middle school students created the stories that they performed and that students from all four grades collaborated with one another to create an enjoyable experience for all who attended.

#### **New York State School Music Association Festival:**

Like many other annual activities and events, the New York State School Music Festival (NYSSMA) was held through completely virtual means this spring.

In years past, these performances were done in person in a designated school in the region. Students would perform in the presence of an evaluator and be scored on their instrument or voice performances. This year, all performances were submitted after being recorded by the student with the support of their music teacher. Mr. Katzman, Mrs. Dwyer and Mrs. O'Brien worked with the student participants to record and upload their performance in accordance with the *NYSSMA Manual Rules and Regulations*.

There were more than two dozen students who participated in the virtual festival and uploaded their performances to the NYSSMA platform. PVC was represented by seven pianists, four voice performers, two classical guitarists, six string performers and six wind instrument players. The pianists played pieces by Joplin, Schubert, Brahms and Chopin. Middle School voice performers sang songs like *Castle on a Cloud*, from *Les Miserables*, *On the Street Where You Live* (Loewe), *Wiegenlied* (Brahms), *Ave Maria* (Shubert) and *How Can I Keep From Singing* (American folk song). The students and music teachers were pleased with the performances and the opportunity that NYSSMA provided. Students were able to receive important feedback from the NYSSMA judges.

### **The Transition to Five Day a Week of In-Person Instruction:**

The most significant and long-awaited change that students and the staff experienced this school year was the transition that returned students to five days a week of in-person instruction. Starting on Tuesday, April 20th, PVC Middle School welcomed students as they returned to an instructional model that represented a more normal school experience. There was a great deal of preparation that went into making this possible. It was entirely worth that effort. A celebratory mood was palpable and prevalent from that week until the end of the school year in June.

On that first morning, students and teachers met each other at the main entrance, under an orange and black balloon arch, to commemorate this moment and to signify the cessation of the hybrid model. As students waited to gain entry into the building, they wrote positive messages on the sidewalk, in front of the building, with the chalk they were provided.

Middle School teachers worked diligently to ensure a smooth transition and to make the final preparations in their classrooms to accommodate the students. Teachers organized supplies and materials so that students would be able to access whatever they needed and take the first step towards acclimating themselves to the routine of the school day. Teachers also collaborated with their grade-level teams to plan for the weeks to come. Teachers utilized this time to arrive at a uniform plan to review the health and safety protocols and to discuss instructional goals.

Over the course of this first week, the teachers and school administrators seized on every opportunity to review and monitor the health and safety protocols. The public announcement system was used to remind students of the protocols prior to every transition. At the start of the lunch periods students were provided precise and clear instructions about how each grade would obtain their lunches and go outside for recess, as detailed in the transition guide. At the end of the day, the PVC teachers and other staff guided students with the staggered dismissal and assisted them in getting to their buses, meeting their parents in the pick-up area and reminding them where they could store their personal protective shields. The attention to the protocols, and support of our students, was also evident during the school day for the remainder of the school year. The adherence to the health and safety protocols ensured that the transition was successful, the proper cautionary measures were being taken and that it was being communicated to the students that all members of the school community needed to continue to be careful and respectful of the protocols.

In upholding and monitoring the health and safety protocols, the PVC faculty and staff played an essential role in keeping the students safe and orderly. Teachers monitored the hallways and made sure that students were mindful of the directional arrows on the hallway floors and staircases. The counseling team also helped students with this transition and in dealing with the emotions some of the middle school students were experiencing. In assessing this transition, the middle school students did a wonderful job in showing initiative and demonstrating that they respected the protocols and one another.

To the middle school students, the most important change in all of the changes associated with this transition (affectionately called “The Big Come Back”), was the resumption of the use of the lunch line and a more robust recess experience. After students ate lunch in their designated cohorts, they went outside to the play yard at the back of the school. Students walked around the field, played Gaga ball, four-square and other activities that allowed students to maintain social distance and decreased the

likelihood of collisions or close contact with others. As time went on, other activities were allowed and students played light games of soccer and football.

The middle school students were excited to come back full-time and our teachers were energized by having the students together.

The investment in reviewing the protocols, monitoring students' adherence to them and providing students with feedback, made for a smooth transition and allowed PVC Middle School to get on with the business of school with a greater attention to learning. Once things settled down and the students were acclimated to the five days of school a week model, attention was diverted to ending the school year in the most appropriate and celebratory manner possible.

The PVC Middle School staff and school administration focused their attention, discussions and forward thinking on how to plan for the remainder of this school year.

- How do we best use the remaining time in May and June to prepare students for the next stage of their journey?
- How can we assess students and provide accurate feedback on the 3rd Trimester standards-based report card?
- What communication(s) with parents will be necessary?
- How do we continue to support students both academically and social-emotionally?

It was out of these discussions that it was determined which learning experiences would be the focus of the last months of school. In the same manner in which the faculty had started the year, they looked to close out the 2020-2021 school year by identifying priorities and making instructional choices that would have the most benefit for their students. Teachers planned with their teams to provide for the most meaningful academic experience, while continuing to offer appropriate social-emotional support for their students.

In transitioning students back to the full, in-person experience of school, ninety-five percent of students returned and participated in this model. In all of the excitement, the students who remained remote were not forgotten. As teachers planned end-of-year events, they invited the remote students. Being that these activities and excursions were outdoors, most of the remote students felt comfortable attending. This was especially important with the 8th grade activities, such as the movie night and graduation, in which every 8th grade student participated. To further remind remote students that they were valued and would never be forgotten, the school administration and the counseling team hosted events to help maintain connections between them and the school.

## **6. Communication and parent involvement:**

### **Student Support:**

Grade level teams, departments and the school's counseling team took steps to communicate which supports were available for their students. Teachers, with the cooperation and input of the school administration, sent letters and e-mails to parents letting them know of opportunities for their children to obtain additional support. This was seen in how students were recruited for extra help, homework club and the Regents science prep course being offered virtually in the summer of 2020. The school administration advertised the multiple opportunities available for students to obtain both academic and social-emotional support. With the inception of the Academic Mentoring Program, the school administration communicated through different mediums as to how parents could get their

children involved. The school administration also held virtual meetings to provide encouragement to students and parents that were considering participating in this new program. Each of the weekly principal communications had information about additional academic support opportunities. Information about Wednesday afternoons and after school virtual opportunities were accompanied by the links to take part in these virtual experiences. Support staff also communicated with students and parents to explain intervention plans created by the students' teams and the process by which PVC Middle School would help 8th grade students transition to high school.

The amount of communication with parents, students and the community increased this year. Teachers communicated with students and their families regularly, using e-mail, telephone and Google Meets. The school administration also increased the amount of communication with families by -- Sending out a weekly communication that informed parents of learning expectations, new developments, announcements from the New York State Education Department and creating daily videos for both students and parents. With the impending transition back to five days a week of in-person instruction, information about the changes associated with this effort was made available in various ways. *Coffee Talks* were dedicated to this topic. Screencast videos were created and a comprehensive transition guide was disseminated to ensure that information was available to all students and parents and that this communication reached all stakeholders. During the 2020-2021 school year there was an unprecedented amount of information being communicated with families and the community.

#### **Back to School Night and Parent Teacher Conferences:**

As were many annual events, this year's Back to School Night and Parent-Teacher Conferences were different than in past years. PVC Middle School engaged the community in the first ever virtual Back to School Night and subsequent conferences. On September 9th and September 14th, 2020, PVC Middle School hosted virtual Back to School night events by assigning two grade levels to each of these dates.

A great deal of preparation and communication went into making these evening events successful. Prior to each of the above dates, communications to families were sent out announcing the format and providing the virtual access links for meetings with the teachers and the opening remarks by the school administration. The PVC-PTA and a representative of the Croton-Harmon Board of Education also attended and provided remarks on both of these occasions.

Parents were able to "visit" their child's teachers and learn about the curriculum and the instructional goals that would guide their child's experience this school year. Parents attending the introductory session, heard from Principal Michael Plotkin. In his address titled, "A Renewed Normal", Mr. Plotkin spoke about the health and safety protocols, the instructional models, learning expectations and how the faculty and staff at PVC Middle School would persevere in their quest to provide every student with the best educational experience and highest level of social-emotional support possible.

A few weeks later, parents scheduled conferences with their child's teachers through the PTCFAST online conference scheduler. These conferences were spread out over the course of three weeks to accommodate parents and offer multiple opportunities to participate. On October 27th, 30th, November 3rd, 5th, and November 10th, parents attended virtual conferences with their child's teacher to discuss their progress and further develop a working relationship with the teachers. Over the five dates there were 770 conferences scheduled.

**5th Grade Parent Orientation:**

With the onset of the pandemic in the spring of 2020, the orientation of rising 5th grade parents was cancelled. In-person meetings and tours of the school were not a possibility. Instead, the school administration hosted Zoom meetings and provided the students with a virtual tour of the building and shared several screencast videos that provided information about PVC Middle School to the transitioning fourth graders.

Starting in May of this year (2021), the PVC Middle School administration began an orientation process that was a departure from the past structure of this annual event, but a vast improvement to the solely virtual format of the spring of 2020.

On Monday evening, May 10th, Mrs. Scollins and Mr. Plotkin hosted a virtual parent orientation for incoming 5th grade parents. Seventy-one parents attended. During this hour-long presentation, the school administration stressed the importance of the transition from elementary to middle school and the support structures in place to ensure their child's success in this endeavor. One of the aspects of this presentation that was significantly poignant, was identifying the "essential elements of an effective middle school." Speaking to the parents about the importance of academic rigor, social-emotional learning, support of their child wherever it is needed, and how this takes place at PVC Middle School, provided attendees with a good understanding of what to expect as the faculty and staff work with their children. After the presentation, parents asked questions and had an open discussion about what they can expect in their child's experience at PVC. Parents exited the virtual orientation being reminded that there are people at PVC Middle School that are eager to collaborate with them and support their child's transition to middle school.

In the weeks that followed, the school administration and counseling team provided small group tours to parents and their children. For the soon-to-be 5th grade students this was another opportunity to tour the building. They had visited with their classes in the preceding weeks and had lunch at the middle school as part of the student portion of the orientation process. These tours were structured to familiarize students with the layout of the building and were given to both in-person and fully remote students. In addition to this visit, videos were sent to the students and families, providing them with information about clubs, recess, their schedules and other facets of middle school life.

As part of this year's orientation process, the school administration conducted tours of groups of ten people or less. Parents signed up for a touring time and participated in a tour during times after school and on the weekends. This time provided the school administration with the opportunity to reassure parents of the efficacy of the efforts to welcome and properly support their children. These encounters also provided the parents and the school administrators with the chance to get to know one another and the first steps to building a professional relationship.

One of the positive developments in this process was the ability to be more flexible with the families of the incoming 5th graders. Offering multiple dates and times, to take part in the orientation process ensured a high degree of participation by parents. The school administration provided this experience to over ninety percent of the incoming class and their families.

**PVC-PTA:**

The PVC-PTA occupied a very important and significant role in making this year the best that it could be. From the start of the school year, the Executive Board of the PVC-PTA met with the school administration and identified goals and determined how they could support the students and teachers of the middle school.

The PVC-PTA supported numerous enrichment activities that took part this year. Students participated in virtual learning experiences that transcended the usual and enhanced their learning experience this year. The PTA's willingness to orchestrate virtual meetings between classes of students and experts in various fields, added to the richness of the learning that the middle school students encountered.

The PVC-PTA also collaborated with the school administration to support the faculty and staff and to provide them with meaningful reminders of how much they were appreciated. The PVC-PTA arranged for teachers to enjoy a gourmet lunch on two occasions. In the fall and, once again in the spring, the teachers were treated to Middle Eastern and Mexican inspired food from the food trucks that the PTA furnished.

The PVC-PTA also worked with the school administration to the benefit of all of the 8th grade students. In creating an end-of-year experience for the graduating class, the PTA generously provided for various activities and added to the celebratory aspects of these occasions. The PTA provided Italian ice for the 8th Grade Festivus afternoon. The PTA planned an 8th Grade movie night that included a big screen outdoors, a food truck and a Mister Softee ice cream truck to serve the students during the event. Furthermore, the PTA provided every 8th grade family with a lawn sign that commemorated the individuals of the graduating class. The PVC-PTA also provided for the decorations at the PVC Middle School graduation. The PVC-PTA was instrumental in ensuring that the middle school students had a memorable end of the year and that there was no cost to parents or students.

**Coffee Talks:**

This was the third year that the PVC school administration held daytime and evening *Coffee Talks* to communicate and collaborate with parents. Each engagement had two purposes -- to provide parents with information regarding the academic progress of students and to receive feedback and input on those efforts. This year's *Coffee Talk* events were all virtual and were of increased importance. This year, these venues were utilized to communicate important changes to parents and to provide parents with insights to the work going on at the middle school and what parents could do to support these efforts with their children. The topic of the 2020-2021 *Coffee Talks* were as follows:

- Reopening School- The 2020-2021 School Year
- RULER at Home: Creating a Home Charter
- Social-Emotional Learning and Support for Children in the Age of COVID-19
- Schooling During a Pandemic: A Conversation about Learning and Supporting Students
- The Importance of Routines
- The PVC No Place for Hate Campaign
- Transitioning to 5 Days: The PVC Plan
- Review of the Transition Guide and Answering Questions about the Transition Back to Five Days a Week of In-Person Instruction

For each *Coffee Talk* engagement that was held, the school administrators produced a screencast video for those parents and community members that could not attend. Those presentations were sent to all PVC households through K12 Alerts and can be found on the school webpage and on Mr. Plotkin's and Mrs. Scollins' Youtube channel.

***New Parent RULER Night:***

With the absence of in-person events and the increased need to support students through the challenging times of the 2020-2021 school year, PVC Middle School hosted a virtual event aimed at introducing parents to the RULER approach at PVC. This event was held to offer parents of 5th graders, and new parents to the district, an opportunity to learn about how social-emotional/emotional intelligence skills are taught at PVC Middle School. This event also provided parents with the opportunity to learn more about the purpose of Advisory and provide an overview of the RULER anchor tools. Parents were provided with insights as to how they could use the RULER anchor tools with their children at home and were made aware of the resources available to them.

***Leading Through RULER:***

The school administration seized upon every opportunity to promote RULER concepts and practices throughout the school community. Through every parent meeting, connections to the RULER approach and the academic growth of students was made and accentuated. Meetings with parents and teachers highlighted the effectiveness of RULER practices like the Mood Meter Check-In and offered the attendees opportunities to practice these techniques.

In April, Mr. Plotkin presented at the Yale Center for Emotional Intelligence Implementation Conference. His presentation, *Fostering a RULER Community in Your School*, highlighted the PVC Middle School experience with championing the RULER approach with the Croton-Community. Mr. Plotkin shared how to best engage parents and underscored the RULER approach's connection to the district's Strategic Coherence Plan and the school's goals. Mr. Plotkin was also part of the leadership panel at this regional conference.

***Croton Caring Committee-PVC Partnership:***

PVC Middle School resumed its partnership with the Croton Caring Committee this spring. After collaborative planning with Carrie Sena, the Executive Director of this community based entity, the school administration and the Croton Caring Committee were able to co-host an event for the community's senior citizens, which involved middle school students. This was the first collaborative event that the middle school and this organization held since November 2020.

On Wednesday, June 2nd, Senasqua Park was set-up to host about fifty seniors for *An Afternoon In the Park*. Middle School students participated in this event in various ways, and ensured the success of this endeavor. Some of the middle school students were greeters and others brought seniors their packages of snacks and bottled water. Middle school students provided music for the afternoon as a jazz trio performed and Sara O'Brien accompanied about twenty students of the orchestra. With the backdrop of the Hudson River and the melodic sound of students playing, it was a perfect afternoon. The middle school's collaboration with the Croton Caring Committee and the success of this event serves as another illustration of how the middle school continues to foster important community relationships and strives to resume meaningful activities that were regular occurrences prior to the pandemic.

**Connections with Parents/Households:**

The school administration is proud of the manner in which it has communicated with the community. From the start of the school year, Ms. Scollins and Mr. Plotkin communicated with every household about what made the PVC experience so special. The school administration sent safety reminders, best wishes for the holidays and tips for keeping students engaged in the learning process. The school administration shared technology tips with parents and provided them with resources as to how they could support their children with virtual learning. The school administration was diligent about communicating information to ensure that parents were well-informed about what was happening at PVC Middle School and the frequent changes that PVC Middle School experienced this school year. These communications came in the form of information about health and safety protocols, notices about state exams, expectations for remote learning, the changes associated with various transitions and opportunities to engage in discussions with the teachers of PVC and the school administration.

**7. Building Planning Council:**

The PVC Middle School Building Planning Council (BPC) convened virtually on a monthly basis. This group consisted of four parents, four teachers, the school administrators and a member of the Board of Education. This year, the agendas were set in the fall of 2020 and the topics for discussion and exploration were identified. The members of this group provided critical insight and feedback for the work being done at PVC and the pursuit of the aforesaid goals. The members of the Building Planning Council played an increasingly important role in serving like a “think tank” to review ideas and other critical issues pertaining to the pandemic and the experience of students. Providing the school administration with feedback, and input about the progress of school-wide efforts, was invaluable.

One of the most important contributions the BPC made this year was to provide the school administration feedback regarding the health and safety protocols and the effects of such measures on the school experience of students. The PVC BPC reviewed and assessed the system put in place at the middle school - that was part of the Re-entry Plan. The BPC inquired and provided recommendations concerning the social-emotional approach and support employed at the middle school. This was particularly important given the state of the world. The BPC provided vital and helpful recommendations for how to construct a transition and orientation process that would abide by the health and safety protocols, while offering the rising fourth and eighth graders a worthwhile experience. As in years past, the members of the BPC reviewed the middle school Code of Conduct and made edits in an attempt to make it more concise and understandable by parents and students alike.

**8. Growth Opportunities for the 2021-22 School Year (*please include areas that need improvement*):**

Pierre Van Cortlandt Middle School has made great strides this year in the face of substantial challenges and changes. The faculty and school administration recognizes and celebrates the attainment of PVC’s goals and the many other accomplishments of the students, faculty and the school community as a whole. During the 2021-2022 school year, the school administration and faculty will continue to build on the successes of this school year. The school administration will continue to set its sights on several broad areas of continuous improvement: (1) supporting the attainment of the goals of the District’s Strategic Coherence Plan, (2) continuing to strengthen the social-emotional programs and experiences at PVC Middle School, (3) taking proactive measures

deliberately aimed at promoting ongoing instructional improvement to promote student growth and achievement and (4) fostering a positive school climate in which inclusiveness, diversity and warmth are valued aspects of the school culture, and where all things are possible for students and faculty and enthusiastically pursued by both.

PVC Middle School building administration and faculty will focus on the following work for the 2021-2022 school year:

1. Strategic Coherence Plan, Year V: Collaborate with our district colleagues to set District goals and building level goals.
2. Continue the PVC RULER approach to include a focus on the emotional health, well-being and growth of PVC's students and staff.
3. Identify and implement measures to strengthen the restorative culture at the Middle School.
4. Utilize the New York State Culturally Responsive-Sustaining Framework to guide curriculum modifications and professional development.
5. Strengthen student support systems at PVC Middle School with a focus on English Language Learners and access to Tier II interventions for all students.
6. Continue to support faculty with professional learning experiences targeting goals of the Strategic Coherence Plan relating to the Profile of a Graduate and specifically empathy, initiative/self-direction and flexibility/adaptability.

## Croton-Harmon Union Free School District

Principal 2021 Year End Report

<b>Building: Croton-Harmon High School</b>	<b>Principal: Laura Dubak</b>																								
<b>1. Enrollment and demographics:</b>																									
<p>During the 2020-2021 school year, 493 students were enrolled at Croton Harmon High School. The following shows the breakdown of students based on reported gender and ethnicity as per Infinite Campus.</p> <p>Female: 255 Male: 238 <i>Total Students: 493</i></p> <p>White: 66% Hispanic: 20% Black: 4% Asian: 6% Multi-racial: 3% Pacific Islander: 0% American Indian: 0%</p> <p><b>ESSA Categories:</b></p> <p>Graduation Rate As of June 2021: 98.4%</p> <p>Suspension Data 2020-2021 0 Out of School Suspensions 1 In School Suspension</p> <p>Absenteeism 2020-2021:</p>																									
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Grade</th> <th style="width: 15%;">Opening Enrollment</th> <th style="width: 15%;">Total Absences</th> <th style="width: 15%;">% Attendance</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>124</td> <td>730.49</td> <td>96.51%</td> </tr> <tr> <td>10</td> <td>128</td> <td>861.60</td> <td>95.09%</td> </tr> <tr> <td>11</td> <td>123</td> <td>941.95</td> <td>95.64%</td> </tr> <tr> <td>12</td> <td>129</td> <td>950.29</td> <td>95.52%</td> </tr> <tr> <td>UGS</td> <td>3</td> <td>8.35</td> <td>95.80%</td> </tr> </tbody> </table>		Grade	Opening Enrollment	Total Absences	% Attendance	9	124	730.49	96.51%	10	128	861.60	95.09%	11	123	941.95	95.64%	12	129	950.29	95.52%	UGS	3	8.35	95.80%
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Total	504	3,492.68	95.71%
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**2. Building goals and progress:**

As we continue to work towards our district’s strategic coherence plan guided by our profile of a graduate, the building goals were designed to further this work, build on last year’s progress, and address the unique challenges of this particular school year to ensure that our students and staff were supported and thriving. Goal #1 was paramount this year focusing on the instructional program as well as health and safety protocols to allow our excellent instructional program to continue with no interruption throughout the year. The CHHS faculty and staff rose to every challenge we faced and innovated, adapted, empathized with our students, and thought critically to solve problems. The level of creativity and infusion of technology that our faculty demonstrated in service of our students this year was outstanding. The building goals also support our ongoing efforts to focus on the student experience and promote a culture of inclusion, equity, and wellness for all of our students.

**Goal #1 Support the hybrid and fully remote instructional program at CHHS through support, professional development, supervision, and sharing best practices. Provide ample structures for student connection and support.**

The building administration worked with the district and the re-entry task force to craft schedules that were conducive to ever-changing guidelines required of us due to the pandemic. These schedules were created to meet instructional time requirements, reduce transitions, cohort to the extent possible, and promote health and safety practices all while ensuring that our students retained the level of course choice and access that they are accustomed to and that we are so proud of at CHHS. While instruction is always paramount, we also had to make sure that our students and staff were trained in and had access to required PPE, had clear protocols, and that we continually monitored these practices. Throughout the year, we analyzed our hybrid model and were able to invite more students in gradually 4 days per week. By January, we were able to have all students with IEPs in full time as well as some other students that our at-risk team identified as being in need of greater support. As we got to the wonderful moment in April when all of our students were invited in 5 days per week and our hallways were full again, we continued to be diligent in our health and safety practices so that we could end the year strong and together.

We focused on student connection beginning early in the year with fully remote student meet and greets including a separate one for our incoming remote 9th graders to meet their teachers and key staff members. We completely revamped our learning center model to create remote learning coordinators who are faculty members that met weekly with fully remote students to support them academically, emotionally, and in making sure that they remained connected to our school without physically being here. This structure was in place from the first week of school and we adjusted the assignment of coordinators as students changed their learning model throughout the year. We are extremely proud of the level of support we were able to provide to our fully remote students through this model and reallocation of resources.

We adjusted our CHAP schedule so that CHAP groups met weekly to add another layer of connection and support for our students in groups that they have been in with the same staff member throughout

each year of high school. We also built in guidance counselor drop-in times each Wednesday in our schedule so that students had an open time to see their counselors without the need for appointments. In addition, counselors sent out a check-in Google form to all students each quarter to assess how they were doing and what support they might need. In December, we engaged in a faculty meeting where we focused on identifying which staff members were connected to each and every one of our students so that we could ensure that each of our students had multiple connections in the building and we utilized these connections to make outreach throughout the year based on who students were most comfortable with and connected to. We also used our valuable Wednesday afternoons to provide group support/programs for our students such as senior meetings with counselors to discuss important information regarding college applications, transcripts, letters of recommendations, etc. as one example.

While learning and growing in the hybrid model, we focused on security and safety in the online world for our students such as by becoming one of the first schools to find a way to authenticate users in Zoom. This way our students were required to log into their classes using their CHUFSD accounts to ensure that no unintended visitors came in as we had seen was becoming an issue throughout the country in the hybrid/remote learning environment.

Technology learning and support was crucial this year and several of our teachers created a forum for sharing self-created technology tools and tips using a Google Classroom page. It became a robust source for professional development among our faculty and staff. We supported professional learning and best practice sharing consistently through our professional development in faculty meetings, curriculum coordinator meetings, and collaboration time. We focused on authentic assessment, personalized learning, and student choice as some examples. In a similar manner, we approached Infinite Campus training where different “experts” among our staff took turns learning and turnkeying features of the new SIS to one another.

We maintained our focus on real-world and hands-on experiences with our students, making sure to follow safety guidelines. Our science teachers adopted hybrid labs early in the process where students in the building would work on real-time labs while Zooming at home with students. In this way, all students accessed labs using both traditional and online formats. Similarly, although we could not do in-person exchange programs, our French teachers conducted a virtual version of the La Rochelle program where our students regularly connected through making videos and sharing and responding with the students in France. Our art classes never stopped creating and the teachers worked tirelessly to prepare alternate assignments and take-home material kits for remote students so that everyone had the same access to projects and materials.

**Goal #2: Conduct a multi-year inquiry into school culture and what we are looking for in terms of school spirit and culture for faculty, staff, and students. Increase student engagement, connection to school, and leadership development opportunities. Focus on continuing to develop culture creatively in the context of an unusual year.**

School culture and spirit this year was another challenge in the pandemic but a very important area of focus. We began the year by identifying how important extracurriculars were tied to student well-being, particularly through re-entry meetings with students. Students noted how important clubs and helping periods are to their overall mental health. We worked with club advisors to ensure that almost all of our clubs could run virtually based on this, even if the work of the club did not look exactly the same. We created a virtual club fair that was very successful to expose our students,

especially our new ninth graders to the array of options. Each club advisor and club leadership created a short video sharing the work of their club and inviting members as well as a sign-up sheet. Our clubs were up and running by October. Similarly, we worked with our SFC to designate time that would be effective for student government, because that remains a very important part of our school despite schedule changes and we no longer had our G-day mornings.

We continued our new practice of using the Remind App for daily announcements which has been overwhelmingly successful and was particularly helpful since half of our students were not in the building at any given time this year. Although we did not create this program for the pandemic, it really blossomed during the pandemic in keeping our students informed and connected.

Our Building Planning Council has begun the work of revising our handbook to better reflect our values around restorative approaches. This is a tangible product of work that began late last fall in the form of action research. The implementation of restorative approaches has quickly become the fiber of how we operate from a disciplinary perspective at CHHS and we now have a handbook guiding our students and staff that reflects this.

We continue to value the support of our PTSA and other community partners who have done so much for us this year. They supported us with school spirit events, student connection events, spirit wear, end of year celebrations, college essay support, and more. They too had to think creatively in the context of this year and have been essential in making this year special for our students and staff.

**Goal #3 Focus on the student experience and student wellness by promoting a safe and inclusive environment for all students including work on culturally responsive pedagogy, practices, and anti-bias education.**

We are so proud of our recent designation as a No Place for Hate School. This school-based, student-led program was something we began exploring last year and were able to bring to fruition this year. For 8-10 sessions of CHAP this year, students focused on a series of exploratory and learning experiences. All students in the school experienced each of these lessons:

### **Activity #1**

#### Sharing Stories, Building Empathy

This activity began with students watching and discussing Chimamanda Adichie's "The Danger of a Single Story." They then read and discussed stories shared anonymously by current students and recent alumni of times they were marginalized or discriminated against using question prompts such as:

- How does hearing these stories make you feel?
- Are there any single stories that you see in any of these stories?
- How might the person who shared have felt? What aspects of their identity are challenged, ignored, marginalized by this moment?
- What questions do you have?
- How would an upstander, bystander, or ally respond in this situation?

- What tools would an upstander or an ally need in order to make an impact?
- What will you think about moving forward after hearing these stories?

## Activity #2

#That'sNotFunny

In this activity, students learned about and discussed the common occurrence of racist "jokes" and the impact of those. In this lesson, students also learned about and practice ways of responding to peers when they hear or around this so that students could begin building a set of tools they can use depending on the situation using the ADL's guidelines for responding:

- Clarify for yourself what you want to get out of the interaction. If your primary goal is to express your anger and indignation toward the offender, it is unlikely that the interaction will be personally satisfying or change the person's behavior in the future.
- Assume good will. Many people who make offensive remarks do so out of ignorance.
- Talk to the person privately. By speaking to the offender one-on-one, you remove the person's need to "save face" publicly or to defend the actions in front of a group.
- Use "I" statements, not "you" statements. Your goal is to let the offender know how you feel about what was said. Choose words that will help eliminate the offender's need to defend his or her actions.
- Remember your rights. You do not have the right to dictate someone else's sense of humor. You do, however, have the right to request that this type of humor not be used in your presence.

## Activity #3

Intentional Acts of Respect

In this activity, each CHAP class generated proactive ways that they as individuals and we as a school can be proactively respectful. We generated a schoolwide list that we will use to kick off the school year next year and make some shared commitments as a school community based on this student-generated list.

## STAR Club Summer Reading and Juneteenth

Our STAR Club continues to be an active and vibrant part of our school. This summer, they have selected the book *An African American and Latinx History of the United States*, by Paul Ortiz and will be hosting a discussion this fall. In addition, in recognition of Juneteenth, our STAR club put together a video that will be shown to all of our students in their classes: [Juneteenth Video](#).

Building administration has also been working with students, a group that has grown to 18 students, regularly (at least every other week) just to talk, process, and plan around the student experience and culturally responsive pedagogy and environments. This has become an advisory group of sorts but has also really become a safe place for our students and a place where we are working together to solve problems. They very much value what it means to be an activist and really understand the global picture of what the District, BOE, and school is working on and see themselves as a valuable part of that work. We invited a facilitator to work with us early in the planning stages to give us some

ideas. From there, the students planned and facilitated a CHHS conversation around race and equity where they invited their teachers and engaged in conversation around their real stories.

In supporting our students this year, we also had to make sure that our policies and requirements were responsive to the pandemic. We looked carefully at attendance/credit policies and worked with the BOE Policy committee to recognize that existing policies such as denying credit due to lack of attendance does not make sense this year, for example. We have also revised our community service requirements to allow for a range of activities to fulfill the hours. These are just two examples of how we carefully examined policies to make sure that they made sense in the context and still served the intended purpose without placing undue burden on our students or families or preventing student success.

### **3. Curriculum and Instruction:**

Working with our technology department, CHHS developed a BYOD policy where students had the option of bringing/using their own device or using a school-issued Chromebook. We developed and revised acceptable use for the purpose of BYOD, and it was a very successful first year of the program that we look forward to continuing in the future. For high school students as they look ahead to their post-secondary steps, many are more comfortable with their own devices and have adapted those devices to meet their needs. By allowing them the flexibility to learn using what is best for them, while making sure that everyone was able to get a school device if they preferred, we supported our students in a personalized way. This is an important skill that they will take with them in their post-secondary journeys.

Our teachers created a Google classroom page where they are sharing self-created technology tips and videos to show their colleagues new tools and how to maximize the tools we already have. Teachers utilized Wednesday afternoon professional development time regularly to share and demonstrate tips as well as visited each other's classes to see the facilitation in real time. Through experimentation, we adjusted our technology setup so that each teacher was able to configure their room/setup to meet their needs and teaching style and have been working collaboratively to do so.

We maintained our focus on real-world and hands-on experiences with our students, making sure to follow safety guidelines. Our science teachers adopted hybrid labs early in the process where students in the building would work on real-time labs while Zooming at home with students. In this way, all students accessed labs using both traditional and online formats. Similarly, although we could not do in-person exchange programs, our French teachers conducted a virtual version of the La Rochelle program where our students regularly connected through making videos and sharing and responding with the students in France. Our art classes never stopped creating and the teachers worked tirelessly to prepare alternate assignments and take-home material kits for remote students so that everyone had the same access to projects and materials.

We also maintained our full complement of AP courses and prepared our students to take very different AP exams this spring in a variety of formats. Our AP exam coordinator expertly navigated the extremely complicated scheduling, setup, and technology troubleshooting and we are very pleased about our students' success on these exams. Our AP teachers met regularly to check in on coverage and progress to ensure that our students would be fully prepared for the exams, few of which had curriculum that was truncated due to the pandemic.

Our social studies classes participated in the Holocaust and Human Rights Center Institute on Human Rights again this spring (virtually) and had a wonderful experience leading small group forums and participating with schools across the area.

Ms. Light-Donovan organized another incredibly successful Science Research Symposium this June that featured our senior in-depth presentations. Despite the challenges of the pandemic, our science research students participated in competitions, found mentors, and made excellent progress. Our first year students were supported by an incredible set of seniors who not only completed their own projects but also ensured that the newer students were inculturated into the program for the future.

#### **4. Building specific professional development:**

While professional development is always important, this year in particular, adaptive, responsive professional development was essential and a hallmark of what made our year so successful.

##### **Faculty meetings**

With students and staff, we began the year by setting our intentions. It is easy to focus on how different things were, but instead we focused on these questions:

- What are you looking forward to during the month of September with your students/colleagues once classes start?
- How might you contribute to a climate of care (something you'll do, a structure you might have in your classes, etc.) for your students and/or colleagues in the upcoming year?

As we prepared for the first week, faculty engaged in professional development as well as a number of opportunities for training in procedures and practices for the new year. Curriculum coordinators at the high school led their departments in a hybrid lesson utilizing our new technology setups. We identified [“base models”](#) to help teachers focus on effective ways to utilize the technology and to focus on what is most effective *now* knowing that they will learn and grow throughout this year.

##### **10/21/20 Professional Development (½ day PD)**

This afternoon started with a mindfulness workshop to focus on teacher and staff well-being. Prior to the professional development session, each department’s curriculum coordinator worked with building administration to develop their afternoon plan. The guiding questions were:

*How do we continue to grow through adversity and pursue excellence? What does excellence look like in the hybrid model?*

Each agenda was planned with the goal of meeting people where they are and processing with curriculum coordinators what the specific needs and mindsets of each department are at this time and how best to support them in moving the work forward. We were sure to balance time for troubleshooting with time for substantial work centered around curriculum and lesson planning in the hybrid model. Teacher aides worked on their technology skills and implementation of testing accommodations in the remote and hybrid settings. Embedded in that is more technology training that will also help when they serve as substitutes in our building. Here are the links to the agendas if you would like to see what each group worked on:

##### **12/9/20 Professional Development (½ day PD)**

During this session, we continued to work with teachers on the guiding questions: *How do we continue to grow through adversity and pursue excellence in the hybrid model?* We worked with our curriculum coordinators to craft agendas that were responsive to their department's needs as well as to make sure that there was time for teachers to focus on RTI and outreach. In addition, departments reflected on questions facilitated by curriculum coordinators designed to synthesize observations around student performance, the concept of "Covid slide" and how we have adjusted our practice to meet the needs of our students. This anecdotal data in conjunction with an analysis of our AP scores over time, STAR Assessments, and our GPAs from the spring to the first quarter of the year are helpful for us to understand the impact and how we are meeting the impact in the context of our current measures of student performance.

### **The Path to June 25th**

The theme of our faculty meetings in April and May was "the Path to June 25" where we spent time with faculty focusing on what we need to do in our classes to maximize the in-person experience, adjust our assessment practices, and continue to focus on assessment. We read an article to prime our discussion:

<https://www.forbes.com/sites/lindadarlinghammond/2021/04/05/accelerating-learning-as-we-build-back-better/?sh=49bcc2e56722> and then departmental groups reflected on and recorded their thinking on the following questions:

- What resonates with you from the article? What are you left thinking about, wondering, or challenging?
- How are you using time in your classes now and looking ahead to the next month or so? What are you prioritizing and why?
- How are you approaching assessment? Has this changed at all throughout the course of the year?
- Anticipating that there could be some changes in performance in quarter 4 with more students returning and potentially different formats for assignments, assessments, etc. at play, how will you approach communication with parents and students about progress?
- What do you want to make sure that your students end the year knowing, being able to do, or thinking about?

The conversations were thoughtful, data-based, and reflective. One group shared how they are stacking their curriculum now to allow for more reflective, fun, project-based opportunities to close out the year. Another group shared how they are going to approach communication with students and families with weekly progress check conversations. Another group talked about "small-scale" assessments and how they will use the results of those to adjust plans for the next course in the sequence that those students will take. Our PE/Health team reflected on where they were last September discussing the need for greater accountability in their classes to now after seeing this year how much their classes support students' overall mental health, wellness, and fun. Another group talked about how well some of our strongest students and our most struggling students have done with virtual options. There is a narrative (true for the majority) that all students have struggled, but some of our students have actually thrived as well and we want to see what pieces of the system this year allowed them to thrive that we can incorporate as we move forward. We will be continuing this type of conversation, reading from more sources, and end the year really thinking about what we have learned and what we want to keep as we create what normal looks like again next year and beyond.

### **Supporting ENL Students**

As our at-risk and RTI committees have been meeting, we see that some of our ENL students are in particular need in the remote and hybrid learning model. Although at the high school we have invited our students who are classified as ENL to be in 4 days a week, this is not possible for all of them and remote learning can be challenging from a language perspective. Our at risk committee works with students and families to intervene on an individual basis. Katharine Ellingsen also led a meeting that all teachers and staff members working with our ENL students attended to share feedback from the students as well as concrete strategies and suggestions to improve their learning experience and focus on equity. Here is a copy of the presentation that she created that includes the voices of many of our students:

[CHHS Support for ENL Students During Remote Learning.](#)

### **Backwards Planning - Envisioning How We End Courses This Year**

Beginning in January, we worked with our curriculum coordinators at the high school to look ahead to the end of the year. We had a similar conversation and planning as we thought about how to end our courses last year, but this year we were fortunate to have much more time and data to inform our planning. One of the very positive consequences that has come out of this year is the creativity and flexibility that our teachers have demonstrated around assessing students for learning while also seeing our students be extremely successful on traditional measures such as AP exams and being well prepared for Regents exams, without knowing at the time whether those exams would take place.

Some of the questions that guided our vision for ending the year included:

- How do we envision wrapping up our courses?
- How can we best assess students based on this year in preparation for next year?
- What have we learned about assessing student learning this year and how does that apply to this conversation?
- What aspects of assessment have we grown in this year and how will that look when we “get back to normal”?

Coordinators brought this conversation back to their departments and worked on planning backwards from the end of the year over a series of department meetings. In this way, we were able to spend time being strategic not just about assessment design but also about assessment for *and* of learning.

### **Focus on Transition and Teaming**

Although so much of our energy has gone towards making this a safe, healthy, and happy school year for our students, we have not stopped working towards our ongoing goals. One of these goals has been to explore the idea of creating team structures for our 9th graders as they transition to the high school. We have been working with a group of staff members since last spring to identify transition needs, visit the middle school and work with teachers there, and determine how we might better support our students in the transition to high school. Most recently, we decided that we are able to and want to move forward with a teaming structure for our 9th and 10th grade English and social studies classes. Functionally, this means that each section of English 9 will be paired up exactly with a section of Global 9 so that the same group of students have the same teacher across two classes.

We feel this is the best starting point because it is least likely to track our students since those classes are heterogenous already and we can ensure that we can build in a common planning period for the teachers involved. Starting small also allows us to pilot the concept so that we can allow the staff involved to experience the potential. Ideally, the teaming will support students by having 2 classes with common students and teachers. This will allow teachers to share information, progress,

intervention, and outreach more easily and more often with shared students across classes. Over time, the teaming will allow for more effective and intentional interdisciplinary planning, which is a goal of our school and also connected to the Tri-States visit feedback. We are excited to try this at CHHS and believe that it will be impactful for our students as they transition and it will push our thinking around interdisciplinary planning. Over time, it will also evolve into a meaningful ongoing professional development structure for our teachers.

## **5. Building specific programs and committees:**

### **Library Active Learning Spaces and Art Room**

After a very long wait, our library furniture was installed this fall and was ready for student use shortly after. This is our second redone space (the computer lab was completed last spring). We are looking forward to utilizing both of these spaces to their full potential as active learning spaces, but they provided important comfortable, safe, quiet spaces this year for our students, especially being a closed campus for the majority of the year. Additionally, our new art room (301) was completed this year. This is a project that has been in the works for over two years. It is our third refurbished space at CHHS and adds to our library and computer lab. These new spaces are exciting for our students and our staff!

### **Back to School Meetings**

Building administration met with each grade for a virtual class meetings to start the year. Although we normally do this, we wanted to make sure that in the hybrid model all of our students understand the protocols and procedures as well as feel supported starting a very different year. We went over all of the new procedures, schedules, etc. and used the opportunity to build some energy, excitement, and commitment for the upcoming school year. We reinforced our mantra of “be patient, be kind, be positive, and be present” throughout each meeting. In addition, we used the opportunity to help students acclimate to remote learning expectations such as having cameras on, entering their full first and last name for Zoom meetings, etc.

### **Virtual back to school night**

We held our first virtual back to school night this year. Parents were able to attend a [welcome message](#) prior to following their child’s schedule. We [organized the night](#) with each teacher creating a Zoom link and parents using those links according to the scheduled times. We were pleased to be able to do this following our planned timeline because connection with families is always important and we wanted to make sure that families understood what their students would be experiencing day to day in the hybrid model.

### **No Place for Hate at CHHS**

Our No Place for Hate Committee crafted a set of 3 activities throughout the year that all students participated in, which led to our official designation as a No Place for Hate School.

### **Activity #1**

Sharing Stories, Building Empathy

This activity began with students watching and discussing Chimamanda Adichie's "The Danger of a Single Story." They then read and discussed stories shared anonymously by current students and recent alumni of times they were marginalized or discriminated against using question prompts such as:

- How does hearing these stories make you feel?
- Are there any single stories that you see in any of these stories?
- How might the person who shared have felt? What aspects of their identity are challenged, ignored, marginalized by this moment?
- What questions do you have?
- How would an upstander, bystander, or ally respond in this situation?
- What tools would an upstander or an ally need in order to make an impact?
- What will you think about moving forward after hearing these stories?

## **Activity #2**

### **#That'sNotFunny**

In this activity, students learned about and discussed the common occurrence of racist "jokes" and the impact of those. In this lesson, students also learned about and practice ways of responding to peers when they hear or around this so that students could begin building a set of tools they can use depending on the situation using the ADL's guidelines for responding:

- Clarify for yourself what you want to get out of the interaction. If your primary goal is to express your anger and indignation toward the offender, it is unlikely that the interaction will be personally satisfying or change the person's behavior in the future.
- Assume good will. Many people who make offensive remarks do so out of ignorance.
- Talk to the person privately. By speaking to the offender one-on-one, you remove the person's need to "save face" publicly or to defend the actions in front of a group.
- Use "I" statements, not "you" statements. Your goal is to let the offender know how you feel about what was said. Choose words that will help eliminate the offender's need to defend his or her actions.
- Remember your rights. You do not have the right to dictate someone else's sense of humor. You do, however, have the right to request that this type of humor not be used in your presence.

## **Activity #3**

### **Intentional Acts of Respect**

In this activity, each CHAP class generated proactive ways that they as individuals and we as a school can be proactively respectful. We generated a schoolwide list that we will use to kick off the school year next year and make some shared commitments as a school community based on this student-generated list.

### **Take Back the Night - April 29**

Our student activism club planned and executed another successful [Take Back the Night](#) event this Spring. The march began at 6:30 after all health and screening protocols were completed. Several guest speakers, statements from various organizations, and student-created literary pieces were shared. Our students were very thoughtful about working with us to plan for a safe event, being mindful of Covid restrictions and protocols, and always focusing on their core mission. The students connected and shared throughout the planning with the Culture of Respect Task Force who also supported the event.

### **Student-Led Conversation About Racism, Prejudice, and Microaggressions**

Our anti-racism student leadership group that I have been working with since last spring put together a presentation and conversation opportunity for our faculty and staff to discuss race, racism,

prejudice, and microaggressions from the student perspective. They researched, created, and facilitated a Zoom session from 12:30-1:45 with 30 staff members that they invited personally to attend. Students invited any staff members to attend but then each student in the group also sent out personal invitations to 2 staff members that they wanted to invite personally. The 10 students who took the lead represented a diverse group of students. They also reflected afterwards how much they had learned from their teachers in terms of setting up a zoom “class” - they facilitated and assigned breakout groups, shared media, used jamboard etc. But, more importantly, they shared some definitions, gave us a chance to brainstorm and share around those definitions, engaged us in discussing real experiences of students, and left us with offensive terms they have heard and experienced in school and what terms can be used instead to be accurate, inclusive, and appreciate the preferences of others.

### **92nd Street Y Young Leaders Series - Claudia Rankine**

Our 11th grade English classes attended a virtual field trip through the [92nd Street Y](#) young leaders series with [Claudia Rankine](#), a renowned author, around “communicating across the racial divide in America.” The content was important and timely with our school and district goals and was a fantastic opportunity for our students to connect with other students and to be exposed to an esteemed literary figure. The 92nd street Y young leaders series is a national education program that connects leading figures in the arts and humanities with classrooms from across the country in order to help students discover their artistic and intellectual passions and explore issues that matter. This event and the supporting curriculum that came before and after students attended the virtual field trip is part of a connection to a wonderful organization that we will continue to grow and partner with.

### **Plays, Musicals, and Concerts**

This spring we were able to have our students perform both the musical and drama. As we adjusted to ever changing restrictions and protocols, we were so happy to be able to do this, especially in such a short time. Both performances were recorded and streamed for audience viewing.

Our band and orchestra concerts were held outside this year. Our performing groups and their teachers were able to create cohesive performances after spending the year with cohorts practicing separately and/or with a delay in audio. They came together as a full ensemble and produced beautiful music. This was a very important experience for our students and they persevered with their teachers to make it happen.

We are also proud to share that two of our students, Maya Gardos and Jacob Aronson, have been named National Merit Scholarship semi-finalists for 2020. This prestigious recognition is given only to high school juniors who score in the top 1.25 percent nationally on the PSAT test. 90 percent of semifinalists generally move on to become finalists, with about half of the finalists eventually winning a National Merit Scholarship.

In addition to our recent national merit semifinalists announcement, we also have 5 National Merit Commended Scholars this year:

- Hunter Brodie
- Mark Esteves
- Kacy Murphy
- Matthea Schor

- Aliyah Simpson

### **NYS Seal of Biliteracy**

We are very proud of 7 of our students who have earned this incredible designation this year:

- Jessica Craig (Spanish)
- Emil Ekambaram (French)
- Maya Gardos (Spanish)
- Camilla Giorcelli (Spanish)
- Jerilyn Harrison (Spanish)
- Eve Holzman (French)
- Matthea Schor (Spanish)

### **Science Research Symposium**

Ms. Light-Donovan held her [final science research symposium](#). Students presented on prosthetic hands, a climate change analysis on a particular species, media bias and impact on climate change, and many other topics. They engaged in in-depth discussion of their analytical methods and their description of study limitations and areas for further research/consideration. We are excited to see the growth of our science research program in the future.

### **Computer Science - JAVA Certification**

Ms. Lim's AP Computer Science students prepared for a professional JAVA Programmer certification exam from Microsoft. All of the students passed and are now certified JAVA programmers:

- Oliver Asch-Mei
- Nishant Dash
- Derick Greene
- Aidan Scelza
- Kevin Tu
- Phoebe Turner
- Dennis Coan

### **NAMI (National Alliance on Mental Illness) Walk-A-Thon**

Our health and physical education department partnered with NAMI this year as part of Mental Health Awareness Month and organized our first ever NAMI Walk-a-Thon. Student mental health is always important and we have seen this year more than ever just how much having a strong support system is for our students. CHHS participated in the [NAMI Virtual Walk](#) this year by committing to a "walk-a-thon" the week of May 17th-21st. At least one person/class walked the track during school hours for the entire week and helped us focus on coming together as a school to support mental health awareness while contributing to a wonderful organization.

### **CHOOSE**

80 of our students participated in CHOOSE this year after a challenging senior year. As much as our seniors were happy to be back to school full time shortly before they left for CHOOSE, they were excited to take on this next milestone of their senior year. Our CHOOSE advisors adapted and refined

the program this year to meet as many needs and interests of our students as possible while being mindful of Covid restrictions. Projects included traditional internships, passion projects, murals, artwork at Spencer field, and more.

### **Partnerships with Community**

We worked with Croton Caring on an idea for involving a high school student as a member of the board of the Croton Caring Committee. This program is designed to allow a student to participate in a full year of work including learning how a non-profit organization works, planning, fundraising, etc. Here is a link to information about the program: [ExPOSE Program](#). Interested students engaged in a rigorous application process including interviews and a written essay and cover letter and one of our students participated in this yearlong role this year.

As community service opportunities have become more scarce with Covid regulations and different family/student situations, we have been actively working with local organizations, especially the Croton Caring Committee to expand our options for our students. This has included opportunities for “think tank” conversations. Most recently, on February 6, 14 of our high school students participated in an “[Innovation Challenge](#)” on a Saturday (virtually) where students worked with Caring Committee members and seniors to brainstorm ways to engage senior citizens in our current circumstances. We are continuing to work with Croton Caring on initiatives such as this and are very pleased with the success of this event.

### **SAT School Day**

We held our school day SAT administration for the first time this year due to our unique schedule. Just under 80 students had the opportunity to take it at CHHS. We were pleased to provide this opportunity for our students in a comfortable environment for them, especially given that many of them had cancelled exams due to Covid at regular testing centers.

### **Course Selection**

Students engaged in our first virtual round robin event for course selection this year. Each department made short videos/screencasts outlining the course offerings for students. These videos were shared during classes with students and a teacher from the department was there to answer questions students might have. This was followed by students having individual meetings with their counselors over the next 3 weeks. In addition, counselors went into each P.A.S.S. class to meet with 9th graders to give an overview of courses and the process since this is their first time doing this process in the high school.

### **Virtual Alumni Guest Speaker**

CHHS hosted Mallory Leftland (CHHS Class of 2008) who is a senior project engineer for NASA's Perseverance project, on the Entry, Descent and Landing team speak to some of our students. Over 150 students and staff members participated in her presentation as she shared some information about the mission, reflected on her academic and professional journey, and spent time with students engaging with their questions.

### **8th Grade Transition to CHHS**

Our Big Buddies hosted their 8th grade little buddies at CHHS. The high school students ate lunch with their little buddies and then took them on building tours and played ice breaker games with them. They created group messaging lists so that little buddies could contact big buddies and each other

with questions. Our school counselors and other key support staff introduced themselves to each group as well.

### **Senior Walk at CET**

We have added one more event in collaboration with CET to host a Class of 2021 “senior walk” outside at CET on June 23rd. Our seniors came back to CET to get a send-off from their elementary school teachers and all of the students. The seniors were excited to see their CET teachers and have another celebratory event the day before graduation.

### **US News and World Report “Best High Schools” List**

And finally, CHHS has made the US News and World Report “Best High Schools” list for 2021, ranking #44 in New York State and we are extremely proud of this recognition of our school.

## **6. Communication and parent involvement:**

### **Weekly K12 Alerts**

Weekly Friday updates continue to be an important communication structure at CHHS. We try to streamline all communication, links to important information, community resources, and upcoming dates to this one communication that serves as a resource to our students and families. This practice has continued each week throughout the school year.

### **Virtual Principal’s Coffee and Conversation**

Each month, we held virtual opportunities for parents to participate in conversations. Some topics included:

- A session with our counseling department related to the particular challenges this year with standardized testing, college visits, the college search process, etc. We shared information about how we are supporting students, and answered questions specific to how things have changed this year and what we are learning from colleges and universities.
- A session on Social Emotional Supports, and Scheduling. We reviewed some of the social emotional supports and resources that we have in place at the high school including some student resources that parents might not be as familiar with such as our [virtual student support room](#) and periodic [counselor surveys](#). We then shared the overview and timeline for course selection and went through the resources and shared new features in Infinite Campus that we set up to allow students to enter their own elective course requests.
- A session on No Place for Hate. We discussed CHHS’s participation in the No Place for Hate Program so far and our plans for the future as well as how parents could support this work in conversations with students.

### **Grade 9/10 Parent Evening**

Our counseling department led our 9th and 10th grade parent meeting virtually to discuss scheduling options and the counseling program for the remainder of high school. We recorded the presentation as well and posted it on our website for any families who could not attend.

### **Class of 2025 Orientation**

We welcomed families of our incoming class of 2025 to CHHS. We held the event virtually via Zoom and had breakout room sessions at the end of the evening so that parents could ask questions of specific departments. We had an excellent turnout with over 100 families! Here is the video of our presentation:

[CHHS Class of 2025 Family Orientation](#). We know that the transition from middle to high school is very important and made adjustments to our big buddy program and other supports this year and will continue to make adjustments to meet the needs of our incoming students after their experiences during the pandemic.

### **Re-entry Parent Meetings**

In March, we held several re-entry meetings for parents in anticipation of coming back to school 5 days per week. The meetings allowed us to respond to questions, get feedback, share updated plans, changes, etc. that students might expect with the transition in addition to a document that outlined all updates that were sent to students and families.

### **End of year events - Prom and Graduation Family Meeting Opportunities**

Our planning for CHHS end of year events and celebrations was ongoing and evolving with the many changes that came at the end of the year. With our class leadership at each grade, the junior and senior classes planned for their unique prom experiences and we were so pleased to be able to host both events this year. And, our senior class experienced their first red carpet event that we worked on with the PTSA as a special “extra” for their prom. We hosted several meetings for senior students and senior parents in April and May to discuss prom as well as graduation ideas to get community input on our graduation options given the ever changing guidelines. Based on community and student feedback, we were able to plan an incredible series of end of year events.

## **7. Building Planning Council:**

### **Student Handbook Revision**

Our Building Planning Council revised our student handbook to better reflect our values and emphasis on restorative approaches and what restorative approaches look like in the context of our Code of Conduct. We focused on the introduction as a starting point to set the tone for the rest of the document and connected this tone to the different sections. We drafted 3 different proposals and worked together to analyze the proposals through the lens of what each tells a student, parent, or staff member about:

- Student expectations
- Tone we want readers to feel/understand
- Level of supportiveness through the discipline process
- Belief in Restorative Approaches
- Legal references

We ended with the following introduction:

*Croton-Harmon High School is a wonderful place to learn, develop friendships, and prepare for the future. CHHS is a supportive community where students are given the opportunity to learn and develop interpersonal and academic skills. For our students to grow and learn, they must be in a physically, academically, mentally, and emotionally safe environment. We are a school that maintains*

*high expectations for all and we are committed to supporting our students when mistakes are made. We strongly believe in personal responsibility as well as responsibility to everyone in our community. This is a guiding principle of our Code of Conduct.*

*The Code of Conduct represents the expectations for the entire community emphasizing not just consequences but also opportunities for restoration and learning through the principles and practices of restorative justice.*

*Please note that this student-friendly summary is meant to help students more easily understand and reference the Code of Conduct, but it does not take the place of the full Code of Conduct, as approved by the Board of Education, which is published on the district website or available on request in the main office.*

This introduction and the other changes will be included in our student handbook that will be reviewed and given to all students in September.

### **Pulse Surveys**

Our BPC also worked on a series of short pulse surveys to get the temperature of students in this unique year on specific topics. The surveys were carefully crafted to be short and manageable and provide us with actionable feedback to help immediately improve the student experience at different points throughout the year.

### **8. Growth Opportunities for the 2021-22 School Year (*please include areas that need improvement*):**

Continuing to focus and build on the incredible wealth of instructional technology integration that we learned this year will be a continued opportunity for growth for us at CHHS and will be integral to our school goals. We will also work with the NYS Culturally Responsive-Sustaining Framework as we examine our curricular and instructional practices with all that we have learned and experienced this year.

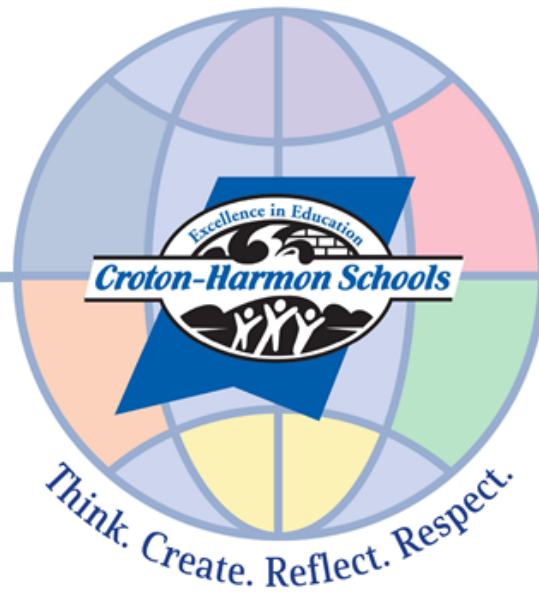
As we look ahead to next year, we will have our first year with our 9th grade teaming in social studies and English. We are looking forward to working with our teacher teams to capitalize on this structure to advance our personalization of learning for students and to explore greater interdisciplinary planning in the future. This is an exciting step and opportunity for growth that will become an integral part of our school goals next year and beyond.

Interdisciplinary planning and learning opportunities continue to be a priority at CHHS and an area of continued work. Teaming will be one way of working towards this in addition to the continued districtwide work on the strategic coherence plan and profile of a graduate.

Elective planning will also be a focus as we continue to focus on student support, personalization, and social emotional growth. After two years of P.A.S.S. as a standalone class and spending this year really assessing and reassessing our social emotional supports for students, we realized 3 things - 1) that we truly valued P.A.S.S., 2) that the way we scheduled it is having an impact on our elective programming for our freshmen and sophomores and 3) that our elective program is a major source of social emotional support and choice for our students. We believe that we can revise and restructure so that our students can take P.A.S.S. as well as additional electives and freshmen and sophomores by creatively rethinking how we schedule electives around other courses. A team of teachers came together over the summer to brainstorm and vet several potential scheduling ideas and we will have a

proposal worked out that we can implement for the 2022-2023 school year. This work will open up pathways to connection, support, and finding a niche as students enter high school.

Additionally, we will continue to focus on strengthening our restorative practices at CHHS. This has been ingrained in our culture over the last two years and is now revised in our handbook. We seek to continue implementation, monitoring, and expand the role of restorative practices in all aspects of student life at CHHS.



# **Croton-Harmon**

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## **Union Free School District**

### **Curriculum Coordinator Reports**

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CET	<b>Department:</b> ELA	<b>Coordinator:</b> Stefanie Liss
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation:</b> K-4 teachers are always modeling flexibility and adaptation throughout the school day. As varying circumstances arise, as elementary teachers we always deal with these in a positive manner, while also maintaining structure for the students. This is especially true this year, as students have needed to be flexible and adapt to new learning models this school year.</p> <ul style="list-style-type: none"><li>● K-2 who began the school year fully in-person not only had to adapt to learning while wearing a mask and at 6 feet apart from their friends, but also had to adapt to learning as a member of a separate cohort from half of their class. They needed to adapt to working with their classroom teacher and the “cohort” teacher.</li><li>● 3-4 students needed to adapt to learning both remotely and in-person. Additionally, they needed to adapt to different teaching styles as they worked with their classroom teacher for ELA instruction in-person, but with Mrs. Rimoli for ELA instruction while remote.</li><li>● Fully remote students needed to adapt to a completely different learning environment altogether.</li><li>● Later in the school year, students needed to adapt to a change in model; from hybrid to fully in-person, from cohorts to one class, from fully remote to fully in-person. Teachers needed to adjust their teaching as these changes were made.</li></ul> <p>Students have adapted to using new technology platforms for ELA assignments; Seesaw for all of K and half of our grade 1 students and Google Classroom for all of our second graders.</p> <p>In the area of ELA, students often use programs such as Raz-Kids, Lexia, Readworks, PebbleGo. We model flexibility and adaptation when using these programs, as sometimes the students need help troubleshooting or do not work when we want them to. Here we teach children to become patient with technology or flexible in changing their activity for the time being.</p> <p>Teachers have had to adapt and teach students how to adapt to use of ELA materials in the classroom, due to sharing restrictions. Younger students learned how to be flexible with book choice this year, as they could not freely book-shop, so teachers made book selections for students based on level and interest.</p> <p>Additionally, at times certain activities may not be going well for students. Teachers often differentiate instruction on the spot. As teachers we need to adapt our lessons or activities, and students learn to be flexible when this occurs.</p>		

**Initiative/Self-Direction** Many of our remote students needed to take initiative and self-direction, especially when engaging in our SS/ELA program as much of this instruction and many of the assignments were provided asynchronously.

Students needed to learn how to be good listeners and speakers, especially on Zoom when using the chat box.

Students also take initiative and self-direction everyday as writers when coming up with writing ideas.

### **Critical Thinking/Problem Solving**

Activities that involve critical thinking for problem solving include, but are not limited to:

- Literacy Centers
- Literacy Projects
- Choice Boards
- Book Clubs and Character Clubs
- Responding to literature
- Reading responses
- Writing prompts
- Opinion Writing
- Identifying problem/solution in stories
- Synthesizing
- Inferencing

### **Empathy**

Teachers model empathy for students consistently throughout the school day. There are countless ways in which we do this. Focusing on ELA empathy is constantly being modeled through stories and read alouds. We often ask students to respond to such read-alouds (whether it be orally or written) to discuss the character's feelings or lessons learned.

### **Creativity/Innovation**

In the area of ELA, students show creativity on a daily basis in their writing. Students come up with writing ideas as well as expand upon these ideas. Adding art-work or drawings to their writing also helps to show creativity.

Students also express their creativity through reading response projects.

Through the eLearning experience, students have also shown creativity and innovation through Google Classroom, Seesaw and Padlet, as well as other platforms.

### **Communication/Collaboration-**

Students communicate and collaborate consistently throughout the day at CET. Students communicate through accountable talk with reading and writing partners. They work together in book clubs and character clubs. Children engage in speaking and listening through play, literacy centers, projects, to name a few.

Students communicate through writing as well. Some examples of how students do this are through letter writing, opinion writing, and writing How-to books.

Students have learned how to communicate through new platforms, such as Zoom, Seesaw and Google Classroom.

### TEACHING THROUGH THE PANDEMIC

How did your work help foster academic success within our students during the pandemic?

This year we discussed ELA assessments, especially our Next Step Reading assessments, and how we could administer running records to students with the restrictions of sharing books. The use of the digital Next Step Guided Reading Assessments was an integral resource, especially for remote students to accurately and successfully assess student reading levels. In-person teachers used the digital resource as well, and clicked to the next page for students. Other teachers used plastic coverings or wiped the books down between uses.

Overall, teachers are happy with the digital resources and have stated the following:

- Teachers found doing online assessments to be easy
- Doing the online reading assessments were more personal, less distraction
- Use of online reading assessments helped make the process quicker, but more meaningful
- We would like to continue using them for the future.

Teachers also found success with utilizing the WIN time in different ways to work with students, as small groups in-person were not as feasible with space and social distancing restrictions.

- 4th/3rd grade used the WIN to go over curriculum with students, as they needed it, to support them in their reading or writing.
- First grade concurrent students had in-person students join zoom link to work with remote students in guided reading
- AIS was able to do book clubs with groups who were all fully remote in one group
- Guided reading was a big adjustment for remote students. Teachers utilized books on Reading A-Z and assigned these books to the students. Some teachers had students read texts independently in break-out rooms while they popped in to listen. Other teachers had students whisper read on the Zoom meeting.

Primary and AIS Teachers began using FUNHub this school year, which is a digital platform for FUNdations. This resource was for both in-person and remote instruction. Teachers were able to:

- Project student magnetic boards. Teachers can manipulate tiles, build and clear words very easily.
- Project and type in handwriting lines for spelling and letter formation.
- Project sentence/word frames and type in words or sentences for various activities.
- Projectable versions of ALL FUNdations posters to review sounds, concepts and letter formation
- Project flashcards that can be highlighted or hidden to practice sounds with keyword/picture clues OR just with letter tiles
- Project Trick Word Flashcards where teachers can select which words/units they would like to practice with the kids.
- Access a digital version of the FUNdations manual
- Access video demonstrations, home support and learning resources by unit to be shared digitally or printed.
- Access to general templates to support teacher created materials
- Access teacher guidance, including but not limited to video tutorials and pacing guides.
- Access to additional print-based practice activities that are not highlighted in the FUNdations manual

Teachers accomplished many wonderful things using the two main platforms for ELA instruction/activities; Seesaw in grades K-1 and Google Classroom in Grades 2-4:

**Seesaw**

- Seesaw is user friendly, especially for the younger grades and is a great tool for ELA instruction
- Seesaw allows students to feel successful and teachers feel that they really know how their children are as students.
- Seesaw allows for an easy student check-in, especially for our non-readers and writers. Students can record their thinking.
- Students can grow with Seesaw
- Students can record themselves reading (poems, a page of a book)
- Students can video or record themselves retelling or reading their own writing
- Students can type in reading responses, add illustrations and labels, etc.
- Feedback can be written or recorded; written feedback with recordings promotes literacy
- Students can have files for reading, writing and word study
- Takes photos of their work directly in Seesaw (rec/camera/video tools are embedded within the program)
- Can link to other websites

**Google Classroom**

- Students can edit and work in Google Slides simultaneously
- Students can upload photos of work, but need to use external cameras
- Connects to other websites; many websites have the option to upload to google classroom
- Google Slides posted to google classroom automatically makes a copy for everyone
- Links nicely to padlet, kami, and other sites where students can do/post work

**MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

This school year the ELA committee took inventory of their classroom libraries in search of books that celebrate diversity. Our members also researched titles that could be added to classroom libraries. Together we created a document [Celebrating Diversity- CET Classroom Books](#) which shows which books we already have and which books we may like to purchase in the future. We consider this to still be a working document.

The greatest accomplishment is the ability to pivot the learning models we used to teach our kids and doing so with success for all!

**FUTURE PLANS**

What are your goals for 2021-22?

ELA committee teachers would like to pilot or demo Myon reading, which is a part of Renaissance STAR. Having all committee members participate would give us a strong sense of whether this program is worth looking into for all classes for the future, as we are representative of all grade levels, AIS/Enhancement and ENL.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CET	<b>Department:</b> Math	<b>Coordinator:</b> Patricia Lynch
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b> We had to re-envision our Math routines, activities, tools, engagement, and assessments. Utilizing Kami, Google docs, online manipulatives, document cameras, chat boxes and more aided in all aspects of our Math blocks. We adapted to new ways of collecting student data as well as with our virtual lessons. We pivoted to presenting our instruction online through virtual meets. Both students and teachers adapted together to our new realities. Many new resources and best practices were shared at our meetings. We discussed how to assess students and to monitor their progression without typical paper/pencil tasks. However, teachers went to great lengths to provide students both home and in-person with opportunities to use math manipulatives and to show their thinking on paper. Finding time for Math lessons within our blocks and time to really observe our students was a challenge teachers addressed.</p> <p><b>Initiative/Self-Direction</b> Initiative and self-direction was evident in both teacher and student actions. Students had to navigate digital platforms and interact with the math curriculum in new ways. Students had to take initiative to complete their work remotely and/or with their teachers at a distance from them. We have modeled this for students and have directly taught them when and how to use the technology and for what purposes.</p> <p><b>Critical Thinking/Problem Solving</b> The NYSS and our Eureka series embed creative thinking and problem solving. Our lessons focus on strategies that rely on students to engage in creative thinking and problem solving. We utilized numerous additional online resources that aided our critical thinking/problem solving goals.</p> <p><b>Empathy</b> We knew that the social emotional needs of our students were paramount this year. Engaging with teachers and with peers in a positive way brought us together as learners. We understood that some students were overly supported in their completion of their online work while some faced technology hurdles and were completely independent throughout their day. Troubleshooting and supporting students and families was essential. Our youngest mathematicians were able to engage in center work during their math block as much as possible while also learning how to engage in online platforms and programs.</p> <p><b>Creativity/Innovation</b> This year presented challenges to projects and performance-based activities. However, teachers reported that students were able to show their thinking in creative and innovative ways through technology. We look forward to next year as we will be able to utilize technology to enhance creativity and innovation as well as rely on our existing projects and performance-based activities. Students were active in breakout rooms, Seesaw, chats, Google Classroom, Padlet, and many other online tools.</p>		

**Communication/Collaboration**

Our math committee meetings were invaluable as we discussed gaps in learning and how we will address these gaps. We discussed moving students forward in the curriculum while continuing spiral reviews in ways that engage all learners and make learning 'stick'. We reviewed the pacing calendar and remedial needs. Grade levels coordinated their pacing when possible. This was necessary as assessments and parent/teacher conferences in math centered on grade level benchmarks as well as individual needs.

**TEACHING THROUGH THE PANDEMIC**

How did your work help foster academic success within our students during the pandemic?

Teachers focused on getting the big ideas and enduring understandings across to students when planning their instruction. As in other years, we understood that 'covering the material' was secondary to student understanding. Teachers collaborated to streamline units in order to have the largest impact on student learning.

**MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

Students needed spiral reviewing of Spring 2020 concepts and skills as well as extra opportunities to practice grade-level work. Reteaching and small group work continued to be paramount to student success. We understood that students obtain strategies to problem solve through repeated independent practice. Even though we were teaching virtually, we closely monitored our students to ensure they were improving in accuracy, flexibility, and efficiency.

**FUTURE PLANS**

What are your goals for 2021-22?

We hope to fully resume our project and performance-based activities in Math. We hope to explore ways to connect Science and Math. We will continue to explore best practices and materials to ensure confidence in our practices and the fidelity of our instruction across the grades.

Kindergarten would like to have Summer Curriculum Development hours to utilize SeeSaw as a supplement resource for delivering Math instruction.

We will continue to discuss ways to ensure that our students are engaged in rich math discussions and tasks.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CET	<b>Department:</b> Science	<b>Coordinator:</b> Renoir McManus
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation-</b> Teachers and students have adapted to our new normal by utilizing technology to communicate with others. We have been flexible with space, tools and have modified what we teach to focus on getting the big ideas across to our students. Science 21 created School Closure Companion Guides with alternate activities and lessons. These were helpful, especially for remote classes.</p> <p><b>Initiative/Self-Direction-</b> We have modeled this for students and have directly taught them when and how to use the technology and for what purposes. Students can then take initiative and be more self directed when learning and researching.</p> <p><b>Critical Thinking/Problem Solving -</b> Science 21, and science in general, has students involved in creative thinking and problem solving. These challenges are embedded into each Science 21 unit.</p> <p><b>Empathy-</b> Teachers modeled this for students on a daily basis and also directly taught it through the Second Step program. There was a lot of empathy and support shown on the parts of students and teachers alike, as we were all dealing with new struggles and challenges during this time. Additionally, students are taught to care for the environment through the Hudson River units.</p> <p><b>Creativity/Innovation-</b> There are lessons that require the use of creativity and innovation in each grade’s Science 21 curriculum. First graders created their own animal adaptations, and third graders made millipede playgrounds.</p> <p><b>Communication/Collaboration-</b> This looked very different this year because of social distancing requirements. Students communicated and collaborated with each other using breakout rooms, seesaw, chats, google classroom, padlet, and other online tools. Teachers did the same through zoom meetings and emails.</p>		
<b>TEACHING THROUGH THE PANDEMIC</b>		
<p>How did your work help foster academic success within our students during the pandemic?</p> <p>Having regular conversations where we shared our trials and tribulations while teaching science was a great help. It opened our eyes to many new websites and programs which, in turn, made us better teachers and helped our students learn the foundational science skills necessary for success. These sites and programs include Mystery Science, Sora, Seesaw, Kahoot, Google Classroom, Pear Deck, Screencastify, Go Guardian, Tynker, Kodable, Scratch and Zoom. Our subscription to mystery science was very valuable for enhancing the science curriculum. This site is engaging and breaks information into manageable pieces for the students. It is aligned with the NGSS standards and is useful to show and explain what we would usually do hands-on in the classroom. It continues to be a valuable resource to supplement Science 21.</p> <p>Planning instruction in a pandemic is time consuming, as many of our hands-on activities that we’ve relied on in the past were not appropriate to do, considering COVID. The school closure companion guides that Science 21 put out were helpful in modifying the units to work in the new normal.</p>		
<b>MEETING UNPRECEDENTED CHALLENGES</b>		
<p>In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?</p>		

Being flexible and learning so many different types of technology are accomplishments. Having students learn the enduring understandings and foundational skills in each unit was also a success. We found and utilized online resources (like Mystery Science) to support our teaching.

#### **FUTURE PLANS**

What are your goals for 2021-22?

We hope to include more collaboration and hands- on activities in our science curriculum next year. If we can't share materials, we would hope to procure class sets of materials so every student would have their own materials.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CET	<b>Department:</b> Social Studies	<b>Coordinator:</b> Ruth Sullivan
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b> Our students were able to be flexible and adapt to four different learning models in one year.</p> <p><b>Initiative/Self-Direction</b> Students were encouraged to design their own interdisciplinary projects. These included dioramas, videos, and posters about social studies themes and topics.</p> <p><b>Critical Thinking/Problem Solving</b> Students thought of and volunteered to help our community. This involved making cards and sending letters to various service members and other groups within our community. We also created various projects to use data to inform decisions and to use technology responsibly. A popular way to do this was to create surveys of our community and display the data using different types of graphs.</p> <p><b>Empathy</b> We continued to implement the Second Step Program (K-4) which helps students to identify and understand their own feelings and others, to begin to take others’ perspectives and show compassion for others. We carefully selected read alouds to lead book discussions that foster empathy .</p> <p><b>Creativity/Innovation</b> Students had the opportunity to select from a variety of activities to display their learning. Activities included, but we were not limited to, creating posters/charts, completing a written assignment, creating a model/diorama.</p> <p><b>Communication/Collaboration-</b> We emphasized the norms of being respectful and learning from others. These norms were addressed repeatedly for remote and in-person models. We all learned from each other with various technological difficulties and skills.</p>		
<b>TEACHING THROUGH THE PANDEMIC</b>		
<p>How did your work help foster academic success within our students during the pandemic?</p> <p>We continued our work with civic responsiveness and civic engagement. In-person and remote classes wrote and implemented community expectations and norms. Teachers and students worked together to hold each other accountable to the norms in different and ever-changing settings.</p> <p>Each class worked with the school counselor every other week to reinforce the strategies taught previously in our Second Step Lessons. Children (and teachers) reviewed exercises to relieve stress and anxiety. These exercises were put to use for social studies and all other content area instruction.</p>		

We also adapted various social studies highlights for a remote setting. These include the second grade Biography Museum, third grade Eaglefest, and fourth grade Early America Day. On the fiftieth day of school, the kindergarten participated in an “If I lived in the 1950s...” day that exposed them to change over time. First grade is working on a socially distant community mural.

#### **MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

We worked to develop more diverse collections of children’s literature. We have many picture book titles, but we also added diverse biographies from the Who Was/What Was series.

We wrote a PTA grant to add the Alexander McCall Smith books to our classroom libraries. Titles include *The Great Cake Mystery*, *The Mystery at Meerkat Hill*, *The Mystery of the Missing Lion*, and *The Akimbo Adventures*. These sweet and well-written mysteries revolve around an African girl from Botswana. The children enjoy them as both read alouds and independent reading.

We also discussed how *The Babysitter’s Club* features an Asian- American protagonist.

#### **FUTURE PLANS**

What are your goals for 2021-22?

We would like to run a mock student book club, based on *The Ladies Detective Agency*, by Alexander McCall Smith. This will help us explore instructional moves and strategies to implement diverse book clubs with students.

We would also like to continue our civic engagement activity of having the school population vote on different topics. Two years ago, we had the school vote on a new activity to add to CET Field Day as well as what types of Spirit Days we would like to have. Next year, we’d like to have them vote on a way CET students can help our community at large.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CET	<b>Department:</b> Special Education	<b>Coordinator:</b> Debra Gagliano
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**CROTON-HARMON PROFILE OF THE GRADUATE**

How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?

**Flexibility/Adaptation:**

In our roles as special educators, we are often adapting and modifying instruction for our students. In working with students who have special needs, we are constantly reflecting on our practices and making changes to our methods and materials to meet the needs of our students.

This year we faced the challenges of a global pandemic. Despite changes in our instructional models and modalities, we continued to develop and implement creative ways for our special education students to access the curriculum and meet their goals. We took extra care in exploring resources, tools and strategies in digital format to access our remote students. The multidisciplinary support team worked cohesively to focus on functional, social emotional and academic skills within developmentally appropriate frameworks.

**Initiative/Self-Direction:** In working with students who require a high level of support it is important to teach self help skills, self advocacy skills, vocational skills and independence. This year we spent time engaging in multidisciplinary conversations and planning sessions to help students navigate the online learning environment. We provided support to students to scaffold organizational skills, time management and independence.

**Critical Thinking/Problem Solving:** We have worked extensively with our Special Education students on identifying, understanding and using strategies to improve their social, emotional, behavioral, academic, motor, language and academic skills. Special education teachers and support staff implemented reflection sheets and goals setting sheets for students to provide them with opportunities to take ownership of their learning and develop self awareness skills.

**Empathy:** We have worked extensively with our Special Education students on identifying, understanding and using strategies to improve their social, emotional, behavioral, academic, motor, language and academic skills. Special education teachers and support staff implemented reflection sheets and goals setting sheets for students to provide them with opportunities to take ownership of their learning and develop self awareness skills.

**Creativity/Innovation:** As a department, we have tried to stay cutting edge on new ways to assess and provide intervention to our students. By helping students find ways to express themselves and show their creativity they have increased self-confidence and sense of self.

**Communication/Collaboration:** We have worked with our students to strengthen communication skills through encouraging them to explain their thought process, provide verbal explanations, negotiate with their peers, work together as a group, pose an argument, persuade the listener and repair communication breakdowns. Our Special Education grade level departments have continued to carry out the principles of the ICT model. We used information from previous G and R training to deliver instruction to our students in a cohesive and differentiated way. RTI meetings were held at CET about 2x a week to address the needs of students within the

classroom. This opportunity allowed a multidisciplinary approach to problem solving and supporting students within the classroom. These “case studies” were productive in the sense that we were able to have a meeting of the minds to come up with ways to promote the success of our students who were struggling socially, behaviorally or academically.

**TEACHING THROUGH THE PANDEMIC**

How did your work help foster academic success within our students during the pandemic?

Working together as a team, we were able to troubleshoot many issues that the pandemic presented. We problem solved service delivery models, staffing concerns and helped keep students motivated and attentive during online learning experiences. Although this was not easy to do, the Special Education Department adopted an “all hands on deck” approach. Many teachers and clinicians wore hats that they previously had not and many took on multiple roles to ensure that our remote and in-person students were being serviced to the best of our ability.

**MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

With the ongoing support of our team, we were able to provide support to our on-line and in-person students. Our biggest accomplishment was persisting through a year of challenges and changes while promoting student learning and success. We focused on the important skills and attended to the emotional well being of our students. Our students have made progress and demonstrated growth and that is our greatest accomplishment.

**FUTURE PLANS**

What are your goals for 2021-22?

In a hopefully less eventful 2021-22 school year, we hope to continue our work as Special Educators with fewer obstacles. We plan to continue to analyze our service delivery models, look critically at our assessment tools, review data collection methods and fine tune our interventions. We hope to continue our practices of collaborating with our colleagues and taking a multidisciplinary approach in our instruction.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> PVC	<b>Department:</b> English	<b>Coordinator:</b> Maryann Zabbia
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation/ Empathy</b> -We had to show flexibility/empathy towards our students and towards one another as we shared resources, rooms and schedules. We modelled this for our students on a daily basis. Especially when there were schedule changes or tech issues. We had to show adaptability on a daily basis as situations changed. We had to demonstrate and model empathy even when students were on a screen and did not want to talk or had audio issues. We also taught empathy through our texts and advisory units.</p> <p><b>Initiative/Self-Direction</b> This was a constant focus as we had to teach students to take initiative when there were tech issues or when they could not hear or did not understand. We taught them to reach out to us through chat. We taught them how to organize and create schedules. We taught them apps such as Notes for keeping track of their assignments.</p> <p><b>Critical Thinking/Problem Solving</b> -Since our time was more limited, we had to focus on higher level skills like critical thinking/problem solving in structuring our novel and writing units with problem based real world questions, LATIC asynchronous lessons and work that involved research and higher level thinking</p> <p><b>Empathy- See above</b></p> <p><b>Creativity/Innovation</b> -All of the work that we did for critical thinking and problem solving resulted in the need for student creativity and innovation as they researched and solved real world problems. An example is the 8th Grade Change unit where students have to identify a problem, present the historical background and evidence of the problem, identify and explain solutions and also address the counter argument with a rebuttal.</p> <p><b>Communication/Collaboration</b> - most of our units involve partner or team collaboration, including our book clubs. We teach discussion stems, conversation starters, how to ask higher order questions, how to build upon conversation, how to add on so that the conversation grows, how to work as a team and how to collaborate and problem solve in the group making sure that every voice is heard.</p>		
<b>TEACHING THROUGH THE PANDEMIC</b>		
<p>How did your work help foster academic success within our students during the pandemic? We met regularly to review and reduce the standards we covered - we chose the key standards for focus. We also adapted our units for hybrid teaching and needed both synchronous and asynchronous models of instruction.</p>		
<b>MEETING UNPRECEDENTED CHALLENGES</b>		
<p>In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?</p>		

**Our unity and flexibility in facing these challenges. We had to adapt our instruction many times for schedule changes and we had to be flexible in terms of teaching in remote rooms and sharing resources as needed. -**

**FUTURE PLANS**

What are your goals for 2021-22?

Kira Herbert will be the Curriculum Coordinator next year.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> PVC	<b>Department:</b> Math	<b>Coordinator:</b> Tracey Finan
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**CROTON-HARMON PROFILE OF THE GRADUATE**

How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?

**Flexibility/Adaptation/ Empathy** - We started by supporting each other, as educators. We continued to speak about how our students' lives at home were not equitable. Some homes had poor technology, others had day care responsibilities for younger children. We understood that not all of our students would be physically/virtually/emotionally present for each lesson. We adapted by using “chat” during class to communicate with those who felt funny being on camera. Email was a help as well, as sometimes we needed to instruct outside the class period, when the student might not be available.

By modeling this for our students, students could be flexible and show empathy for their peers.

**Initiative/Self-Direction** As a team we discussed how students modeled initiative/self-direction and shared ways of showcasing that for other students. Students were praised in class, so others could hear, for taking initiatives during the lesson. For example, “Lizzy, great job accessing emathinstruction on your own and bringing the question on volume to class. Class, let's look at this question together.” Or students could speak up, send emails, use chat, to communicate as well. “Class, a student just asked me how to solve .... In an email. Any advice for this student?” (student name kept anonymous).

**Critical Thinking/Problem Solving** -Math involves a lot of critical thinking and problem solving. Modeling this is natural for math teachers.

**Empathy-** See above

**Creativity/Innovation** - As a team we discussed how to offer creative/innovation opportunities in class.

**Communication/Collaboration** - Padlet and Jamboard were great resources for students to collaborate with. Students could easily share with their peers, in an environment that allowed physical and virtual students to work together.

**TEACHING THROUGH THE PANDEMIC**

**How did your work help foster academic success within our students during the pandemic?**

We discussed our standards and changed our lessons by taking advantage of online tools. We shared successes and frustration of various applications such as Kamiapp, Deltamath.com, Padlet, emathinstruction.com, mathbitsnotebook.com, etc.

**MEETING UNPRECEDENTED CHALLENGES**

**In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?**

Getting students to feel calm about taking the state test. We were able to teach many units this year.

After collaborating/sharing ideas we took advantage of programs on the computer to engage students. For example, we used Kamiapp, Deltamath.com, Padlet, emathinstruction.com, mathbitsnotebook.com, etc.

#### **FUTURE PLANS**

What are your goals for 2021-22?

Participating in future math educator workshops. Continuing to present and attend sessions.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> PVC	<b>Department:</b> Science	<b>Coordinator:</b> Noah Gallagher
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b> Our department's work highlighted to students the importance of remaining flexible and able to adapt to new conditions as we dealt with the pandemic and a modified curriculum. Students were able to see us constantly modifying our practice, instruction and learning activities in order to meet their needs.</p> <p><b>Initiative/Self-Direction</b> Both students and teachers needed to take on a more self-directive role, from the perspective of both teaching and learning. It was up to individual teachers and students to take initiative and find solutions to an ever-changing environment.</p> <p><b>Critical Thinking/Problem Solving</b> Throughout the school year we still found ways to engage students in problem solving and critical thinking through do nows, activities, and demonstrations.</p> <p><b>Empathy</b> More so than ever, students and teachers needed to be empathetic to each other and the very situation we were in. understanding (at least at the start of the school year) that everyone was still getting used to the hybrid model (teachers and students alike)</p> <p><b>Creativity/Innovation</b> This school year was all about creativity - everything from how we engaged students, to how we changed out lessons, to how we worked around various technology issues. This was present in our lessons. Not only were teachers creative in how they adapted but the lessons themselves were different, unique, and called on students to use creativity and innovation.</p> <p><b>Communication/Collaboration</b> This was perhaps the one area that was most difficult to promote. Because of technology communication and collaboration this year was extremely difficult. We will be using much of the next school year to find new ways to encourage collaboration through our teaching and how we can find ways to collaborate through the technology we are given.</p>		
<b>TEACHING THROUGH THE PANDEMIC</b>		
<p>How did your work help foster academic success within our students during the pandemic?</p> <p>Our department collaborated on the creation and implementation of a variety of “hybrid” lessons throughout the school year. Due to new restrictions, a changed schedule, students being remote, our department had to work tirelessly to modify, share, and discuss new approaches to teaching science. This included creating bags of</p>		

materials so remote students could participate in activities, modifying content to better suit students using chromebooks, and catering labs to include modified content.

### **MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

Our department's greatest accomplishment was to find a way, despite everything we encountered, to push through, count on each other, and finish the school year strong. We still found a way to connect and engage students in science activities throughout the school year, and 8th grade teachers still found a way to cover a sufficient amount of the REGENTS curriculum despite all the setbacks.

### **FUTURE PLANS**

What are your goals for 2021-22?

- Continue finding ways to adapt our curriculum to "Hybrid" learning models
- Find learning activities for students at home to engage in
- Develop and use GIZMOS lab at the middle school in order to better engage students in science practices

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> PVC	<b>Department:</b> Social Studies	<b>Coordinator:</b> Sarah Wellman
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p>Throughout the year the Social Studies department both showed themselves to model the characteristics of a Croton Harmon graduate and promoted the characteristics with our students. The teachers modeled flexibility, adaptation, initiative, critical thinking and problem solving, empathy, creativity and communication in our many shifts to different teaching models. Our flexibility to adapt to new technologies, seek out new technology and to be creative and communicative with that technology encourages our students to do the same. We continue to build our lessons and units around the development of these skills, and in particular this year in looking at the rigor and relevance framework in relation to the profile of the graduate, to advance the curriculum to build in the teaching of these skills as behaviors of learning and content skills.</p>		
<b>TEACHING THROUGH THE PANDEMIC</b>		
<p>How did your work help foster academic success within our students during the pandemic?</p> <p>The work of the Social Studies Department fostered success within our students in a variety of ways. We made use of technology to adapt our curriculum to meet the needs of the different learners and the different models we taught under. We balanced the need for virtual communication and teaching with in person support through formative assessments. We set clear expectations and created engaging lessons that bridged the gap of virtual learning and more than ever ensured the students received social and emotional support to lay the foundation of their academic success.</p>		
<b>MEETING UNPRECEDENTED CHALLENGES</b>		
<p>In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?</p> <p>The Social Studies Department’s greatest accomplishments this year revolved around our ability to be flexible and adapt to new situations and continue to provide rigorous and engaging lessons to ensure the social studies practices and skills were taught.</p>		
<b>FUTURE PLANS</b>		
<p>What are your goals for 2021-22?</p> <p>The goals for 2021-22 are to continue to build the vertical articulation of skills 5-8, especially addressing the transition year from 6th to 7th. A focus continues to be writing, and primary source analysis, hopefully with the chance to work interdisciplinary and build interdisciplinary projects. With recent events and changes, addressing technological literacy of students and critical thinking and problem solving in relation to technology and communication is also a focus.</p>		

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> PVC	<b>Department:</b> Support Staff	<b>Coordinator:</b> Marisa Gendron
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b> Our department continues to show on-the-spot flexibility and adaptability to meet the diverse needs of our students. We collaborated further with general education teachers to help adapt instruction to meet students’ needs and learning preferences. This year, with hybrid learning, we had to show an increased level of flexibility and adaptation as we ensured that lessons and learning were made available on multiple platforms for both our in-person students and online learners. Each year, our department shows flexibility and adaptability as we are working with multiple colleagues across several grade levels and content areas. We modeled our flexibility and adaptability to our students, as they also had to show this throughout the hybrid learning experience.</p> <p><b>Initiative/Self-Direction</b> We work to support our students both in school and out of school by providing them with organizational tools and strategies and life-skills. Although we work with a population that relies heavily on our support and guidance, our ultimate goal is to scaffold instruction to build up student independence. Providing students with choice- digital vs. physical copies and methods of learning, helped students to take initiative. We continue to develop advocacy skills within our students, so they can speak up regarding their learning style, preferences, and needs. Our use of checklists, visuals, organizers, behavior modifications, and notes, allow students to transfer these skills into real-world settings and develop independence.</p> <p><b>Critical Thinking/Problem Solving</b> Our department collaborates closely with content area teachers to further develop critical thinking and problem skills. Many of us work in a CTS classroom to some degree, so we supported the general education teachers in their endeavors and worked on ways to differentiate assignments and assessments to support the critical thinking needs of all students. Students examined Bloom’s Taxonomy to reflect upon their learning and gain a deeper understanding within their content area classes. We vary our use of questioning to meet students’ needs and to build up to higher level thinking and problem solving.</p> <p><b>Empathy</b> We participate in the advisory program, which promotes empathy school-wide. Within our department, we work to build a bridge between our special education students and their peers and teacher, as well as with their families. We serve as advocates for individuals with special needs. In doing this, we build empathy skills for our colleagues and the entire school population.</p> <p><b>Creativity/Innovation</b> Even while teaching through a pandemic, our teachers created LATIC-style units, STEAM/STEM activities, INDE lab projects, and used a variety of modalities and platforms to reach our students. We explored new technology and sought to integrate various platforms to meet all learners.</p>		

**Communication/Collaboration**

Each spring, we participate in annual review/CSE meetings with the parents of all special education students. We met with parents, teachers, and in some cases, students, to discuss progress and develop plans for the next school year. We communicated regularly with parents throughout the school year via phone calls, emails, and letters home. We communicate student needs to our colleagues, but also work closely with our students, so they can better understand their learning styles and abilities and become advocates for their own education. Throughout the school year we each participated in grade level meetings, as well as department meetings. It allowed us to communicate the needs of our students across a variety of settings. We continue to collaborate with grade level and content area teachers, as well as within our own department, to find new ways of reaching our students.

**TEACHING THROUGH THE PANDEMIC****How did your work help foster academic success within our students during the pandemic?**

Our department continued to act as advocates for special education students, as well as the at-risk population. We also focused on the social-emotional needs of our students, as we know that this heavily impacts academic performance and success. We checked in with students regularly- both in and out of the classroom and school setting. We sought student feedback about what was working and what wasn't. We had students reflect on how they felt the year was going and areas in which we could make changes to better meet their needs and learning styles.

**MEETING UNPRECEDENTED CHALLENGES****In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?**

- We completed another successful year of annual reviews in which parents were so appreciative of the faculty's work, support, and diligence.
- We explored and incorporated new (and some older favorites) technology into our teaching (PearDeck, Quizizz, Kahoot, Screencasts, BoomCards, IXL, Imagine Math, Achieve3000, NewsELA, SeeSaw, Read&Write)
- Some of us entered into new teaching partnerships and adapted to a new curriculum or content area
- We welcomed a new team member, Laura Davan, who taught the 5th and 6th self contained ELA and math class, as well as supported CTS 8th grade classes.

**FUTURE PLANS****What are your goals for 2021-22?**

Our goal each year continues to be to ensure that we meet the needs of all of our students and utilize special education programming to the best of our ability. We will continue to ease the transition back for our students (hopefully physically in the building, full-time) in September. We will also have to help bridge the gap for students who struggled through online/hybrid learning. Throughout every school year, we will continue to act as advocates for both our special education students and at-risk populations.

In addition, we will be welcoming a new department member at PVC, as Nancy Saladino is retiring. Our goal is to acclimate our new team member to the building, department, and district.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> PVC	<b>Department:</b> World Language	<b>Coordinator:</b> Maria Ault
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b></p> <p>Learning a new language requires a great deal of flexibility. Since our students are used to communicating with quite impressive English vocabularies, they learn to circumlocute and use words they currently know to describe the words that they have not yet learned.</p> <p>Covid-19 has also provided innumerable opportunities for our students to not only show their flexibility, but further develop it. Our department has worked tirelessly to help our students adapt to the current online learning environment. We have:</p> <ul style="list-style-type: none"><li>● Developed online learning opportunities - videos, posts, games, drawing activities, writing tasks, reading comprehension activities, listening assignments, assessments and more.</li><li>● Supported students academically and emotionally by differentiating instruction, hosting check-ins, writing emails, conferencing with other staff members, interacting with parents, developing support materials, etc.</li><li>● We “pivoted” through a variety of teaching/learning models with grace.</li></ul> <p><b>Initiative/Self-Direction</b></p> <p>As a department, we work diligently to encourage self-motivation in our students. We do this by:</p> <ul style="list-style-type: none"><li>● Providing choice</li><li>● Using authentic tasks</li><li>● Assisting with goal-setting</li><li>● Conferencing with students</li><li>● Involving students in rubric development and use</li><li>● Promoting self-assessment</li></ul> <p><b>Critical Thinking/Problem Solving</b></p> <p>What are some things you and your department did to promote critical thinking?</p> <p>We discussed that critical thinking in World Language might differ from critical thinking in other disciplines. Though students may be asked to identify a picture, or give a yes/no response, these seemingly simple choices require great thought and decision-making. Students are listening and reading input that is unfamiliar and using it to decipher meaning. They are also asking questions, not just responding, in the target language. This is evidence of critical thinking.</p> <p><b>Empathy</b></p> <p>Another aspect of the Profile of the Graduate that is present in our classrooms is empathy. In order to be successful in the World Language classroom, students must feel safe and comfortable. Participation is essential and students must not feel vulnerable or be criticized by their peers. In the World Language classroom, students learn to support their peers and celebrate their achievements, not emphasize their mistakes. They</p>		

understand that producing language is about practice, not perfection. We also promote tolerance, acceptance and appreciation of cultures.

**Creativity/Innovation**

There is tremendous room for creativity and innovation in the World Language classroom. While students begin language learning with simple words, phrases and even formulas for constructing sentences, as they progress they are able to move beyond simple flexibility in order to be creative and innovative with language. We encourage student choice, employ problem-based learning, and create assignments that result in a variety of products. Students sing, act, draw, build, write, speak, listen, read, and more!

**Communication/Collaboration**

We ask our students to apply language in authentic scenarios in order to learn communication skills that can be applied outside of the classroom. Students sometimes work individually, but often they work in pairs or groups that promote communication and collaboration. Working with others is a skill that we practice with our students on a daily basis. We integrate technology as well.

**TEACHING THROUGH THE PANDEMIC**

How did your work help foster academic success within our students during the pandemic?  
We helped foster academic success by communicating clear expectations. We used technology, primarily Google Classroom to share these expectations with students and parents. We supported our students in numerous ways - both academically and emotionally. More than ever, we realize that academic success is not possible without emotional well-being. We created a community and helped our students adjust to the constantly evolving teaching/learning model.

**MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?  
We made it through a very difficult year of constant change. We were able to educate in a pandemic - an enormous feat. We held as true as possible to our teaching styles, despite the necessity of using unfamiliar technology and tools, as well as teaching two groups of students in separate locations.

**FUTURE PLANS**

What are your goals for 2021-22?  
We are hoping for a return to normalcy. We will need to spend time assessing where our students are and ensuring they have what they need to meet the standards for our classes. We will continue to create a positive classroom community, as this is likely to be more important than ever.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CHHS	<b>Department:</b> English	<b>Coordinator:</b> Noel Schoenleber
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b></p> <ul style="list-style-type: none"> <li>● English 9-12 Research Papers start with a proposal that includes a working thesis and an annotated bibliography. Students must revise the working thesis as they continue the process of their research.</li> <li>● Students in most of our courses have the opportunity to rewrite every essay, using teacher feedback.</li> <li>● In AP Literature and AP Language multiple choice practice, students regularly reflect on reasons for multiple choice answers -- especially as there are often answers that are feasible but not best.</li> </ul> <p><b>Initiative/Self-Direction</b></p> <ul style="list-style-type: none"> <li>● English 12 Cultural Close-Up Project includes a presentation and an essay on a book students read independently; it focuses on the themes the texts develop and what they reveal about a culture.</li> <li>● Students generate their own critical thinking questions for AP Language fishbowl discussions, such as the analysis of texts on the American Dream that provide context for <i>The Great Gatsby</i>.</li> <li>● Students in AP Literature create, ask, and respond to critical thinking questions for Socratic seminars, such as when they analyze the portrayal of family in <i>As I Lay Dying</i>.</li> </ul> <p><b>Critical Thinking/Problem Solving</b></p> <ul style="list-style-type: none"> <li>● English 9-12 Research Papers all demand critical thinking.</li> <li>● Synthesis essays, such as the English 10 <i>Animal Farm</i> essay on the effectiveness of peaceful protests, require students to develop a position on an issue based on multiple texts, as well as to acknowledge and refute a counter-argument.</li> <li>● In English 9/10, students wrote an essay about the impact of smart devices on society in a synthesis essay.</li> <li>● English 10 students reflected on how each of the texts they read this year are still relevant to our society today.</li> </ul> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>● English 9 unit on <i>Of Mice and Men</i> explores the theme of how misfits are often unfairly shunned by society.</li> <li>● For the English 9 <i>Of Mice and Men</i> paper, students analyze how secondary characters are impacted by the setting and by their own decisions. Students are asked to explore critical contexts relevant to specific characters, and to apply that information in developing an argument that substantiates whether and how characters are responsible for their own misfortune.</li> <li>● We have added literature by American authors of color, as well as global literature, to our curricula in order to foster cultural understanding.</li> </ul> <p><b>Creativity/Innovation</b></p> <ul style="list-style-type: none"> <li>● English 11 facilitations require students to engage in performances to teach their peers. They must choose a medium that best suits their purpose and consider how to help others learn.</li> <li>● English 10 students created presentations including graphic organizers that made connections between three creation stories from around the world. Students then completed a reflection on their project and their work.</li> <li>● English 10 students wrote creative short stories responding to a prompt connected to their reading of <i>The Metamorphosis</i>.</li> </ul>		

- Creative Writing students compose original texts in a variety of genres.

**Communication/Collaboration**

- Students in English Alt. 11 work together on “Whodunnit”- style puzzles to develop a persuasive tone and organize a thesis statement.
- We have used tools, such as Zoom breakout rooms and shared Google docs to foster collaboration in the hybrid model.
- Students in English 10 collaborated in pairs to answer questions related to *Things Fall Apart*. Students needed to support their responses with evidence from the text and create a graphic organizer. Student pairs then presented their presentations in front of the class.

**TEACHING THROUGH THE PANDEMIC**

How did your work help foster academic success within our students during the pandemic?

- We made appropriate modifications to our curricula -- such as paring down the number of books from 4 to 3 in most courses and making the research papers less complex -- in order to adjust to the revised schedule and the challenges of learning in a hybrid model.
- We used tools such as Screencastify demonstration videos and unit hyperdocs to make instruction and resources more accessible to students.

**MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

- We modified our curriculum to make it more accessible in current conditions without significantly compromising the rigor.
- We learned to use and adapt additional tech tools, such as Hovercams and remote mics, in order to enhance learning via Zoom.
- We have adapted our instruction so it is now almost paper-free, which is a “green” improvement that we can carry on post-Covid, as long as we maintain access to tech.

**FUTURE PLANS**

What are your goals for 2021-22?

- We are currently reading books by authors of diverse identities, so we can include another core reading book by an author of color for English 9 and English 10 in the 2022-2023 budget.
- English 9 teachers will communicate with global history and geography teachers for team social and emotional support of freshmen, and we will also identify common themes in our courses for interdisciplinary connections in the following year.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> High school	<b>Department:</b> Mathematics	<b>Coordinator:</b> Susan Dudman
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate?		
<p><b>Flexibility/Adaptation</b></p> <ul style="list-style-type: none"> <li>● In math classes students are asked to approach problems in several unique ways. They must use logic and reasoning to solve problems whether it is algebraically, graphically or logically. .</li> <li>● In our electives of Statistics, Business Math and Computer Science students are given situations in which they are required to determine the accuracy of their data/program and then change to improve the outcome.</li> </ul> <p style="margin-left: 40px;"><b>This year due to the pandemic:</b></p> <ul style="list-style-type: none"> <li>● Teachers were required to adapt to ever changing schedules, student attendance concerns, technology glitches etc. Flexibility and adaptation were in full force this school year</li> <li>● Assignments were spaced out to give students greater access to meet and receive assistance with the teachers</li> <li>● Guest speakers were virtual instead of in-person</li> <li>● Students could make individual appointments on Wednesday afternoons if they were struggling not just with the material, but with being on camera</li> <li>● Regular contact was made with individual students who were fully remote and cut off from the class</li> <li>● Curriculum was significantly modified to be used on digital platform</li> <li>● With the help of CHEF the math department was able to purchase ipads in order to allow us to give better feedback, in a timely manner to students digitally</li> <li>● As the year progressed we realized that we needed to change the sequence and flow of some material so that students would find it easier to receive it over a digital platform</li> </ul> <p><b>Initiative/Self-Direction</b></p> <ul style="list-style-type: none"> <li>● The math department has been working with students in finding assistance in math when a teacher is not available through the use of videos, prior notes, websites and technology</li> <li>● Students are taught across the curriculum various ways to solve math problems and, based on their learning style, are able to choose which method best suits them.</li> <li>● Due to the pandemic students and teachers were forced to think outside of the box when approaching learning. Since leaving school in March of 2020 students have had to teach themselves how to learn without the teacher being physically present. This has been successful for some students while terrible for others. The department is constantly trying to assist students in discovering different methods for learning and coping skills.</li> <li>● Some students needed help in finding sources to learn/relearn the material that was taught from March through June</li> <li>● Students needed to be taught how to self advocate (needs more work)</li> <li>● Reviewed how to use technology (delta math, webassign, IXL, Kutamath, internet) to assist students in learning material through a different lens.</li> <li>● Worked on time management and importance of maintaining a calendar (planner vs phone)</li> <li>● Some levels were taught how to work in study groups virtually</li> </ul>		

- Promoted student responsibility to take the initiative to get the notes and learn material if they missed class (needs work)

### **Critical Thinking/Problem Solving**

- Critical thinking and problem solving is an integral part of math. Students are presented with situations and questions that require them to “think outside the box” to arrive at possible solutions.
- Students are encouraged to think critically and provide different methods to solve given situations.
- Students are not only asked to solve problems, but are asked to justify, explain and apply what they have found.
- How to adjust during the pandemic/ major issue in life
- How to deal with emotions, anxiety and academics
- Explored different ways to “pivot” and fix problems with technology ( printer isn’t working, Google classroom goes down , zoom not working right)

### **Empathy**

- Students are put in situations that sometimes require them to ask for assistance as well as give assistance. The ability to ask and help others in a meaningful way is important to the growth of our school community.
- Many of the problems/situations that we present students are real life applications that talk about global warming, population issues, and financial issues.
- In Business Math students worked on a project in which they need to write a business plan to address the damage to our environment due to plastic waste.
- With the onset of remote/hybrid learning we have come to have a better understanding of when an individual student needed a break
- Talked in class about how students need to talk to each other, teachers, parents and administrators when they were feeling stressed and full of anxiety
- Reminded students constantly that they were not alone and that we would be there if they need us
- Asked students to assist other students when help was needed
- Made sure that fully remote students had others in the class to lean on
- Reiterated to students that if a classmate was absent, they could help them by sending the notes or missed work (making connections)
- Took what we learned in the professional development on “No Place for Hate” and applied as best we could to everyday classrooms

### **Creativity/Innovation**

- In many of our electives, students are asked to create technology, financial plans and solutions to problems that they might encounter in the real world.
- In core classes, students are asked to create their own study guides as a way to transition them to become independent learners taking responsibility for their own learning.
- During the pandemic students were forced to rely on creativity and innovation in order for them to discover the best way(s) for them to learn. No one method of presenting material works for all students. During Zoom meets students had to brainstorm various ways to learn, complete and understand materials.
- Teachers had to create alternative methods to deliver instruction that is typically visual and in-person so that it could be understood by a student who is remote

### **Communication/Collaboration**

- Use Google Classroom as a forum to communicate and pass information on to students

- Used chats, Google Doc, Peardeck, breakout rooms etc. for students to collaborate in remote/hybrid models
- Used Google forms and/or polls as a way to receive immediate feedback on different topics
- Some teachers used groups for projects, studying and practice
- Use Infinite Campus to communicate academic progress regularly to parents and students
- Use of the ipads to give timely , critical feedback to students so that they can pivot when necessary

### TEACHING THROUGH THE PANDEMIC

#### How did your work help foster academic success within our students during the pandemic?

The math department has become more flexible in the way we delivered and collected material. We consistently focused on time management and how to adhere to due dates. We took time to focus on teaching students how best to review, study and prepare for assessments. Class notes and lessons were posted on Google Classroom after class. Teachers have gone out of their way to help students navigate through the many ups and downs in the classroom, the world as well as their own personal lives. Students were asked to reflect on their workload and the state of their time management skill and given the option of using a due date as a goal.

### MEETING UNPRECEDENTED CHALLENGES

#### In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

One of the math departments greatest accomplishment was collaboration during the trying time to help each other accomplish what we needed /wanted to accomplish. Whether it be learning a new technology, resequencing a course when you are the only teacher or sharing of responsibilities to get a job done.

My department made sure that they went the extra distance to help and work with colleagues as well as students to do the best.

### FUTURE PLANS

What are your goals for 2021-22?

- Smooth transition to “normal” school year
- Professional development on methods to reclaim the loss of learning during the pandemic
- Looking into programs that will allow students to practice different levels of math within the same course
- Look into how AIS in math is run
- Fostering students to become more self reliant and accountable for their actions
- Professional development in the strategies to assist struggling math students in the secondary level.

## Croton-Harmon Union Free School District

### Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CHHS	<b>Department:</b> Science	<b>Coordinator:</b> Rooney
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate?		
<b>Flexibility/Adaptation</b>		
<ul style="list-style-type: none"><li>● Modified grading scales of courses</li><li>● Spaced assignments out to give students greater access to get help from teacher</li><li>● Modified work to be accessed and completed on a digital platform.</li><li>● Made individual appointments with students on Wednesdays and during the helping period to help students who were struggling or needed extra help. Some of these students did not like asking questions to the whole class on zoom.</li><li>● Working in Earth Science, Animal Physiology and Ecology with all the different Special Ed teachers' and the FLEX program to make sure we are meeting the needs of all of our students.</li><li>● Working with the different guidance counselors to make contact with students and their families in extreme cases where students were not logging into class or not doing work for the class.</li><li>● DNA Restriction Analysis lab with Cold Spring Harbor was done virtually this year instead of taking a field trip down to the lab in Long Island</li><li>● Having a lab aide that is willing to jump in and help when needed has been very helpful to the science department. Lisa does an excellent job helping us set up and break down labs, inventory science rooms and storage areas and helping out in classrooms. Having a lab aide that we can count on allows us to focus on creating more lab experiences for our students.</li></ul>		
<b>Initiative/Self-Direction</b>		
<ul style="list-style-type: none"><li>● Taught students how to self-advocate (asking for assistance from teacher/staff)</li><li>● Students learned how to access curriculum work from Google Classroom</li><li>● Reviewed how to use different technology tools to complete work (Kami, Gizmos, Pivot Interactive, AP website, Edpuzzles)</li><li>● Students used virtual lab programs to complete work at their own pace (Gizmos, Pivot Interactive)</li><li>● Students use the College Board website to access curriculum, videos and supplementary materials</li></ul>		
<b>Critical Thinking/Problem Solving</b>		
<ul style="list-style-type: none"><li>● How to adjust during the pandemic (hybrid, remote, in person)</li><li>● Re examined different ways to problem solve with technology (printer, zoom, google classroom issues)</li><li>● Students were finding different, and creative, solutions to getting answers to their questions about the content. (Asking classmates, using class notes, internet searches)</li></ul>		
<b>Empathy</b>		
<ul style="list-style-type: none"><li>● Spoke about what to do and who to see when stressed, anxious or depressed.</li><li>● How to advocate needs to teachers and staff (needing a break, extra time etc)</li><li>● AP Environmental Science students developed empathy for humanity as they learned about environmental justice issues around the world.</li></ul>		

### **Creativity/Innovation**

- Animal Physiology-Students researched a species of fish that live in the Hudson River. They had to teach the other students in the class about the fish and then had to write a letter to the Norwalk Aquarium trying to persuade them to add their exhibit to the facility. Requirements for the tank had to mimic natural conditions for the fish species.
- Creative with how to present material in the remote, hybrid and in person models. We had to modify the curriculum so all students can access the material.

### **Communication/Collaboration**

- Use of chat, breakout rooms, google docs, jamboard for students to collaborate in the remote and hybrid models.
- Used google forms as a way to receive feedback from students
- Collaborated with different Special education teachers, FLEX program and Katharine Ellingsen on modification of lessons, content and material for students.
- In physics, students worked in groups to create AP physics questions.
- Students were able to collaborate and work together in pairs when they returned in person to help each other with assignments.

### **TEACHING THROUGH THE PANDEMIC**

How did your work help foster academic success within our students during the pandemic?

- Projects (individual or groups) done by students based on the knowledge they got during this year
- Posted supplementary materials (videos, links etc)on google classroom
- Differentiated assignments and assessment
- Use of Pivot Interactive and Gizmos
- Had small group or individual meetings with students during the helping period or Wednesday afternoon.
- Has less larger assessments that counted for more of the grade and more frequent smaller assessments

### **MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

- We had a former student, Mallory Lefland from NASA, present and speak to students about her part in the rover mission to Mars.
- Collaboration between colleagues with curriculum modification, technology help, etc
- Hired three new science teachers (two probationary and one leave replacement)
- Tried to still do as much hands on labs as possible (chemistry experiments, dissections, sponge absorption lab, bunsen burner labs)
- Spoke to classes about different science careers and put posters up on the third floor to expand and diversify student view on science careers
- Science research students continued with their work and participated in competitions.
- Seeing an improvement in student engagement with students being in person.

### **FUTURE PLANS**

What are your goals for 2021-22?

- Professional Development
  - New NY Next Generation Science Standards
  - Technology (virtual lab programs etc)
  - In methods to reclaim loss of learning due to the pandemic
- Introduction of a new textbook for Forensics Science
- Infuse more opportunities for STEM in the curriculum
- To successfully navigate whatever the “New Norm” is when we get back to school next year.
- Support two new teachers in the science department

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CHHS	<b>Department:</b> Social Studies	<b>Coordinator:</b> Maiolo
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b> Teaching and learning through the pandemic has required flexibility and adaptation from all on a daily basis. We have modified all lessons, units, and assessments to provide our students with as much valuable education as possible both in the content and in social emotional realms. In turn, our students have been able to succeed in being flexible and adapting to learning in these very different environments and ways.</p> <p><b>Initiative/Self-Direction</b></p> <ul style="list-style-type: none"> <li>- Student choice is offered in almost all major assignments or projects. This includes, choice of research paper topics in grades 9-12.</li> <li>- Global 9 Honors program offers students the ability to self-enroll. Assignment options are presented and the students decide whether they would like to participate. This requires students to maintain an A- in both course work and honors assignment work.</li> <li>- Digital access to all course materials like assignments and presentation slideshows, are offered to students.</li> <li>- The grade portal is public throughout the entire marking period so students clearly see their scores and if there is missing work. Additionally, in many classes, teachers are leaving detailed feedback and info on assignments and any necessary revisions / makeups for students on Google Classroom.</li> </ul> <p><b>Critical Thinking/Problem Solving:</b> A large part of our discipline’s purpose is to promote critical thinking in the discipline of social studies and also outside of our classrooms in other disciplines and in life. Our classes are based in things like primary and secondary source analysis, making strong connections to current events and enduring issues, and analyzing causation, comparison, and continuity and change over time.</p> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>- Some 10th and 11th grade students attended the virtual “Holocaust and Human Rights Center Institute” where they participated in student workshops focused on human rights. They were able to hear a Holocaust survivor speak and a keynote speaker on his experiences breaking away from a family/community involved with the KKK. The students discussed ways to better be upstanders (they also wrote essays on this topic in order to apply for a place to participate in this workshop) and they planned to get involved in existing school clubs focused on empathy, equality, and human rights.</li> <li>- Global 10 Regents courses complete a unit and assessment on human rights and global human rights violations. They explore and evaluate the levels of “justice” served and preventative measures for the future. Similarly, AP World students study the “10 Stages of Genocide” and review global examples. They evaluate the United Nation’s actions and global responses and discuss what it means to be an “upstander” and a “bystander”.</li> <li>- There is a Global 10 assignment on the lasting legacy of imperialism around the world.</li> </ul>		

- United States and Government courses in the 11th & 12th grades teach students about the diverse socio-economic realities that exist around our country.

**Creativity/Innovation**

- Embedded into student choice on many assignments and/or assessments are ways for students to be creative and innovative. There are often options that include art/design, creation, and/or proposal of original work.
- This year in particular we used platforms like Google Jamboard to allow student creativity virtually and collaboratively.

**Communication/Collaboration:**

- We have had to design opportunities for students to be able to successfully communicate and collaborate with another over Zoom and/or while some were in the classroom and others were on Zoom. We used breakout rooms, Google Jamboards and Parlay for collaboration and open presentation, screencastify, etc. All of these things were new tools for teachers and students that we all (teachers) needed to learn on the go to then turnkey it to our students.
- Students participate in small and large scale collaborative projects in all social studies courses. For example; the 9th grade belief systems project.
- Presentations that are evaluated using the district wide rubric.

**TEACHING THROUGH THE PANDEMIC**

How did your work help foster academic success within our students during the pandemic?

As stated earlier, teaching and learning through the pandemic has required flexibility and adaptation from all on a daily basis. As teachers we have modified **all** lessons, units, and assessments to provide our students with as much valuable education as possible both in the content and in socio-emotional realms, all with the purpose of providing our students opportunities for academic success and a place of stability.

Every teacher has;

- Modified all course materials so that they were conducive to learning and being used in class, on Zoom, and during the blend of both when students are in two different places as we teach them all at once. We have also had to be prepared on a daily basis to provide materials to students at home that they were scheduled to be in the classroom but switched last minute/day of.
- Made all classroom materials public and maintained Google Classroom for each class where assignments are posted with detailed instructions and information along with specific feedback for each student.
- Maintained the public Infinite Campus grade portal so that students and families could see scores for each specific assignment during each marking period.
- In addition to completing progress reports each marking period, teachers have done almost constant personal outreach to struggling students and their families throughout the entirety of the pandemic.
- Outreach has also been done between colleagues. Teachers have been updating counselors, psychologist staff, at risk committee members, and fully remote student point people through emails and meetings.
- We have continued to be available 5 days a week for helping period sessions in the classroom but have also made ourselves digitally available as well by providing students with Zoom/Google Meet links to join.

- Wednesday afternoons have been used to meet with individual students, particularly the fully remote population. Meetings with parents have often been scheduled during that time as well.
- Trained ourselves and each other on new technologies and programs like Zoom and Parlay in order to best serve our students academically.
- Did independent research on best practices, new programs, and different technologies that might help our students succeed. As a department we worked together to research and find microphone technology that would allow our remote students to hear the students in the classroom. We then ordered the necessary tech through our department budget.
- Teachers have been extremely flexible with students during this time and have worked with them and families when necessary to come up with modified timelines for completion of assignments and/or revisions, etc.

#### **MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

- Living through a pandemic yet still being able to accomplish all of the things listed above and then some.

#### **FUTURE PLANS**

What are your goals for 2021-22?

- Continue to work on ways to best enhance the skills of our students in areas like critical thinking and problem solving.
- Continue prioritizing mental health and social emotional needs.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CHHS	<b>Department:</b> Support Services	<b>Coordinator:</b> Kelly Ingraham-Friedman
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<b>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</b>		
<p><b>Flexibility/Adaptation</b></p> <p>Flexibility/Adaptation continues to be a strength of our department. As special education teachers, this is essential for our work. Our students’ needs are so diverse, and at times unpredictable, so we must be able to meet them where they are at. Even during Hybrid teaching/learning our Department’s approach remained structured and organized, flexible and accessible.</p> <p>The ability to be flexible and adapt was especially evident during this year, as special educators transitioned both themselves and students into hybrid learning models, cohort groupings, etc. while also balancing COVID-19 mitigation measures and maintaining positive learning experiences. For example:</p> <ul style="list-style-type: none"> <li>● Break up instructional time during double periods, so that students have an opportunity to self-regulate when needed. This way, their social/emotional needs can be met during this challenging school year (i.e. “brain breaks”), while still working towards meeting their IEP and academic goals.</li> <li>● Providing students time either in-person or virtually to meet in regards to academics or well being.</li> <li>● Keeping open communication and transparency with students and families with schedule changes/transitions.</li> <li>● Creating alternative work spaces for students (outdoor and indoor)</li> </ul> <p><b>Initiative/Self-Direction</b></p> <p>This is the ultimate goal for our students, and it is a large part of the work that we do with them. As they come to understand themselves as learners, their abilities and disabilities, they are better able to develop and build self-advocacy skills. As their confidence grows, we see that they become more willing to take an academic risk. Over time our students do take a more active role in plotting their course (from learning to better prioritize, self-select an IEP goal to focus on, developing goals, to advocating for needs and managing more challenging courses, etc.).</p> <p><b>Critical Thinking/Problem Solving</b></p> <p>Teaching through a pandemic required an immense amount of critical thinking and problem solving. From learning and using new and additional platforms and technology for viewing works in progress, providing feedback, and assessing student performance and need remotely, to developing new strategies and protocols for the Test Center, to managing CTS-D classrooms, to creating a warm, nurturing learning environment and a sense of security and safety for students.</p> <p><b>Empathy</b></p> <p>In Resource Rooms, CTS and Special Classes, the RISE and FLEX programs, and in counseling sessions, we work to create an environment that is warm, friendly, welcoming, supportive, and respectful of students’ various learning differences and individual needs. We are mindful of our students’ individual feelings about their needs, modifications, and accommodations. We model empathy, kindness, mindfulness, and offer perspective</p>		

to students as well as colleagues. Students feel safe and supported, and are often seen encouraging and supporting one another in these smaller learning environments. We lead/teach by example.

### **Creativity/Innovation**

Managing students' needs (goals, accommodations, modifications, etc.), motivation, focus, interest, and confidence requires a degree of creativity and an innovative approach in and of itself. Here are some examples:

- Utilizing breakout rooms on Zoom to divide students into smaller groups so that they could receive more individualized attention from a teacher/aide during Resource Room sessions
- Utilizing technology (google docs, remind, google classroom, etc.) to help students navigate hybrid/remote learning and prioritize assignments to mitigate overwhelm.
- RISE held monthly virtual Guest Speakers for class to promote concepts being taught in class.

### **Communication/Collaboration**

Our department is consistently communicating and collaborating with our students' content area teachers to track student progress, ensure that students are working to their potential, and to make any modifications that may be necessary for students to achieve success. Case managers serve as an advocate for students on their caseload, the point person for students/parents/teachers, and as a liaison between teachers, other support staff, and parents. We encourage our students to communicate with their teachers and advocate for themselves as they work towards becoming more independent learners. We teach them this skill through modeling, and many times through direct instruction.

Resource Rooms themselves are collaborative settings where students will often work together to study for tests and quizzes and share study strategies, successes, and problem-solving struggles with their peers.

Collaboration between resource room teachers and content area teachers is integral to the growth and development of our shared students. Productive and positive working relationships between members of the faculty have been a key part of our students' success during this unusual year. This year our content area teaching colleagues have been even more receptive to our attempts to advocate for our students.

## **TEACHING THROUGH THE PANDEMIC**

### **How did your work help foster academic success within our students during the pandemic?**

The dept. realized early on the importance of providing a safe setting of instruction where students are nurtured and individual needs for these at risk students are met. This has always been the driving force for our department. The work we completed this year to foster academic success only compounded that strategy to make learning effective for these students.

Throughout the year, we worked with students to develop routines to manage their physical and virtual workload. We found new tools that seemed more suitable for tracking online assignments and introduced them to the students.

## **MEETING UNPRECEDENTED CHALLENGES**

### **In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?**

TAP: I believe the greatest accomplishment was the ability to pivot between online and in class learning. It may not have always been perfect, but nevertheless, the learning experience was successful with both modes of instruction.

RISE: I feel working collaboratively with each other as well as with mainstream teachers was a major accomplishment this year, there were so many factors. Having students back and forth virtually or in person, brought it's challenges but we we're flexible in meeting these challenges. In terms of RISE, our students couldn't go out this year to local job sites, but we were able to meet virtually with local business owners and learn how these businesses were adapting to the challenges they were facing this year.

In Flex, we focused on creating an environment in which students felt safe, connected, and successful. We were able to provide a space that was adaptable to various student's needs simultaneously. Whether they needed our assistance for a period or the full day, it was a celebrated step just to make it into the building. I believe that adults seemed more relatable to the students than ever before because we were all going through the same uncertainties and we were honest with students. Relationships with students strengthened and they seemed more willing to accept support.

Resource Rooms and CTSD/I: Special Educators were able to build and maintain rapport, connections, and open communication with students, colleagues, and families. This has always been the foundation for the work we do. Although challenging, students were able to have their individual needs met and maintain a degree of autonomy in this highly individualized and specialized setting.

#### **FUTURE PLANS**

##### **What are your goals for 2021-22?**

The goal for Special Class English and Social Studies is a return to normalcy. The pandemic has proven that remote learning is not as effective as in class learning with this group of at risk students. My goal is therefore to hopefully have no on-line learning next year.

The goal for RISE would also be to return to normalcy in giving the students an opportunity to continue gaining real life skills within the community. These experiences are important for students and can better prepare them for their transition after High School or for other post-secondary opportunities.

Considering social concerns of this year, one goal is to provide more opportunities for students to interact with each other. Focus on providing a space that encourages informal, spontaneous conversation.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CHHS	<b>Department:</b> World Languages	<b>Coordinator:</b> Sue Bree
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b> Both students and teachers needed to demonstrate flexibility and adaptability, particularly early in the year; one never knew who would be in class on any given day (if students or faculty had to quarantine), or whether or not there would be technology issues. This meant that everyone had to be prepared to slow down, ask each other for help, advocate for themselves as needed, and deal patiently with problems when they arose.</p> <p><b>Initiative/Self-Direction</b> The use of google classroom and the fact that students spent more than half their time at home (whether fully remote or when working in a hybrid situation) meant that students were forced to work independently a good deal of the time. Teachers tried in different ways to provide additional support (providing models of work when giving out assignments, meeting one on one with students in difficulty, giving extra time as needed). Some students improved their self-advocacy skills, or learned (when teachers reached out to them) that it was OK to ask for help when they were struggling. Certainly fewer students disengaged completely, compared with last spring.</p> <p><b>Critical Thinking/Problem Solving</b> Students needed to learn new skills and adapt to new learning environments in order to attend class and complete work. They also had to learn to be resilient and figure out how to “dig themselves out of a hole” in some cases, as they fell behind with work, which is a major life skill in terms of problem solving!</p> <p><b>Empathy</b> Faculty universally reported that students showed tremendous empathy and support for teachers as they struggled to adapt their lessons and materials to a hybrid situation. There were innumerable anecdotes of students leaping up to help with technology or intervening with a suggested “why don’t you try...?” In many cases, they provided great feedback as teachers tried out new techniques and technologies.</p> <p><b>Creativity/Innovation</b> We had to adapt an in-person exchange program to a virtual one, by using audio and video technology to allow students to exchange ideas and questions with each other. Upperclassmen in particular were very good about making suggestions, in terms of technology or teaching techniques that would benefit their learning: “Do you think you could (do something in a different way), because that would help me to ...” This allowed some of the more active students to become more “collaborative” in their own learning.</p> <p><b>Communication/Collaboration</b> This is the cornerstone of most of what is done in language classes. Particularly in the upper levels, students worked frequently in pairs to practice their communicative skills; in French, they even reached out beyond the school to have contact and to complete small projects (questions and answers, cultural comparisons) with students in France. We put a strong emphasis on oral communication over the course of the past year, to provide students with opportunities to practice the most practical and useful function (speaking to other people).</p>		

## TEACHING THROUGH THE PANDEMIC

How did your work help foster academic success within our students during the pandemic?

Teachers feel that in many cases they were able to foster stronger relationships with individual students, particularly those with whom they worked one on one; we emphasized communication and strove to be understanding about the physical and mental difficulties students were going through. We communicated extensively with families, and were far more flexible about deadlines.

We had to prioritize certain key concepts and skills over others; by slowing things down and focusing on those core skills we tried to make content manageable for students rather than expecting that they would be able to handle a “full” course load worth of work. This will, of course, necessitate some backfilling of lost content and adjustment of instruction at different levels as we move forward, but it did allow students to manage material better and feel more successful about their learning.

In some cases, since work was done more independently, teachers found it beneficial to ask students to do more project oriented work to practice concepts, rather than focusing on call-and-response drills in class (particularly in upper level classes). For students who were comfortable with this format, the process allowed them to create quite an extensive portfolio of interesting work. At lower levels, however, student work reflected more uncertainty and less facility with basic structures (since the constant practice-and-feedback of whole class drills was somewhat missing). These students felt less confident doing projects, and their work reflected a more limited achievement. Teachers made an effort to work one on one with students who were struggling, but time constraints and class size made this difficult... in addition to the fact that doing this kind of one on one work could be awkward when done in class with remote students (even when done in breakout rooms).

## MEETING UNPRECEDENTED CHALLENGES

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

Our department members learned to use different instructional technologies, and were able to assess their utility for future use (when we move back to fully in person instruction). Certain technologies have proven to be helpful: GC is a useful management tool that keeps track of materials and assignments for students (although some students continue to struggle to find assignments and figure out what to do). Google slides has also proven to be a good way for students to collaborate and see each others’ work.

By asking students to make use of certain technologies, they have had increased opportunity to submit performance tasks for feedback. In French 4, for example, the students became used to making audio and video recordings of themselves speaking in French, something with which they were previously very uncomfortable. Now that it has become “matter of course”, their oral performance is improving as they relax when speaking. The fact that they submit more of these recordings means they have more opportunity to receive and act on teacher feedback.

Over the course of the past year, some teachers have also found ways to incorporate more culture into the curriculum, which gives the students access to different perspectives and allows for cultural comparison and reflection.

I think, in French, our ability to keep the contact between the students at CHHS and the Lycée Jean Dautet was a notable accomplishment, which motivated students by reminding them of why the skills they are working on are important and the use to which those skills can be put in the real world.

#### **FUTURE PLANS**

What are your goals for 2021-22?

Given the limitations of instruction during the pandemic (particularly setting up fair and equitable assessment), it was difficult to motivate students to study and retain vocabulary on a regular basis. As a result, students show considerably less familiarity with vocabulary at each level than they normally would under different circumstances. This spills over into every skill area: students have more trouble reading and listening and they fail to recognize words that appear frequently throughout the course; they are less able to communicate ideas as they search for basic concepts. We will have to work to “backfill” the vocabulary gap, without overwhelming students with a sudden barrage of information and/or quizzes.

Normal classroom routines have also not been well established. All teachers report that they are currently (now that the majority of students are back in the classroom) working on establishing routines and habits that are normally in place by the end of the fall. A higher expectation for student behavior needs to be set at the beginning of the year regarding use of technology to distract from classwork, tardiness of work submission, etc.

Some teachers hope to continue using tools and skills learned during the pandemic. Certain habits that students have acquired have turned out to be beneficial (speaking habits, making appointments to work with teachers as an “accountability buddy”, etc.)

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> K-12	<b>Department:</b> Art Department	<b>Coordinator:</b> Wendy Armstrong
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b></p> <ul style="list-style-type: none"> <li>● Technology for communication and student collaboration <ul style="list-style-type: none"> <li>○ Grade-level/Class web pages</li> <li>○ iMovies</li> <li>○ Padlet</li> <li>○ Google slides</li> <li>○ Google Meet</li> <li>○ Google+ Community sites</li> <li>○ Screencastify videos</li> <li>○ Zoom</li> <li>○ Solo Spark Hovercam for Demos</li> </ul> </li> <li>● Students displayed the following skills and behaviors that promote learning in regards to flexibility and adaptation: <ul style="list-style-type: none"> <li>○ Resilience and risk taking</li> <li>○ Creative problem solving through critical thinking (e.g., thinking outside the box, coming up with your own spin, working with limited materials at home, etc.)</li> <li>○ Exploring new ways to share artwork and collaborate <ul style="list-style-type: none"> <li>■ Padlet</li> <li>■ Break-out room critiques</li> <li>■ Google slides comments</li> <li>■ Verbal prompts and responses</li> </ul> </li> <li>○ Further support fine motor skills building (e.g., drawing, painting, origami, etc.)</li> </ul> </li> <li>● The department members maintained a flexible approach as teaching paradigms, safety protocols and even classrooms needed to be changed throughout the course of the year</li> </ul> <p><b>Initiative/Self-Direction</b></p> <ul style="list-style-type: none"> <li>● Students maintain, organize art materials and their artwork</li> <li>● Choice in use of tools &amp; materials in order for the students to challenge themselves and become more independent thinkers, problem solvers and creative risk-takers</li> <li>● Choice of specific projects with the use of choice boards especially while distance learning</li> <li>● Students view artwork from their peers and discuss that artwork within a positive critique atmosphere to clarify directions with a project or to enhance the skills and concepts</li> <li>● Students learn from each other on how to effectively communicate regarding the artistic choices of that student artist and offer any insightful comments using the Art vocabulary specific to that project.</li> <li>● Advanced classes use a 6 step process for most projects (ie “creative visual challenges”) in which they brainstorm and thumbnail their ideas, find visual research to inspire their choices, create the artwork, present their projects and critique their classmates both online and in class, and finally, make adjustments to their projects based on feedback</li> </ul>		

### **Critical Thinking/Problem Solving**

- Art is a hands-on experience that allows students to be independent and reflective thinkers in an inclusive, diverse environment guided by lessons that engage and encourage creative problem-solving through critical thinking and risk taking. This is established through active engagement in the processes that constitute creation and performance in the arts.

### **Empathy**

- Projects were created to give platforms for expression of difficult emotions such as fear and anxiety.
- Projects also highlighted perseverance and themes of overcoming obstacles. Individually or through teamwork.
- Racially and culturally diverse artists and artwork are included in the K-12 curriculum.
- In Digital Photography many of our projects incorporated the theme “an exploration of self” through sharing this work students were able to engage in conversations that challenged their world view and experience
- This year, a shared experience of the pandemic has often created a sense of empathy through artistic themes such as isolation and togetherness, masks for protection and decoration, and social distancing, etc.

### **Creativity/Innovation**

- Art projects are an opportunity for students
  - To express themselves in a unique way
  - Take risks
  - Develop new concepts
  - Experiment with new mediums
  - Explore new processes and techniques
  - Promote resourcefulness, especially in distance learning

### **Communication/Collaboration**

- Use of the web based platforms in providing feedback for students through google classroom, padlet, email, etc. for those students who participated
- Theme-based projects use interdisciplinary and/or Art curriculum and/or NYS Art Standards as inspiration
- In 8th Grade Design a number of projects required students to “shop around” for peers to complete their design brief. These projects ranged from solo to partners, teams and full class challenges.
- Transparency with rubrics and assessments via Google Classroom and Rubicon Atlas
- Art department meetings
  - Discuss curriculum
  - Progress
  - Share strategies - what’s working, what’s not
  - Technology platform collaboration
  - Motivation of student strategies
  - Evaluation
  - Etc.

## **TEACHING THROUGH THE PANDEMIC**

How did your work help foster academic success within our students during the pandemic?

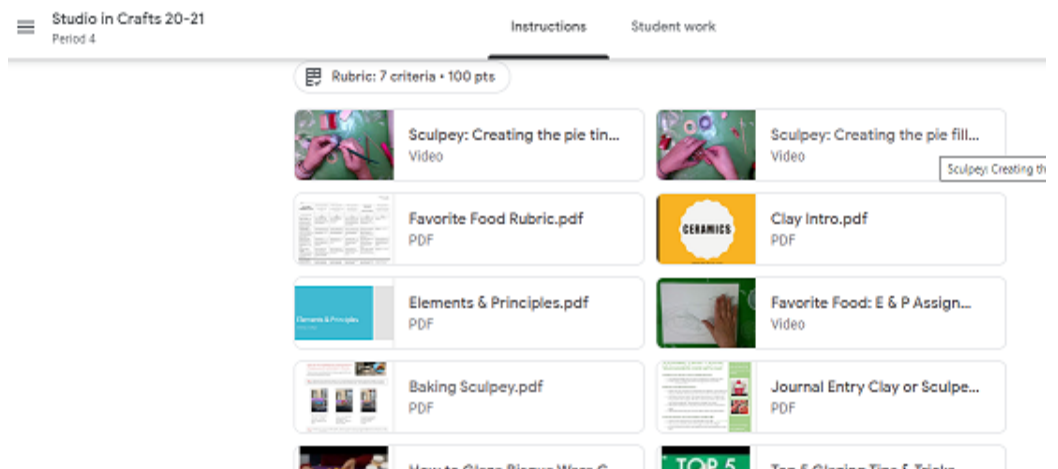
- Flexibility
  - Deadline flexibility

- Increased differentiation
- Numerous reminders via classroom and email
- To increase organization, beginning classes with “What do we need to do today? Look at your Google Classroom.”
- Providing supplies, paper, pencils, markers, etc. to take home for full virtual students and students that needed extra support.
- Creative and flexible approach to materials for those students at home and unable to pick up supplies.
- Providing both a creative and emotional outlet for students to process the pandemic and all the change it has brought to their lives

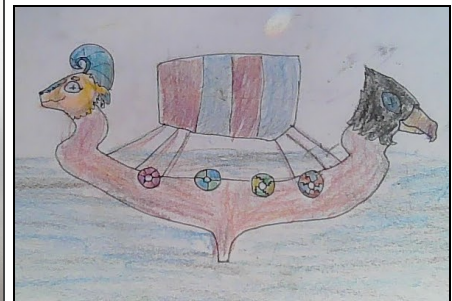
## MEETING UNPRECEDENTED CHALLENGES

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?

- Flexibility
  - Changes in mediums used as well as supporting materials (Google Classroom) for greater student independence
    - Sculpey instead of clay (*see Crafts Google Classroom Instructional page with supporting documents, videos, rubrics, guide sheets, etc.*)



- Watercolor instead of acrylic

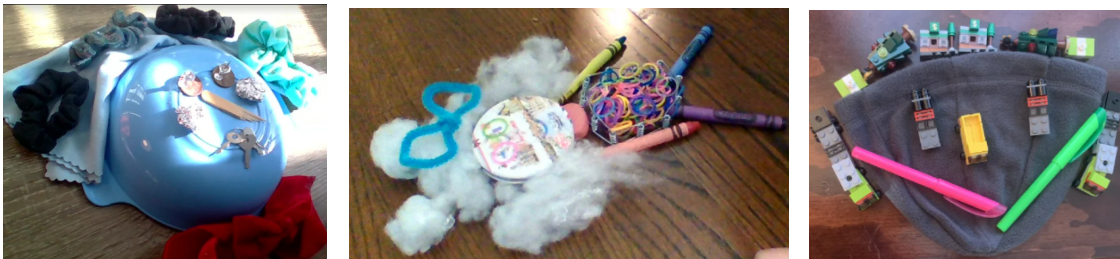


- Sketchbooks instead of loose paper
- Curriculum redesigned and recreated:

- Altering existing projects to fit hybrid model (see HS Craft students' work for Stained Glass Mosaics--alternate media paper)



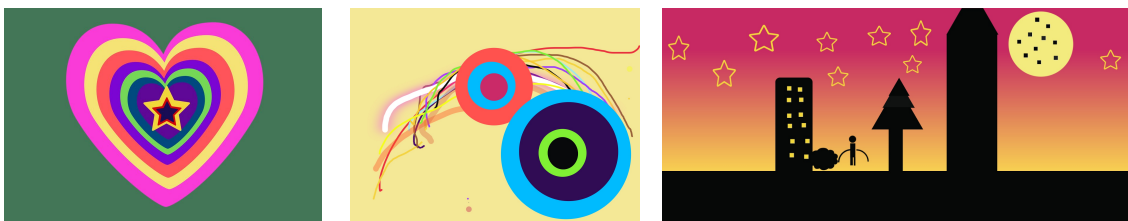
- Assigned new projects that could be created in any location, as well as projects that used everyday objects or materials (see fourth grade picture examples of everyday object portraits provided)



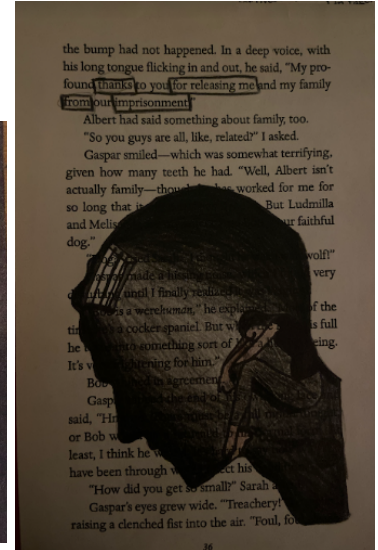
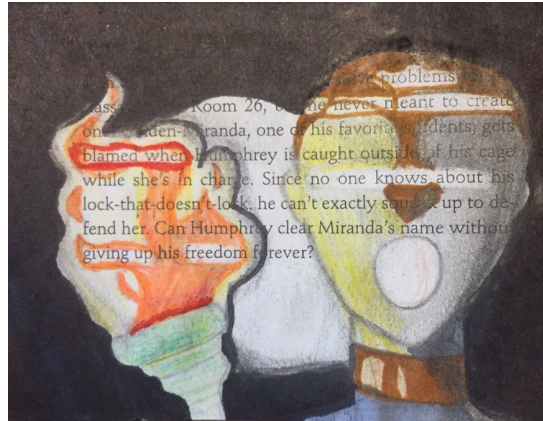
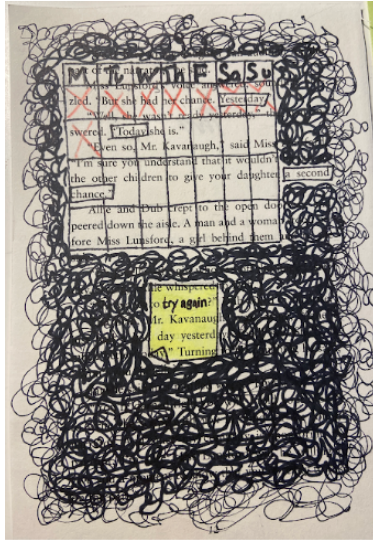
- Highlighted a wider variety of artists, as well as more contemporary artists new to the curriculum to inspire students
- Adapted Elements and Principles of art, our department vocabulary to drawing medium only.
  - Symmetry, pattern, analogous color, shape, value, etc.



- Kin. and First grade students were encouraged to utilize Seesaw's graphic drawing program to create original artwork, which helped to set a solid foundation for use of future graphic art programs for these students (see pictures of student examples provided)



- Students were able to freely express themselves and their feelings regarding this difficult year within their projects (see pictures of student examples provided)



**Morgan C.**

"I am Thankful for....  
Tree"

I chose to show my tree because this was a very hard year. This tree reminds me of all the good things in my life. My favorite part of the tree is the little bird in a bird nest because it reminds me of my love of nature.



**Zachary W.**

"My Real Self"

This is my behind my mask self portrait. I chose this project because I want people to see my real face not just me in a mask.

**FUTURE PLANS**

- What are your goals for 2021-22?
- Continued conversations about art dept goals and dreams
  - Collaborate in the creation of a database which contains a wide variety of artists and artwork for K-12 students to reference and use as a tool to identify aesthetic characteristics within their artwork using the Elements and Principles of Art.
  - Bring in more visiting artists
  - Return to in-person art shows, if and when possible.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> CHHS/CET/PVC	<b>Department:</b> Music	<b>Coordinator:</b>  Michael Katzman
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b> This school year brought a host of changes requiring flexibility/adaptation on the part of the music faculty. We taught performing groups online in a “Zoom” format. Because of this the students would largely keep their mics muted, so they would listen closely and follow the teacher. Because of protocols not allowing singing/playing instruments less than 12 ft distant, the general music faculty had to focus more on music appreciation and less on “hands on” applications of music. In turn students had to become flexible to react with the changes in CDC guidance. Sometimes music was completely remote, sometimes hybrid and now, more or less a return to in-person learning.</p> <p><b>Initiative/Self-Direction</b> The ability to take initiative and self direction was very evident in the choral program this year. More than ever before I required students to make recordings for assessment and to make videos of their own performance for inclusion in virtual choir performances. These require the student being self directed and critical of their performance. Sometimes to get an acceptable take, the student had to record their videos several times</p> <p><b>Critical Thinking/Problem Solving</b> Self-assessment is a necessary element when performing an instrument. Students must think critically about how they are producing a sound, if they are playing the right notes/rhythms, if they are balancing/blending with others, etc. Students must learn to reflect on the music or their performance without the teacher prompting them. In music the teacher becomes the facilitator when asking essential questions to help guide their higher level learning. During band rehearsals students must overcome what Angela Lalor describes as “the productive struggle.” Whether in an instrumental group or a general classroom, students must switch from thinking about music in a passive sense, to joining the conversation in a more active and assertive role. Besides problem solving and interpreting, students must act as observers too. This can happen by watching other people perform, or giving constructive criticism to other group members in order to further the groups’ direction. When it comes to music, many students do not realize that they must do multiple activities at once including: reading, breath control and support, working with facial muscles or tactile skills and many more. While this is all happening, students are also expected to create music on a higher level by considering the composer’s intent. In the case of Choral music, critical thinking is inherent in preparing a piece for performance. They must first look at their octavo, view it as a map made up of various symbols and “lanes” where 3 or more parts are moving</p> <p><b>Empathy</b> This year has really tested empathy on all sides. The students have to show empathy for other students struggling with family issues due to the pandemic. They demonstrated empathy toward us as music teachers struggling to do a job that requires being able to hear our students and we simply could not. The students were surprisingly patient. We showed empathy toward them as many encountered technical issues, family issues and illness at times.</p>		

**Creativity/Innovation** Music teachers were forced to be creative in the use of virtual assessments and creating virtual performances due to the constraints of the pandemic. Even without being able to use instruments, students were able to demonstrate creativity within the music curriculum through the use of applications such as Chrome Music Lab and Soundtrap, two apps that foster musical creativity through composition using loops, drum sequencing and recording vocals. Students also used Logic Pro X and Ableton Live in Emusic. Students that were full-remote or hybrid without access to a viable computer option were given district chromebooks with the software installed so they could effectively work from home.

**Communication/Collaboration**

Communication and collaboration is inherent in performing groups due to the fact that in order to create something together, requires both. Making music out of notes and directions on a page requires teamwork in negotiating tempos, dynamics, and pitch etc. These are also used in the general music classrooms on various small group projects using Soundtrap.

**TEACHING THROUGH THE PANDEMIC**

How did your work help foster academic success within our students during the pandemic?  
The general music curriculum grades 7-8 had to be adapted to rely less on instrumental application and more on music appreciation and creating music using laptop computers. The students adapted and learned a lot about the elements of music, music within culture and composition

**MEETING UNPRECEDENTED CHALLENGES**

In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?  
We managed to find creative ways to help children learn music when singing and sharing instruments was impossible. We managed to find ways of encouraging performance even when live performance was impossible as well. All Emusic students eventually had the needed resources to work on the digital workstation software and complete their assigned projects.

**FUTURE PLANS**

What are your goals for 2021-22?  
Hopefully, next school year will bring a return of being able to use instruments in the general music classes and being able to sing and play wind instruments in our performing groups. The goal would be one of rebuilding our groups and focusing on the joy of playing music live together.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> K-12	<b>Department: Health, PE, Home Ec &amp; Media</b>	<b>Coordinator:</b> Kerri Tracy
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation</b></p> <ul style="list-style-type: none"> <li>The majority of our courses modeled this throughout the year by teaching in non-traditional spaces. Students learned how to stay well &amp; be flexible with the obstacles COVID brought. <ul style="list-style-type: none"> <li>Ex: CET PE demonstrated this when they had the students participate in PE outdoors in the snow.</li> </ul> </li> </ul> <p><b>Initiative/Self-Direction</b></p> <ul style="list-style-type: none"> <li>PVC Media - 7th grade mock "Instagram" Influencer project; learning how to safely create an online influence campaign</li> </ul> <p><b>Critical Thinking/Problem Solving</b></p> <ul style="list-style-type: none"> <li>PVC Media - 7th grade debates on media issues that influence culture and society: violence, objectification, gender bias, consumerism</li> </ul> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>CHHS PASS focuses on DBT STEPS-A skills. These skills teach empathy through the skills of dialectical thinking &amp; checking the facts.</li> </ul> <p><b>Creativity/Innovation</b></p> <ul style="list-style-type: none"> <li>CHHS Health, PE &amp; PASS incorporated projects in their courses that allow for student choice &amp; creativity. <ul style="list-style-type: none"> <li>CHHS Health - Virtual Room Project &amp; Advocacy Project</li> <li>CHHS PE - Individual Project (SMART Goal, Wellness, Outdoor Ed)</li> <li>CHHS PASS - End of Year Project (Survival kit, Infographic, Pay it Forward)</li> </ul> </li> </ul> <p><b>Communication/Collaboration</b></p> <ul style="list-style-type: none"> <li>PVC Health &amp; PE continued to have students collaborate through their Health &amp; PE Courses to show how they both focus on Wellness.</li> </ul>		
<b>TEACHING THROUGH THE PANDEMIC</b>		
<p>How did your work help foster academic success within our students during the pandemic?</p> <p>Throughout the year, our focus has been on how our curriculum/disciplines are so relevant to students surviving the pandemic. We focused on things like mental health, coping skills, the importance of physical activity/movement, healthy relationships with technology &amp; self-management. We created lots of opportunities for students to have choice, create projects where applicable and create meaningful relationships with their peers and teachers.</p> <p>If the students are feeling well and able to cope through the difficulties of the pandemic, this will allow for them to have academic success not only in our classes but all of their classes/subjects.</p>		
<b>MEETING UNPRECEDENTED CHALLENGES</b>		
<p>In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?</p>		

- PVC & CET PE ran a successful PE program despite not having a gymnasium. Overall, our department is very proud of the obstacles they overcame this year. While we are proud of our accomplishments in this area, we also realize how important it is to have gym space and other dedicated teaching spaces.
- The CHHS PE Dept had the students work on individual choice projects (SMART Goal, Wellness & Outdoor Ed) to increase physical activity outside of the classroom.
- PVC Health & CHHS Health & PASS maintained their connections with community organizations (Centerlane, NAMI, My Sister's Place, Hope's Door, GLSEN and Planned Parenthood) by having them present to our classes virtually.
- PVC Health also maintained the collaborative relationship with Croton Harmon Alumni Against Sexual Violence during 8th grade Health class lessons this year.
- CHHS Health & PE organized the NAMI Walk-a-thon, that extended beyond the PE classroom and got classes throughout the building walking to raise awareness for mental health & NAMI.
- CHHS PASS was able to have Big Buddies share wisdom & answer questions from students in PASS to help them throughout their high school careers.
- CET PE was able to participate in the Harry Chapin Virtual Run for Hunger with a virtual sneaker wall.
- PVC PE - The cob bench project was completed and celebrated. It was used for lessons in 6th & 8th grade.
- PVC Media - The Cob Bench Documentary video was completed as a collaboration project with PVC PE and shared with the entire school district community via the district website
- CET PE was able to continue the Kids Heart Challenge and donated over \$18,000 to the American Heart Association.
- Jessica Butts led a workshop for health teachers through PNWBoces called "Health Heroes, Spring Summit." Jessica continues to not only lead within our school but also leads health teachers across the county. Jessica will facilitate the Collegial Circle for Health Educators next school year.
- Suzanne Leslie presented at a South Eastern Zone New York State AHPERD care-and-share virtual conference on May 12th.
- Jessica Butts and Kevin Brunelle will both be facilitating summer camps for students currently in CET, PVC and CHHS. Both camps will focus on screen free fitness challenges, wellness and safety in the great outdoors.
- PVC Media classes focused particular attention this year on helping students navigate inordinate amounts of screen time through in-depth lessons on the dangers of the "rabbit hole," growing online radicalization by violent extremists, and predators on gaming sites.
- PVC Home & Careers began the Junior Achievement program. Junior Achievement is a program through which middle school students learn about financial institutions, the benefits of saving and investing, and how to budget for real-world expenses. JA Finance Park is Junior Achievement's capstone curriculum for personal financial planning and career exploration.

#### **FUTURE PLANS**

What are your goals for 2021-22?

- Continue staying up to date within our county & state in regards to curriculum.
- Continue aligning our curriculum k-12.
- Continue focusing on overall wellness & connections between our courses.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> District	<b>Department:</b> Special Education	<b>Coordinator:</b> Glenn Klugherz
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p><b>Flexibility/Adaptation:</b> In my capacity, I have monitored students who have been outplaced by the Croton Harmon School District and also students who have been parentally placed into alternative educational placements. In this role, I have demonstrated flexibility in both managing my role as the psychologist at PVC and meeting students needs as well as finding the appropriate placements and support for students who have been placed in alternative programs.</p> <p><b>Initiative/Self-Direction :</b> We have developed individualized educational plans that focus on developing the skills that students need to become independent learners. These plans are created with a team of professionals who support these students. The goal for all of these students is for them to develop the skills necessary to achieve the qualities as outlined in the profile of a graduate.</p> <p><b>Critical Thinking/Problem Solving:</b> The Individual Education Plans that have been created for students that are not currently attending the Croton Harmon School district are designed to strengthen remedial skills on a path to developing stronger and functional critical thinking and problem solving skills, both emotionally and academically. All of the students whom I am monitoring are in different phases of their education (K-12) and are developing in this area.</p> <p><b>Empathy:</b> In many cases, the students that I have been monitoring this year are all making progress towards developing an appropriate level of empathy. These students fall along the continuum of emotional awareness. Some of these students are approaching a greater understanding of their emotions and others are progressing, but not there yet but are developing the capacity to utilize coping strategies when needed. This is the foundation skill that, when mastered, will hopefully allow them to reflect similarly to the emotional needs of another.</p> <p><b>Creativity/Innovation:</b> Many of these students have been reported to be making strides in their ability to think creatively and generate unique ideas. Many of these students are acquiring the foundational skills and general knowledge to begin to think creatively. Other students are impacted emotionally and continue to struggle to find the emotional availability and freedom to find their creative self.</p> <p><b>Communication/Collaboration:</b> Many of these students have developed the ability to work collaboratively with peers and teachers. Some students continue to struggle in these areas as collaboration and communication have been impacted by remote learning during the pandemic.</p>		

**CRITICAL THINKING THROUGH PROBLEM SOLVING**

What are some things you and your department did to promote critical thinking through problem solving?  
As part of these meetings to support students outside of our district, we have collaborated with other professionals to design educational plans that focus on strengthening the students ability to reflect on their progress and behaviors and make meaningful connections to help them develop and further their problem solving abilities.

**TRI-STATES CONSORTIUM**

What identified areas of growth were informed by the Tri-States process?  
This area was not applicable in my capacity this year. I look forward to being a part of this process in the future.

**FUTURE PLANS**

What are your goals for 2021-22?  
During the 2021-2022 school year, I plan to continue to monitor these student progress and growth. I intend to participate as a group of caring professionals to develop plans that build on the students current skills and utilize students strengths to advance them into the next phase of their individualized development.

**Croton-Harmon Union Free School District**  
Curriculum Coordinator 2021 Year End Report

<b>Building:</b> K12	<b>Department:</b> School Counseling K12	<b>Coordinator:</b> Tanya Thibideau
<b>CROTON-HARMON PROFILE OF THE GRADUATE</b>		
<p><b>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</b></p> <p><b>CET</b> - All classroom counseling push-in lessons are aligned with the Profile of the Graduate and each lesson incorporates at least one of the attributes.</p> <p><b>Flexibility/Adaptation</b></p> <ul style="list-style-type: none"> <li>- As with every educator in the country, our <b>K12 counselors</b> had to be extremely flexible this year. We had to be cognizant of class time for our push in’s to deliver our state mandated curriculum. <b>PVC counselors</b> worked with teachers to push in to zoom classes to deliver lessons or address student concerns. The <b>CHHS counselors</b> shifted all parent information evenings and other night programs to zoom meetings, which in some cases improved our numbers in attendance. We are currently discussing using a hybrid model next year for all of our parent evenings. We also utilized our Wednesday Guidance hour and remote Wednesday afternoons to deliver guidance related lessons to each grade level.</li> </ul> <p><b>Initiative/Self-Direction</b></p> <ul style="list-style-type: none"> <li>- At <b>PVC</b>, in line with RULER, we encourage and assist individuals to identify areas that are difficult and encourage self advocacy and problem solving.</li> <li>- At <b>CHHS</b>, through our individual work with students, we encourage and assist students to become their own advocates.</li> </ul> <p><b>Critical Thinking/Problem Solving</b></p> <ul style="list-style-type: none"> <li>- <b>CET and PVC’s</b> use of the RULER approach to social emotional learning. RULER anchor tools cover many areas, one of which is problem solving.</li> <li>- This often occurs in post-secondary planning at <b>CHHS</b>; through college search lessons and the college essay writing lesson we conduct with seniors.</li> <li>- As <b>K12</b> counselors, we assist students daily with problem solving, working one on one with them.</li> </ul> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>- The <b>K12 Guidance team</b> conducted SEL student surveys throughout the year to get a pulse on our students’ emotional well being. Our most recent survey results (right before we transitioned back to 5 days) was presented at our Guidance Advisory Council meeting on May 19th. After reviewing survey results, <b>K12</b> counselors met with students struggling or in need of a person to talk with.</li> <li>- The RULER program, delivered at <b>CET and PVC</b> focuses on empathy.</li> </ul> <p><b>Creativity/Innovation</b></p> <p><b>PVC</b></p> <ul style="list-style-type: none"> <li>- Created weekly Tik Tok videos to remind students of different strategies to stay current in their work and to communicate with counselors when struggling.</li> </ul>		

**CHHS**

- Created a Class of 2021 google classroom to help disseminate important college related and other senior specific information to the senior class.
- Utilized Wednesday afternoons to conduct guidance curriculum lessons via zoom to avoid pushing into academic classes.

**Communication/Collaboration**

- **K12 School Counselors** are members of RTI, At-Risk Committees, the Committee of Special Education, and building level emergency response teams.

**CHHS**

- We sent grade level emails with pertinent information at least bi monthly.
- We collaborated with the senior class advisor and started a Class of 2021 google classroom page to communicate important information to seniors throughout the year.
- Worked closely with At-Risk team to identify and outreach our most at-risk students.
- We shared our grade level emails in the Principal's weekly to parents.
- We continued our evening parent programs (2 Financial Aid nights, 9th/10th grade parent night, Rising Freshman Parent Orientation, and our annual College Symposium).
- Mailed home report cards to any student that earned an F in a course for a quarter grade.

**CHHS and PVC**

- Worked closely to adjust all rising freshmen scheduling and transition activities.
- **PVC and CHHS counselors** pushed into 8th grade Health classes to address transition questions.
- **PVC Counselor** helped to provide and encourage Big Buddy communication.

**PVC and CET**

- Worked closely on transition activities for rising 5th graders.
- **PVC and CET Counselors** created videos answering questions taken from a google survey provided by the CET Counselor to all 4th graders.
- **PVC Counselor** pushed into 4th grade zoom classes to meet students and answer more questions from students.

**TEACHING THROUGH THE PANDEMIC****How did your work help foster academic success within our students during the pandemic?****CET**

- Maintaining connections with students and being available to support students socially and emotionally helped students to be available to learn and succeed academically.

**PVC**

- Maintaining communication with each team of teachers and reaching out to students or parents when there were concerns. Creating plans with students, families and teachers to help foster some academic success. Continuing individual and group counseling zoom meetings to address social and emotional concerns.

**CHHS**

- We had a devoted "counselor drop in hour" built into our schedule on Wednesday's during hybrid learning where students were able to sign in to our zoom to ask questions.
- Conducted surveys to assist with outreach for at risk students.
- Having the technology available helped us tremendously to connect with students on their virtual days.

## MEETING UNPRECEDENTED CHALLENGES

**In light of the challenges everyone encountered this year, what were your department's greatest accomplishments?**

### CET

- Being able to schedule classroom counseling push-ins throughout the year on a consistent, biweekly basis to maintain connection with all students both remote and in-person was a big accomplishment and provided much needed support for all students K-4.

### PVC

- Being able to deliver all mandated counseling to individuals and groups.
- Staying in line with our RULER curriculum with our advisory lessons.
- Manage to the best of our ability to keep our fully virtual students to feel as connected and much part of our building as possible.

### CHHS

- Being able to deliver all state mandated guidance curriculum, all while trying not to use structured academic class time.
- Being able to deliver all parent night programs virtually.
- Being able to connect with students in-person and virtually.

### K12

- Working collaboratively to develop age appropriate surveys for grades 3-12 to gather data on our students emotional well being when preparing for our full time reopening this spring.
- Our presentation from our Guidance Advisory Council meeting in May can be viewed [here](#).

## FUTURE PLANS

**What are your goals for 2021-22?**

### CET

- To continue the biweekly push-ins and add a consistent and detailed parent communication piece to accompany all lessons.

### PVC

- To continue to maintain consistent communication between teachers and students and encourage self confidence in students and the ability to advocate for oneself.
- To continue to use technology to check in on the social/emotional needs of our students.

### CHHS

- To continue to monitor the social-emotional and academic well being of our students as we continue to transition back to a "traditional" schedule.
- To evaluate ways we can continue to use technology in the delivery of our program (ie: offering parent programs in a hybrid style) to encourage higher attendance and parental involvement.
- To assist in the mentoring and training of our new high school counselor.

### K12

- To continue our K12 Guidance advisory committee, reviewing our K12 Guidance plan with administration, colleagues, students and community members.



# **Croton-Harmon**

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## **Union Free School District**

### **Co-Curricular Activity Reports**

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CET	Name of Club: BROADWAY KIDS	Advisor: MARLENA HORTON ANA MARIA STRATTNER
Frequency and Duration of Meetings: JAN-JUNE		# on roster: 125 # of regular participants:
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>1. Description/Purpose/Goal of This Club: Broadway Kids was designed to teach the students all the facets that go into putting together a show. Each class learns two songs from a Broadway show that they sing and dance to., create choreography, and determine their props and costumes. The students also learned an opening and closing number to perform as a large group. Thanks to a grant from our PTA the students are able to have some costume pieces purchased for them, to create a more authentic Broadway experience.</p> <p>*Due to Covid restrictions, we were not able to sing, dance close together or create a stage flat. We also had the performance outside, without musicians or lighting.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Being part of a musical ensemble aligns with all the categories in the profile of the graduate. <b>Critical thinking</b>- Students have to interpret the music they are given, read the music and the lyrics <b>Creativity</b>-They are always showing me their creative side! They help create interpretation and choreography for the music. <b>Empathy</b>-The students need to respect that not all students want to physically perform and some are uncomfortable. They show empathy and understanding with how they support one another. <b>Flexibility</b>- The students also show flexibility by switching, rehearsal times, or when technology fails and we need to improvise. Also, they show a lot of flexibility with e-learning and learning remotely.. <b>Initiative</b>-They took initiative researching their individual shows, Many found videos and watched them to completely immerse them in their show. <b>Communication</b>-They communicate their opinions for what shows they would like to perform as well as their opinion of the shows I chose. They also are using google classroom to communicate with me and send videos of themselves performing.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Worked as a team</li> <li>● Created choreography</li> <li>● Designed a costume</li> <li>● Learned songs through live and e-learning instruction in sign language</li> <li>● Practiced choreography independently</li> <li>● Performed for an audience</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CET	Name of Club: KINDNESS CLUB	Advisor: MARLENA HORTON & ANA MARIA STRATTNER
Frequency and Duration of Meetings: EVERY OTHER WEEK		# on roster: 15 # of regular participants: 10
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: This club encourages kids to be kind and come up with a way to spread kindness . We focused on community outreach, cultural awareness, random acts of kindness, empathy, respect and inclusion. Through conversation, brainstorming and projects, we hope this club will raise awareness to the importance of being kind and the various ways to accomplish it. We performed school and community service and donated to various organizations.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p><b>Critical thinking</b>- Students have think about ways we can be kind and make a difference</p> <p><b>Creativity</b>-They Showed their creative side decorating birthday boxes, creating signs for our events and coming up with new ideas to help people</p> <p><b>Empathy</b>-The students showed amazing amounts of empathy helping with the Veterans.</p> <p><b>Flexibility</b>- The students also show flexibility by switching meeting dates, changing assignments on the fly during fundraisers, and jumping in to help with other jobs</p> <p><b>Initiative</b>-They took initiative researching what organizations to raise money for and deciding some activities/events to do</p> <p><b>Communication</b>-They communicate their opinions for what our goals were, created posters, replied via email and met at times, via zoom.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Created a Veterans Day Celebration for all local Vets</li> <li>● Ice Cream truck for faculty/staff</li> <li>● Field day ice cream for kids</li> <li>● Prepare birthday boxes for local group homes</li> <li>● Sold hearts to raise money for Kindness Club</li> <li>● Online silent auction for Croton Caring Committee &amp; Kindness Club</li> <li>● KINDNESS SCAVENGER HUNT-F/S</li> <li>● WAYS TO BE KIND POSTERS</li> <li>● PAINT ROCKS</li> <li>● PAINT FLOWERS FOR BUS GARAGE</li> <li>● PURCHASE AND PLANT FLOWERS FOR GARDEN</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: C.E.T	Name of Club: Hands on Equations	Advisor: Debbie Liebert
Frequency and Duration of Meetings: 35 minutes. 22 weeks remotely 7:25-8:00		# on roster:45  # of regular participants: 30
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic:  <ul style="list-style-type: none"><li>• This was an engaging method to learn basic algebra. It is a whole-brain “hands on” approach to algebraic equations and word problems.</li><li>• The first class began with explaining the definition of Algebra and how letters and other general symbols are used to represent numbers in equations. Each student had his or her own balance scale, pawns and worksheet to follow along. We then started with lesson one which I took directly from the Hands on Equation workbook.</li></ul>		
2. How activities align with the Profile of the Graduate:  <ul style="list-style-type: none"><li>• Students applied critical thinking skills to solve algebraic problems.</li><li>• Students collaborated with one another to solve challenging math problems.</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CET	Name of Club: CET Memory Book	Advisor: Kara Shilling Jean Flandreau
Frequency and Duration of Meetings: Various, as needed (see comments below)		# on roster: N/A (see comments below) # of regular participants: N/A (see comments below)
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: The reason for this “club” is to create the annual CET Memory Book. Our goal is to capture, collect, and portray as many CET memories as possible in the 2020-2021 book.		
2. How activities align with the Profile of the Graduate: The CET Memory Book highlights the creativity/innovation of our students and our theme “Kindness Through Everything” promotes empathy.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> <li>● Halloween Celebration</li> <li>● Individual staff pictures</li> <li>● Holiday Week</li> <li>● 100th Day of School</li> <li>● Veteran’s Day</li> <li>● School Spirit Days</li> <li>● All class and individual portraits and names</li> <li>● Special areas</li> <li>● Pages highlighting our remote learners.</li> </ul>		

Comments: While we did not have scheduled meetings, we met as needed throughout the year to discuss any issues and to ensure that all ads placed by parents were represented in the Memory Book. Students are not included in any meeting, however, we asked the CET Kindness Club to decide the theme for the second year in a row. Students were randomly photographed at CET events. The fourth graders submitted cover designs. Six designs were chosen again this year: a front cover, back cover, and four additional designs highlighted on the first page of the book.

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Art Club Session 1 and 2	Advisor: Maria Ault
Frequency and Duration of Meetings: Mondays for 1 hour		# on roster: 13 # of regular participants: 8
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: The Art Club provides students with an extracurricular opportunity to learn about and create art. I plan projects based on student input, using a variety of techniques, skills, and materials. I also try to accommodate students who prefer to work with specific media. Each student works at his/her own pace.</p> <p>Due to the pandemic cohorts and the inability to share materials, Art Club has been held online (synchronously).</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p><b>Flexibility/Adaptation</b> When projects do not go as planned, students must revise, rethink, and adapt. This included adapting to the online setting. Students used Google Classroom and Zoom to participate remotely during Covid-19.</p> <p><b>Initiative/Self-Direction</b> Students are able to take a project idea and make it their own. They access materials, plan time, ask for help, etc.</p> <p><b>Critical Thinking/Problem Solving</b> This fits in with flexibility and adaptation. Students think deeply about their projects and adjust when issues or challenges arise.</p> <p><b>Empathy</b> Students provide constructive criticism and positive feedback. They are very kind and helpful to each other.</p> <p><b>Creativity/Innovation</b> Students are constantly creating and innovating. They develop unique ideas and products.</p> <p><b>Communication/Collaboration</b> Students communicate and work together. They talk in a social context, as well as discuss their projects. I think that this was one of the highlights of the club this year, especially for fully remote students.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Painting pumpkins</li> <li>● Adjective, Adjective, Noun Drawings</li> <li>● Paper snowflakes</li> <li>● "Punny" Valentines</li> <li>● 1 point perspective</li> <li>● Tissue Paper Flowers</li> <li>● Paper ice cream display</li> </ul>		

## Croton-Harmon Union Free School District

### 2020-2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Chess Club	Advisor: Matthew Zinman
Frequency and Duration of Meetings: Every Tuesday: 4:30-5:30 pm (Via Zoom)		# of participants: 25 students 7-10 on a regular basis
<p><b>1. Description/Purpose/Goal:</b> Students meet once a week to solve chess problems and play games of chess. Students have an opportunity to learn the basics of the game through simple strategies. Chess problems also challenge them, forcing them to think of multi-step solutions. In a version of chess, known as “Anti-Chess” or “Loser’s Chess,” the goal of the player is to be the first to lose all their pieces. This requires a different way of looking at the chessboard and improving overall skills. Students also play larger, 4-player games known as “Bug House Chess.” Here, children are able to develop other strategies and skills. Other variations of the game, such as “Opposite End” and “Genesis” Chess help the students think about the game from a different perspective. Lastly, students across grades 5-8 have the chance to interact with one another in an authentic forum. Although meeting in person was not an option this year, the use of Zoom and the chesskid.com website allowed for the club to continue. Students had a chance to play games against other members, practice a chess lesson, or solve chess problems.</p>		
<p><b>2. Alignment with Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>● <b>Critical Thinking/Problem Solving</b> - During games, players must critically decide which pieces to protect. Chess problems are short exercises for students to practice the skill.</li> <li>● <b>Creativity/Innovation</b> - Students developed their own versions of chess. Though the games might not be totally successful, the students created new forms of chess!</li> <li>● <b>Flexibility/Adaptation</b> - While a player may memorize a certain opening or strategy, every game is different when versing another competitor. A player must always be flexible and willing to adapt as a game progresses.</li> <li>● <b>Communication/Collaboration</b> - Through working on chess problems as a group, or playing a team game of Bughouse, students share ideas readily to help progress.</li> <li>● <b>Initiative/Self-direction</b> - This year, the seventh graders had an overwhelming positive view of chess. Even if students could not attend every afternoon session because of other conflicts, many of them showed up to my classroom at lunch to play games.</li> </ul>		
<p><b>3. Bullet point list of achievements, highlights, events &amp; activities.</b></p> <ul style="list-style-type: none"> <li>● This year the club faced the extra challenge of operating remotely. Fortunately, the nature of the game allows for decent interaction via zoom. Once the site, chesskid.com, was unblocked for the students, we were able to get a reinvigorated feeling to the club. Students were able to face off against their friends or other chess players on the forum. As the club advisor, I was able to view the games each student played. While the Zoom meeting wasn’t the most talkative, which makes sense, it did give children a chance to reach out to one another and chat rather than just through the chesskid.com website.</li> </ul>		

- Students gain a great sense of problem-solving strategies. By figuring out chess problems, the children must work through many different possibilities for a solution.
- Playing longer games of chess also helps to improve students' level of focus and attention. To maintain focus on one activity builds stamina for other tasks.

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Chorus and Select	Advisor: Michael Katzman
Frequency and Duration of Meetings: Wednesdays for 20 minute virtual sessions with each grade level 5-8		# of participants: 54 students
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: Students learn to sing with good intonation, pitch, harmony and rhythmic accuracy. Students sing several different genres of music with the objective of singing in virtual choir videos		
2. How activities align with the Profile of the Graduate: Singing together creating something out of notes on a page is collaboration Analyzing group performance according to blend, dynamics, tempo is critical thinking		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"><li>• Students performed in several virtual choir videos during the school year</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Destination Imagination	Advisor: Suzanne Gardos Shannon Varekamp
Frequency and Duration of Meetings: Friday, 4:15-5:15		# on roster: 16  # of regular participants: 16
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: The purpose is to enhance the combination of art and science. This is a truly STEAM program. Due to the pandemic, the students learned how to work on a team through different methods of communication. They learned how to solve the challenge using different tools than they have used in the past.		
2. How activities align with the Profile of the Graduate: DI students are creative, flexible, and capable of more than they ever thought they could be.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"><li>● 3 teams succeeded at the NY/NJ tournament and have been invited to the Global Finals tournament</li><li>● Students learned new skills (animation, filmography, video editing)</li><li>● Students participated in a Q&amp;A about their solutions with a panel of appraisers (they did this very professionally)</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Drama Club	Advisor: Marina Zale
Frequency and Duration of Meetings: Every other week for 45 minutes to an hour		# on roster: 5  # of regular participants: 3-4
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: The drama club is an introduction to performance art. Participants discuss different aspects of a production, from lighting to costume design to dialogue. They explore how each aspect adds to the overall story and try their hand at developing these through projects. They become more comfortable in a production, whether it involves performing or planning and execution. This year, all meetings were virtual.</p>		
<p>2. How activities align with the Profile of the Graduate: This club aims to improve confidence in their abilities. They became better able to speak in front of an audience and express their thoughts. The activities also provided creative endeavors, opportunities to further develop communication and collaboration skills.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Drew costumes</li> <li>● Wrote/adapted a scene</li> <li>● Performed a musical piece for the group</li> <li>● Drew stage set design for scene of their choosing</li> <li>● Each student worked on all aspects of production, going beyond areas they were comfortable in</li> <li>● Each student became visibly more comfortable performing in front of the group</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Homework Club	Advisor: Amanda Birdsall, Christina Carmosino Linda Jamison
Frequency and Duration of Meetings: 3 x weekly (Mondays, Tuesdays, and Thursdays) 3:15 pm to 4:15 pm		# on roster: Varies # of regular participants: 1-2 virtual
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: Homework Club provides students with the opportunity to complete their homework with the assistance of a teacher that may not otherwise be available to them after the conclusion of the regular school day. The sessions this year were available via Zoom link found on the PVC homepage. The time was adjusted to run from 3:15 to 4:15 to allow students the opportunity to get home and log onto the meeting.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p><b>Critical Thinking/Problem Solving:</b> Students must evaluate their homework assignments-- both long term and short term-- and utilize the time and assistance that Homework Club provides in order to get those assignments completed. Students can receive support/constructive feedback for research on long term essays and projects.</p> <p><b>Creativity and Innovation:</b> Some students use Homework Club as time to enhance their assignments and projects beyond expectations by adding creative elements or creating additional aspects to their work.</p> <p><b>Communication and Collaboration:</b> When necessary, students collaborate with the supervising teacher as well as peers in order to get help completing their assignments. Students ask for assistance on tasks and assignments that they are struggling with in order to complete the work on time.</p> <p><b>Flexibility and Adaptability:</b> Exposure to different teachers throughout the week (sometimes different from their classroom teachers) allows students to see things from different perspectives or try different strategies for working on and understanding assignments.</p> <p><b>Empathy:</b> Students of all grades at PVC work in an environment where they must respect each other and learn to wait patiently for the adult present to work with them. It also provides them with the opportunity to self-advocate.</p> <p><b>Initiative and Self-Direction:</b> Students are asked to choose what parts of their assignments they work on during homework club when they sign in. They practice time management by making decisions on what assignments (or parts of assignments) they could successfully complete in the time period allotted.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities. Homework club was difficult in light of the pandemic as students experienced so much screen time, they were often reluctant to log back onto their computers. Advisors of the program were hopeful that they could transition into in-person in the spring, but with restrictions and lack of available classroom space, the program remained virtual. Teachers/advisors for Homework Club are looking forward to resuming a more “normal” program in the fall of 2021.</p>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: InDe Club	Advisor: Brennan
Frequency and Duration of Meetings: Tuesday after school 2:50 - 3:45		# on roster: 10  # of regular participants: 10
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: <ul style="list-style-type: none"> <li>● Teach students skills that will help create amazing innovators</li> <li>● Expose to different creative outlets</li> <li>● Introduce correct tool usage</li> <li>● Because of the pandemic, we could only have 2 people at a table. There were 5 tables so 10 people could come each day.</li> </ul>		
2. How activities align with the Profile of the Graduate: Required communication, collaboration, problem solving, critical thinking, empathy, initiative, creativity for the projects created by and shared with students		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> <li>● Helped set up InDe Lab once it opened</li> <li>● Many community guest experts</li> <li>● Students helped each other troubleshoot</li> <li>● Learned how to use many different tools and computer programs</li> <li>● Worked cooperatively on long term projects based on interest</li> <li>● Determined materials that would benefit entire student body</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: PVC Band	Advisor: Lisa Dwyer
Frequency and Duration of Meetings: various		# on roster: 104  # of regular participants: 104
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: Students have used playing an instrument as a stress release during the pandemic. It has allowed them a hands on activity instead of working with technology/looking at a screen.		
2. How activities align with the Profile of the Graduate: Flexibility - students have needed to adapt to playing an instrument with a mask and bell cover on. They have also adapted to the latency issues regarding Zoom and sound.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"><li>● Please watch the videos I have created for our performances</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Math Club I / Math Olympiad	Advisor: Eric Schmidt
Frequency and Duration of Meetings: 3-4pm most Mondays September - April		# on roster:9  # of regular participants: 6
<p>1. Description/Purpose/Goal of This Club:</p> <ul style="list-style-type: none"> <li>● To stimulate enthusiasm and a love for Mathematics</li> <li>● To introduce important Mathematical concepts</li> <li>● To teach major strategies for problem solving</li> <li>● To develop Mathematical flexibility in solving problems</li> <li>● To strengthen Mathematical intuition</li> <li>● To foster Mathematical creativity and ingenuity</li> <li>● To provide for the satisfaction, joy, and thrill of meeting challenges</li> </ul>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> <li>● Students are consistently challenged with new and complex problems. These types of problems challenge the students to think outside of the box (thinking critically) and problem solve in different ways.</li> <li>● Students are afforded the ability to solve problems in a variety of ways and to share their thought process with others.</li> <li>● Some of the methods for solving problems might be different than the acceptable “math norm”, but students are encouraged to be creative.</li> <li>● After taking any olympiad contest, students are encouraged to share their work and communicate effectively with others how they achieved their answers.</li> </ul>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● We had participants competing in 5 of the 5 contests throughout the year.</li> <li>● PVC has one student in the top 40% in the country and one other in the top 50%.</li> <li>● Many of the students are easily performing at grade level during their normal school day. During Math Olympiads all the students were challenged with problems that tested their abilities and skills.</li> <li>● We used more math games to understand concepts. We also implemented some computer programming activities, which the students enjoyed.</li> <li>● This year was the first year that we only had 7th and 8th graders, no 5th and/or 6th graders in the club.</li> <li>● This year all of the meetings were held via Zoom, which had its challenges.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Math Club II	Advisor: Philip Ranieri
<b>Frequency and Duration of Meetings:</b> Every Thursday (virtually from 7:00 - 8:00 PM up until end of April) Every Monday and Friday (in room 316 from 3:00 - 4:15 once all students came back)		# on roster: 15-20  # of regular participants: 8
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: <ul style="list-style-type: none"> <li>● We used virtual means to start the first part of the year reviewing math logic as taught in discrete and applied mathematics now in college</li> <li>● We used these skills, as well as the concepts of theoretical and empirical probability, to implement into game theory</li> <li>● We continued applying it specifically to the big idea that the foundation of a multi faceted concept needs to be strong, but once solidified, the potential to build is unending. For example, by understanding the concept and definition of what a trick game is defined as, that knowledge and understanding allows you to pick up many other games that are built off that foundation.                         <ul style="list-style-type: none"> <li>○ Students learned hearts, spades, euchre, pinochle, and a few of them learned contract bridge ( all of which are trick games)</li> </ul> </li> <li>● The purpose of the club as always is to get students to recognize the math in social games they play and decisions they make so the connection piece goes far outside the realms of the classroom.</li> </ul>		
2. How activities align with the Profile of the Graduate: <ul style="list-style-type: none"> <li>● All activities align with the profile of the graduate but the ones I would consider most impactful is the critical thinking piece and the application of game theory and logic in daily decisions and an effort to find the truth.</li> <li>● The communication piece is also impactful because with a highly technical world at a time when verbal and non verbal communication is at a low, these activities re- engage students in a way that they must apply in the real world.</li> </ul>		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> <li>● This year, we have achieved a few different things than in the past years. Nothing more and nothing less, just different. This year, due to the application of the virtual meets, we really took a lot of time to work on logic and logic proofs. We had not done this in the past in this club.</li> <li>● This year was also the first year that a few students wanted to persevere in learning Contract Bridge, a game I have tried to teach in the past but the interest and perseverance was not forthcoming with many of the students.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: P.A.C.T. PVC Academic Challenge Team	Advisor: Brett H. Bowden
Frequency and Duration of Meetings:  Weekly – from 9/22/20 through June 2021		Number of Students in Core Group:  12
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <ul style="list-style-type: none"> <li>● One of a few purely academic teams/clubs emerging at PVC (or in the region), <b>P.A.C.T.</b> is an engaging way to maximize student interest and differentiate instruction/learning utilizing user-friendly technology fully aligned with Common Core and Croton Core standards.</li> <li>● This year, we've met VIRTUALLY through Google Meets - which has worked out better than anticipated.</li> <li>● Academic Challenge teams compete in a multi-media setting throughout the local region.</li> <li>● Our mission/goal is to build an innovative and fun educational setting for 7<sup>th</sup> and 8<sup>th</sup> grade students interested in enriching their learning experience at PVC.</li> <li>● All competitive quality academic challenge programs in our County operate not unlike an athletic team might with regard to practice, competition, and funding.</li> </ul>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Answering a full spectrum of academic questions involve the ultimate <b>critical thinking/problem solving</b> skills; In order to meet as a team virtually, everyone must be <b>flexible</b> and <b>adaptable</b> to changes; The demands of the pandemic requires tremendous <b>creativity</b> and <b>innovation</b> - as well as considerable <b>empathy</b> to function successfully as a team; Similarly, we've relied even more on group <b>communication</b> and <b>collaboration</b> in order to maximize our intellectual potential, individually and collectively ; Academic challenge has always revealed intrinsic motivation <b>initiative</b> and <b>self-direction</b> for participants.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Already in our 4th year of operation, PACT continues to draw interest across the 7<sup>th</sup> and 8<sup>th</sup> grade and community and performs at a very rigorous level.</li> <li>● Over the course of an entire school-year, participants learn a great deal about:             <ul style="list-style-type: none"> <li>○ <i>content</i> (across the full spectrum of academic and cultural disciplines);</li> <li>○ <i>teamwork</i> (how to get along with others in pursuit of a common goal, how to succeed as an individual within a team framework);</li> <li>○ <i>respect and sportsmanship</i> (for themselves, their team, and competitors);</li> <li>○ <i>challenge and adversity</i> (specifically dealing with high expectations, addressing learning gaps, and bouncing back from mistakes); among other things.</li> </ul> </li> </ul>		

- Each meeting, we practice answering academic content questions across disciplines.
- On all occasions, students interact with and learn from their peers – it is the epitome of camaraderie.
- **P.A.C.T.** does its best to work hard, and attract bright and interesting students to this totally academic co-curricular activity.
- We truly represent the Croton-Harmon Mission Statement: *challenging all students... developing skills that enable students to become effective communicators, problem solvers, and researchers who are independent learners responsible for their own learning.* It's no surprise that we're very proud of our team! And it is a team, open to any interested student in good academic standing.
- On a personal note, I truly enjoy **P.A.C.T.** and am proud of its impressive academic, social, and intellectual legacy here at PVC.
- Moving forward we look to continued success in recruitment - and perhaps one day, a Student vs. Teachers competition.

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: PVC PRIDE Club	Advisor: Johanna Mustacchi
Frequency and Duration of Meetings: Every Monday, 55-60 minutes after school		# on roster: 13  # of regular participants: 8-10
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p><b>Description:</b> The PVC PRIDE Club (People Respecting Individuality, Diversity, Equality) is safe space for LGBTQ+ students and their allies - for people of all identities and their supporters to express themselves with no judgment or fear of discrimination.</p> <p><b>Purpose:</b> The PRIDE Club provides a supportive and confidential environment for students to share their stories, experiences and feelings about either being a part of the LGBTQ+ community, or being an ally of that community. It also provides an opportunity for students to help and guide each other through what can be a confusing and isolated time of their lives. As the PRIDE acronym indicates, this is also a club that promotes diversity and equality through active engagement and outreach.</p> <p><b>Goal:</b> As stated above, the primary goals of this club are to provide a safe space for our LGBTQ+ identified youth and their allies as well as actively engage in creating a school environment free of discrimination, harassment, and intolerance.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> <li>● <i>Critical Thinking/Problem Solving</i> <ul style="list-style-type: none"> <li>○ In PRIDE Club, we seek to learn all we can about LGBTQ+ issues, and, as we educate ourselves, find ways to educate others in our school community to shed light on multiple perspectives</li> </ul> </li> <li>● <i>Creativity/Innovation</i> <ul style="list-style-type: none"> <li>○ Club members used their creativity to create an engaging and informative slideshow presentation for PVC faculty that was presented at a December faculty meeting (see below)</li> </ul> </li> <li>● <i>Communication/Collaboration</i> <ul style="list-style-type: none"> <li>○ Club meetings are all about respectful and confidential communication amongst members; collaboration to foster community and promote education regarding LGBTQ+ issues</li> </ul> </li> <li>● <i>Flexibility/Adaptability</i> <ul style="list-style-type: none"> <li>○ Putting themselves out there to speak to faculty showed their flexibility and risk-taking</li> </ul> </li> <li>● <i>Empathy</i></li> </ul>		

- PRIDE Club members are generally seeking empathy from others as they struggle with discrimination; however, empathy begins close to home, first, and these lessons are best learned and promoted through our discussions, videos and films that we watch and discuss
- *Initiative/Self Direction*
  - Members brainstormed many ideas throughout the year to stay connected to each other outside of club hours, creating a private chat group, making friendship bracelets; they are currently working on a proposal to ask for a district sponsored chat platform for PVC's LGBTQ+ identified students

3. Bullet point list of achievements, highlights, events & activities.

- PRIDE Club outreach: through an advisor-made video that was sent out through K-12 alerts and also placed in all the Google Classrooms of the advisor's classes, and through active promotion in those classes, membership was greatly increased this year.
- The PRIDE Club members developed a 2020-2021 school year Rights and Conditions list that included:
  - PRIDE Club is a safe space
  - Members will not tell others what happens in PRIDE Club without permission of the member(s)
  - What is said in the PRIDE Club, stays in the PRIDE Club
  - Please respect pronouns
  - Support everyone
  - Everyone has value (no one is invalid)
  - Everyone is welcome at the PRIDE Club
  - Everyone is equal
  - Everyone has the right to keep their identity to themselves until they are ready to share
  - If somebody doesn't want to share, they don't have to
- PRIDE Club members created and delivered an instructional slideshow presentation entitled "How to be Sensitive to our LGBTQIA+ Students" to a Faculty meeting in December on the following topics:
  - Gender neutral communication
  - Pronouns
  - Confidentiality
  - Do Not Assume Genders
  - The Gender and Sexuality Spectrum
  - Gender Identity
  - Gender Expression
  - Offensive Behaviors
  - Appropriate Responses When Someone "Comes Out"
  - Being an Ally
- The PRIDE Club members developed a list of "Comeback Ideas" to help them deal with anti-LGBTQ+ behavior
- The PRIDE Club communicated with the Social Action Club to work on Advisory lessons. The PRIDE Club designed an Advisory lesson on Transgender Awareness to be used in the 2021-2022 school year

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Quebec Club	Advisor: Sally Barnes
Frequency and Duration of Meetings: Twice a month for 45 minutes in general		# on roster: 28  # of regular participants: 7-10
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>This club had two objectives: To learn more about Quebec (culture, traditions, food) and to fundraise for a 2022 trip (combined 8th and 9th grades). There was a core group of 7th and 8th grade students who met twice a month. Elected officers this year were 8th graders. Next year the current 7th grade will be able to run for officers. Because of the size of the classes and the pandemic, we are planning a trip for combined 8th and 9th grades, to be chaperoned by Mme Barnes and Mme Rhoades over the February 2022 break.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Students were tasked with taking initiative and self direction to get creative in fundraising, marketing and promotion ideas. They came up with the ideas, created promotional flyers and helped with the actual fundraising events.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"><li>● Monthly Meetings to discuss Quebec: traditions (Carnival), culture (food), sports (dogsledding, snowshoeing)</li><li>● Promotions: Fundraising for Mother's and Father's Day, accepting donations towards places in town</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Ski Club	Advisor: Noah Gallagher
Frequency and Duration of Meetings:  3 after school trips (3pm-9pm)		# on roster: 55 # of regular participants: 55
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>The PVC Ski Club was created to provide students with a safe and supportive environment in which they can learn to ski or snowboard.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p><b>Initiative, Self-Direction</b> Students who join the ski club need to take initiative, to be the captain of their own ship - whether that means knowing which trails are TOO DIFFICULT or which friends to ski with, or when not to do something - ski club is all about self discovery.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● The ski club was able to provide several students with a first time opportunity to learn how to ski and snowboard.</li> <li>● Experienced skiers and snowboarders were given the freedom to practice their discipline and navigate the mountain on their own.</li> <li>● Feedback from students on both trips was extremely positive. About ¾ of the students attended both trips.</li> <li>● Both trips included a full roster of interested students.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Social Action Club	Advisor: Maryann Zabbia
Frequency and Duration of Meetings: Weekly		# on roster:9  # of regular participants: 5
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:  <b>The Social Action club will be an opportunity to explore local issues that matter to our community, and find strategies to build awareness or take action for change. We may explore <a href="#">poetry slam</a> as a means of expression.</b></p>		
<p>2. How activities align with the Profile of the Graduate:          We discussed the themes of empathy, flexibility, adaptation as we faced the quarantine and how it affected our students.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Met with the Croton Caring committee to bridge with the community</li> <li>● Planned lessons for Advisory using these resources and links</li> <li>● <a href="#">Love has No Labels Video</a></li> <li>● <a href="#">We are America</a></li> <li>● <a href="#">Padlet for next meeting</a></li> <li>● <a href="#">Love has No Labels 2nd Padlet</a></li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

<b>Building:</b> PVC	<b>Name of Club:</b> Spring Production/Spring Skits	<b>Advisor:</b> Sally Barnes Christina Carmosino
<b>Frequency and Duration of Meetings:</b> Twice a month from January through March. Three times a week April and May.		<b># on roster:</b> 9  <b># of regular participants:</b> 9
<b>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</b>  The objective this year was to engage the actors to create their own stories through collaborative writing workshops. They then were able to cast and help direct their shows as well as give input to other actors.		
<b>2. How activities align with the Profile of the Graduate:</b> <ul style="list-style-type: none"> <li>● <b>Critical Thinking/Problem Solving:</b> Students worked together to write and perform short plays. This required extensive collaboration and negotiation through the creative process.</li> <li>● <b>Creativity/Innovation:</b> Students were able to use their imaginations to write scripts with a plot and purpose.</li> <li>● <b>Communication/Collaboration:</b> Students met on a regular basis with others (often in different grades) to write, direct and act together. They wrote scripts and collaborated on additional details like blocking, set and props.</li> <li>● <b>Flexibility/Adaptability:</b> The production was initially scheduled to be online; then when restrictions were loosened, it was moved outdoors. Actors worked to negotiate the boundaries and challenges of an outdoor venue as they rehearsed.</li> <li>● <b>Empathy:</b> Students created, performed and helped each other with lines, blocking and acting.</li> <li>● <b>Initiative/Self-Direction:</b> Students were tasked with taking initiative to create and communicate their story - from conceptualizing to writing to performing.</li> </ul>		
<b>3. Bullet point list of achievements, highlights, events &amp; activities.</b> <ul style="list-style-type: none"> <li>● Students brainstormed ideas and created initial stories/plots with input from the Club Advisors.</li> <li>● Students revised and discussed the script amongst themselves as well as other performers to get input.</li> <li>● Students rehearsed and gave each other critical feedback to improve performance.</li> <li>● PVC's first outdoor Spring Production hosted a crowd of 45 socially distanced observers with an enthusiastic response.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Student Council	Advisor: Sarah Wellman Emma Akhondzadeh
Frequency and Duration of Meetings: Every Wednesday, September to June 30 to 40 minute meetings		# on roster: 14 # of regular participants: 10-12
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: Student government develops and promotes student leadership and participation. The primary goal of the club is to foster and support students in the planning of a myriad of activities to benefit the school as a whole. Students are encouraged to plan events that promote school spirit and pride, unity, and respect. Many of the students involved in the club serve as student-elected representatives for their respective grades and are encouraged to express the opinions of their peers during meeting times. In light of the pandemic the role of the student council this year was more limited. There were not the same opportunities to plan and hold school wide events. However, the students showed flexibility and perseverance and were still able to address issues that they saw, create school spirit opportunities and host a virtual talent show.</p>		
<p>2. How activities align with the Profile of the Graduate: Throughout the year the students involved in Student Council have to actively problem solve. They have to take into consideration the needs of the 4 different grade levels, monetary obstacles, faculty and administration needs and their own capabilities as students. They have to critically think about what to prioritize, and how to address the needs of the student body. Moreover, they have to be creative and innovative in their communication, and solutions to the needs of their peers. They consistently prove themselves to be flexible and adaptable to obstacles, events and ideas presented to them. They show empathy in being able to connect to their peers and represent them even if they do not share the same concerns or desires. At every meeting they are collaborative and communicative not only in the meeting, but through google docs, and now through google meet. These unusual times we find ourselves in have proven more than ever that the students have initiative, empathy, creativity, flexibility and adaptability.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ol style="list-style-type: none"> <li>1. Provided social interaction and engagement</li> <li>2. Spirit weeks</li> <li>3. Expanded knowledge of the role of student government in the building</li> <li>4. Virtual Talent show</li> <li>5. Supported district budget process</li> <li>6. Participated in activities for “No Place for Hate”</li> </ol>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

<p>Building: PVC</p>	<p>Name of Club: PVC Yearbook Club</p>	<p>Advisor: Linda Jamison &amp; Suzanne Lewis</p>
<p>Frequency and Duration of Meetings: Tuesdays from 3:15pm to 4:00 pm with students from the end of September until the beginning of March met virtually to work on the yearbook. Then advisors continue to consult with the company to organize and finally distribute books to the students. Additionally, the advisors coordinate building level sales of books to students who have not yet purchased them on-line. When the books arrive in June, the students return and we begin the process of organizing them for distribution.</p> <p>Advisors pre-meet with each other and Jostens representatives to organize and set up the Yearbook digital format. They also work with artists to begin planning the covers for the up-coming years. *Additional varying hours for advisors to meet with Josten's yearbook representative and to edit/finalize pages.</p>		<p># on roster: 5: 2 fulltime remote 2 Hybrid</p> <p># of regular participants: 4*</p> <p>Although we promoted the Yearbook club, only a few joined. In a regular year, when students see the yearbook staff taking pictures at different events, it drums up interest and membership rises. *Additionally, this year, students were not allowed in each others' classrooms.</p>
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>The primary goal of the yearbook club is to organize, manage, create, order and finally, disseminate the PVC middle school yearbook. This year it was difficult to get photos of all of the students including those that were fully remote. We had special picture days, as well as reaching out to many families asking for submissions. When photos came in, they needed to be categorized and then included. Special pages: Students in their workspaces, students with their animals, how they stayed fit, snow day activities, etc. to gather enough photos.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p><b>Critical Thinking/Problem Solving:</b> Students must decide how best to present the Yearbook. They determine pages and help the advisors determine which photos to use and how to organize pages. The students also help to organize polls using Google platforms to determine categories in the book such as 8th grade Favorites. This year, they needed to problem solve how we were going to get photos of students who were fully remote and the school was having less events. *They had to solve the problem, 'How do we get photos of other classes, when they were not allowed to go into other classrooms?' The <a href="mailto:PVCYearbook@CHUFSD.ORG">PVCYearbook@CHUFSD.ORG</a> was created to funnel the pictures.</p> <p><b>Creativity and Innovation:</b> The book itself is a product of creativity and innovation. We also try to incorporate original student artwork into the book as a means of making the book a true reflection of the students at PVC. Students were taught how to use different cameras, how to take appropriate photos and evaluate them for usability, how to crop and edit photos and also how to develop interesting pages that were visually pleasing. This year, they added new and unique ideas geared to the pandemic, without shouting we were in a pandemic.</p>		

**Communication and Collaboration:** The students collaborate with each other, with the advisors, teachers and administrators to organize photos and gain submissions from principals and other faculty. \*They also coordinate with each other and advisors to take photos of various clubs or classroom activities.

**Flexibility and Adaptability:** The students must maintain a sense of flexibility and adaptability as we often encounter difficulties with technology. They also are quick to help problem solve and help each other if difficulties arise with meeting goals or deadlines.

**Empathy:** The students develop a better understanding of each other and how the yearbook is an inclusive club that embraces inclusion of all the student body, faculty and staff.





**Initiative and Self-Direction:** The students are very self-directed. They sign up to take photos of other clubs or activities. They also sign-out cameras during the day to take photos of their classes and their grade level peers. With the access to a web-based program, the students are also able to work on the Yearbook at home and which enables them to work beyond our scheduled meeting time.

3. Bullet point list of achievements, highlights, events & activities.

- 88 page yearbook
- Incorporated new “sections” for the yearbookCreated the [PVCYearbook@CHUFSD.ORG](mailto:PVCYearbook@CHUFSD.ORG) email address to help facilitate the photos from all remote students as well as submission from families.

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Art Club	Advisor: J. Moore
Frequency and Duration of Meetings:  Weekly (with occasional interruptions* due to meetings); 30 - 45 minutes each		# on roster: 10  # of regular participants: 7/8
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>Art Club is designed for any student to participate in the arts, whether currently enrolled in an art class or not. Students will have the opportunity to try different art forms that are currently not offered in classes, such as: jewelry making (e.g., wire rings, beading, bracelets), felting, making gingerbread houses, creating mandalas, watercolor, recycled fashion, and Sculpey.</p> <p>This club met virtually as well as used Google Classroom to post activities, tutorials, images of work, as well as share ideas for future projects. Supplies were gathered and left at the main office for pick up.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p><u>Flexibility/Adaptation</u>: as mentioned above, this club met virtually every Tuesday* at 3:30 pm. Normally the club would meet in the building which allowed students to share/see the process of what peers were working on as well as discuss; with being virtual, students would often share the end result, describing what they did. Students also posted images of their work on Google Classroom. Supplies were somewhat limited since we needed to use supplies that could be used at home or could be easily ordered.</p> <p><u>Initiative/Self-Direction</u>: students drove the projects we worked on (depending on what we could get for supplies). Students shared YouTube tutorials and other examples on Google Classroom, including their own, for ideas on projects.</p> <p><u>Critical Thinking/Problem Solving</u>: students design their own art/ideas after learning how to use a particular media. For example, after needle felting and learning how to make a ball, students went on to create their own work. Same with the wire ring project.</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p><u>Empathy</u>: next year the club is planning to collaborate on a social justice piece/subject matter.</p>		

Creativity/Innovation: as mentioned, students drove the work, such as the examples highlighted above under critical thinking and problem solving. Students learned a technique/media and then developed their own creation. Students took risks learning new media and developing their own work.

Communication/Collaboration: students shared ideas as well as reflections (e.g., what worked well, what didn't work well) on a process or technique.

3. Bullet point list of achievements, highlights, events & activities.

- Several new projects were tried this year: jewelry making (e.g., wire rings, beading, bracelets), felting, making gingerbread houses, creating mandalas, watercolor, recycled fashion, and Sculpey.
- Guest artist/teacher, Mrs. Burger, shared watercolor techniques with art club members.
- 



- Art club work was shared in a recent edition of the [Tiger Times](#).

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Band/Jazz Band	Advisor: Jazz Zantay
Frequency and Duration of Meetings:		# on roster: 59  # of regular participants: 59
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: The band and jazz band had to be majorly modified in order to continue its success. The goal is to bring music into the school and greater community at various events. Many of these events could not happen this year due to Covid. Modifications that had to be added were: special PPE for band members, extra rehearsals outside to allow virtual learners to feel safe rehearsing in preparation for the concerts, smaller numbers for our Veteran’s Day and Memorial Day ceremonies.</p>		
<p>2. How activities align with the Profile of the Graduate: The Band and Jazz Band activities align with the POG in so many ways. Students use their creativity in order to express themselves through music. They must communicate and collaborate in order to bring the performance to life. Most of this communication is done without speaking at all. Especially this year, the students had to be flexible in adapting to new formats of performing and reading band music, and wearing new materials to stay safe, such as the band masks. They also have shown empathy in being flexible with one another in terms of issues with zoom and having to play on mute if at home. Although frustrating, these were necessary elements that had to be put in place to continue the band’s growth and function.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● 11/11 Veterans Day ceremony</li> <li>● 5/22 upcoming Capriccio’s Ribbon Cutting Ceremony- Jazz Band</li> <li>● 5/31 Upcoming Memorial Day Ceremony</li> <li>● 6/3 Upcoming Spring Concert</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Big Buddy	Advisor: Samantha Confalone Sophie Wang Paolicelli
Frequency and Duration of Meetings: We meet as needed.		# on roster: 47 # of regular participants: 47
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: We set up Google Classroom and communicate with both big buddies and 8th graders on a regular basis through GC. We also divided them into small groups (20 in total). We will have outdoor meetings and small tour groups this spring and prepare for next year's transition to high school.		
2. How activities align with the Profile of the Graduate: Students will foster empathy and collaboration by helping each other in transition to high school and learn from each other. Big Buddies also learn communication and problem solving skills when helping the incoming freshmen with any concerns, questions, and/or issues they may have regarding their transition.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> <li>● Big buddies will help freshmen with their transitioning into high school</li> <li>● They will meet and get to know each other. BB will show them around the school, talk about their schedules, and everything the freshmen need to know for the first year in high school</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

<b>Building:</b> CHHS	<b>Name of Club:</b> Book Club	<b>Advisor:</b> Susan Ardolino Pam Morrison
<b>Frequency and Duration of Meetings:</b> Once or twice a month from 3:00-4:00 PM		<b># on roster:</b> 15 <b># of regular participants:</b> 6-8
<b>1. Description/Purpose/Goal of This Club:</b>  Our goal is to encourage CHHS students to read for enjoyment outside of the classroom, as well as to learn how to discuss books and films based on books. It is also to create a rich reading and discussion environment for the CHHS community.		
<b>2. How activities align with the Profile of the Graduate:</b>  Book club is a collaborative group of students who use critical thinking, creativity and communication to select, read and discuss both print and digital material. They demonstrate self direction and initiative in that they are responsible for book selections, reading questions and leading the discussions.		
<b>3. Bullet point list of achievements, highlights, events &amp; activities.</b> <ul style="list-style-type: none"> <li>● Read and discussed several books this selected by the students</li> <li>● Students developed reading questions and lead the discussions</li> <li>● Did booktalks on favorite books for recommendations (“Bring Your Own Book”)</li> <li>● Discussed film and fan culture surrounding these as well as other books</li> <li>● Maintained a Book Club “journal” for reading, questions and responses to be passed on to future groups</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: C.A.C.T.I academic challenge team	Advisor: Brett H. Bowden
Frequency and Duration of Meetings:  Weekly, Saturdays, and other days – from 9/22/20 through June 2021		Number of Students in Core Group:  20
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <ul style="list-style-type: none"> <li>● The first purely academic team/club at Croton-Harmon High School, C.A.C.T.I. (Croton Academic Challenge Team Intelligentsia) is an engaging way to maximize student interest and differentiate instruction/learning utilizing user-friendly technology fully aligned with Common Core and Croton Core standards.</li> <li>● This year, we've met and competed VIRTUALLY through Google Meets - which has worked out better than anticipated.</li> <li>● Academic Challenge teams rely upon a multimedia setting throughout the local region.</li> <li>● Our mission/goal is to create an innovative and fun educational setting for ANY student interested in enriching their learning experience at CHHS.</li> <li>● All competitive quality academic challenge programs in our County operate not unlike an athletic team might with regard to practice, competition, and funding.</li> </ul>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Answering the myriad academic questions involve the ultimate <b>critical thinking/problem solving</b> skills; In order to meet as a team virtually, everyone must be <b>flexible</b> and <b>adaptable</b> to changes; The demands of the pandemic requires tremendous <b>creativity</b> and <b>innovation</b> - as well as considerable <b>empathy</b> to function successfully as a team; Similarly, we've relied even more on group <b>communication</b> and <b>collaboration</b> in order to maximize our intellectual potential, individually and collectively ; Academic challenge has always revealed intrinsic motivation <b>initiative</b> and <b>self-direction</b> for participants.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Competed VIRTUALLY in two separate local leagues: <b>W.A.C.K.O.</b> (Westchester Academic Challenge Knowledge Organization) through Byram Hill High School &amp; White Plains High School AND <b>M.A.C.C.</b> Metropolitan Academic Challenge Competition through Byram Hill High School &amp; Horace Greeley High School;</li> <li>● Continued to recruit several new Freshmen Members – maintaining a strong group of Upperclassmen;</li> </ul>		

- Recruited 8<sup>th</sup> Graders in PVC for 2020-2021 team;
- Held the “*Golden Cactus Academic Challenge*” tournament (students vs. teachers) – teachers have won 3 in a row;
- Presented CACTI Award to Maya Gardos;

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Chess Club	Advisor: Greg Bradley
Frequency and Duration of Meetings: Weekly		# on roster: 12  # of regular participants: Varies (2-12)
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: The chess club is designed to teach those interested in learning chess to learn in a non-competitive atmosphere as well as provide a space for intermediate to advanced players to play each other and hone their skills. We met via Google Meet and used ilchess.org to play remotely.		
2. How activities align with the Profile of the Graduate: Chess requires critical thinking, creative planning (ahead) and compassion and empathy for the less experienced.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"><li>● Consistent fun</li><li>● Laughter</li><li>● Engagement and competition</li><li>● Calm contemplation</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Chorus	Advisor: Michael Katzman
Frequency and Duration of Meetings: Twice a week for 80 minutes		# on roster: 20  # of regular participants: 20
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic:  Students learn to sing with good intonation, pitch, harmony and rhythmic accuracy. Students sing several different genres of music and most importantly, sing together in harmony, focusing on blend and musicality. Because of the pandemic, there was a hybrid approach to chorus where some students were and continue to be on line where there are some who are live. The ones who are online have to have their mics off so they are participating and hearing me, but I cannot hear them. This makes assessment difficult. Because of this, I had all students submit recordings at regular intervals for assessment. We also had to perform solely by making virtual choir videos instead of performing live		
2. How activities align with the Profile of the Graduate:  Singing together creating something out of notes on a page is collaboration Analyzing group performance according to blend, dynamics, tempo is critical thinking		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> <li>● Because of the pandemic our performances were limited to virtual choir videos</li> <li>● The chorus was very much focused on sight singing this year and was able to achieve a group level of NYSSMA level 5 sight singing</li> <li>● We also focused more on music theory this year. Students learned how to hear and read notes, intervals, and chord qualities. We learned and practiced rhythms and other aspects of music theory.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

<b>Building:</b> CHHS	<b>Name of Club:</b> CHAP Steering Committee	<b>Advisor:</b> Tanya Thibideau and Ashley Valentine
<b>Frequency and Duration of Meetings:</b> Planning meetings occur as often as needed. CHAPs occur once per cycle.		<b># on roster: // # of regular participants:</b> <i>This group <b>does not</b> involve students.</i> It is faculty- and administrator-led, but does consider student input. <b>There is no roster of students for this activity.</b>
<p><b>1. Description/Purpose/Goal of This Club:</b></p> <p>All students and faculty participate in the Croton-Harmon Advisory Program one period per cycle. Groups of 12-15 students meet with a staff member to discuss individual and/or school wide issues. Occasionally, class meetings and special assemblies are held during this time. The CHAP program is designed to:</p> <ul style="list-style-type: none"> <li>● Be a consistent home base for students. The advisory program allows students to form a relationship with a faculty member in a non-traditional fashion. Students remain with their CHAP teacher throughout their entire high school career.</li> <li>● Help students adjust to school by addressing any grade level issues that may arise during the course of the year.</li> <li>● Build community among students and faculty. This is accomplished by encouraging a sense of belonging and mutual respect among students and faculty alike.</li> </ul> <p>The program allows advisors to support students in a proactive, organized way. Teachers play a strategic role in the students' education; helping them to develop skills that will enable them to meet the responsibility and challenges that lie ahead of them.</p>		
<p><b>2. How activities align with the Profile of the Graduate:</b></p> <p><b>Critical Thinking/ Problem Solving:</b> Backpack and digital clean-outs to promote organization and executive functioning skills; solving riddles and brain-teasers from TEDEd; end-of-quarter reflections and goal-setting; the history and need for Daylight Saving Time (a discussion to promote mild debate)</p> <p><b>Communication/ Collaboration:</b> CHTV Broadcasts; No Place for Hate multi-part initiative ("Students/ faculty, staff watched a TED Talk (<i>The Danger of a Single Story</i>) from a Nigerian American author, Chimamanda Ngozi Adichie. The talk discussed how if we only hear about people, places, or situations from one point of view, we risk accepting one experience as the whole truth and making assumptions without knowing multiple facets of a story and considering impact and intent." After the video, students engaged in reflection and discussion. Students/ faculty/ staff reviewed and discussed stories from CHHS Alum that highlighted Adichie's message and reviewed strategies for approaching racist remarks from the Anti-Defamation League. These discussions spanned February - May. Students used time in CHAP to sign the No Place for Hate Pledge-- an initiative that fosters an inclusive, culturally-responsive, and respectful environment.)</p>		

**Empathy:** Mindfulness Activities, Student Assistance Counselor visits, No Place for Hate Activities

3. Bullet point list of achievements, highlights, events & activities.

- The CHAP Steering Committee focused on current events, topics that concern our local community, and topics that impact students at school. These include: Harry Chapin Run, Student Government Elections, Virtual CHAP Activity Fair, reviewing protocols related to social distancing and school safety, CHTV also covers current events

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Chinese Club	Advisor: Sophie Wang Paolicelli
Frequency and Duration of Meetings:  <b>Every other week unless there are school holidays</b>		# on roster: 20  # of regular participants: 15
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>Students come to the Chinese Club to experience different Chinese cultural aspects, such as food, language, movies about Chinese history and culture, traveling in China, and traditional games.....Club members always try their best to attend either in person, or virtually to experience Chinese culture through various club activities. This year, the club leaders have come up with many creative ideas for the club activities.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Students are learning to be more accepting of other people and cultures.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Students learn to understand Chinese culture</li> <li>● Due to the current situation, most of the time we play Kahoot! Game to learn Chinese culture.</li> <li>● Watch Chinese movies that are related to Chinese culture, history.....</li> <li>● Play Chinese traditional games</li> <li>● Practice Chinese language skills</li> <li>● Discussions about China exchange trips</li> <li>● Making Origami and paper cutting Chinese crafts</li> <li>● Many other topic discussions that related to Chinese Culture</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Critical Friends	Advisor: J. Merriam & J. Moore
Frequency and Duration of Meetings: 10 Meetings/1x-2x monthly Please refer to the attendance sheet & meeting dates.		# on roster: 16  # of regular participants: 12
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>The purpose of a CFG is to behave as a professional learning community and discuss different educational topics in order to improve instruction and teaching methods. As stated by the National School Reform Faculty. (<a href="http://www.nsrharmony.org/faq.html#1">http://www.nsrharmony.org/faq.html#1</a>)</p> <p>Our goals are as follows:</p> <ul style="list-style-type: none"> <li>● Create a professional learning community</li> <li>● Make teaching practice explicit and public by "talking about teaching"</li> <li>● Help people involved in schools to work collaboratively in democratic, reflective communities (Bambino)</li> <li>● Establish a foundation for sustained professional development based on a spirit of inquiry (Silva)</li> <li>● Provide a context to understand our work with students, our relationships with peers, and our thoughts, assumptions, and beliefs about teaching and learning</li> <li>● Help educators help each other turn theories into practice and standards into actual student learning</li> <li>● Improve teaching and learning</li> </ul> <p>This year we modified CFG by meeting virtually.</p>		
<p>2. Bullet point list of achievements, highlights, events &amp; activities:</p> <p>This year Critical Friends discussed a range of topics and used several CFG protocols to facilitate conversations. Each member had an opportunity to present and/or facilitate a protocol discussion. These discussions included but were not limited to:</p> <ul style="list-style-type: none"> <li>● Flexibility/Adaptation: <ul style="list-style-type: none"> <li>○ Teaching new skill sets to adapt to pandemic instruction</li> </ul> </li> <li>● Initiative/Self-Direction: <ul style="list-style-type: none"> <li>○ Preparing students for on-demand tasks aligned with NYS Regents exams</li> <li>○ Using self-reflections for students to evaluate and improve work</li> </ul> </li> <li>● Critical Thinking/Problem Solving: <ul style="list-style-type: none"> <li>○ Designing options for formal assessments to replace regents exam(s)</li> </ul> </li> <li>● Empathy: <ul style="list-style-type: none"> <li>○ Determining identifying factors to help assess students' social and emotional wellness</li> </ul> </li> </ul>		

- Developing student-generated norms to evaluate and critique peer work in a respectful and supportive environment
- Designing curriculum to further teach current day social justice issues
- Creativity/Innovation:
  - Revising curriculum to provide more options for students to self-direct as well as take risks
- Communication/Collaboration:
  - Designing curriculum to transition from whole class to small group discussions

3. Please write a narrative about teacher learning, skills & experience.

An essential element of the CFG experience is to treat each other's concerns or teaching challenges as our own. This approach fosters a collaborative environment, so that teachers are not isolated in their classrooms but are sharing their experiences and knowledge for each other's, and ultimately the students', benefit.

### **Observations**

Although observations are only required for those receiving in-service credit, typically all members participate in this activity. Observations follow a typical clinical format of the pre-observation meeting, the observation itself, and the post-observation meeting.

### **Protocols**

For each meeting, members take turns facilitating discussions through the use of various protocols (as provided by the National School Reform Faculty). These protocols are intended to focus discussion and isolate the essential question of the issue or topic under consideration. All topics discussed are provided by different members of the group in turn, and cover everything from developing new projects and assessments to improving student performance to exploring new trends in pedagogy. Not only do we solve the issue presented by each member, but also we all learn new ideas and approaches for our own teaching.

### **Comments**

Individual members wishing to receive in-service credit will submit their observation logs to co-facilitators who will confirm members' participation.

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: <b>CHHS</b>	Name of Club: <b>DEBATE CLUB</b>	Advisor: <b>ILANA MCCONVILLE</b>
Frequency and Duration of Meetings: Debate Club meets every Thursday at 3pm. Due to COVID-19, we've continued to use Zoom to provide access to meetings to all students who are totally virtual, who are on remote, or who are home due to quarantines. As we returned to hybrid, in-person students attended Debate in Room 221 at CHHS. Debate Club meetings range from 1 - 1 ½ hours in duration, depending on topics and activities.		# on roster: <b>20 members</b>  # of regular participants: <b>12-14 members</b>
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:          Debate Club's mission is to encourage our students to express their opinions through the use of strategic argumentation- clearly and concisely. Club members are encouraged to explore multiple perspectives on various topics in order to broaden their own comprehension. It is our objective to provide students an inclusive, formal environment to develop and strengthen public speaking and effective communication skills. Debate club focuses on discussing and evaluating current topics and events that are impacting our local, federal, and international community.</p>		
<p>2. How activities align with the Profile of the Graduate:          The activities that Debate Club engages in actively reflects the Profile of the Graduate at Croton Harmon High School. Students are engaged in critically thinking and problem solving during each debate meeting. Students sometimes prepare for our debates leading up to the meeting - pulling information from relevant sources and researching varying perspectives in order to develop an understanding of the debate topic, which is needed in order to debate it accurately and fairly. We work on innovation and creativity when compiling and generating debate topic ideas - which are done frequently and with input from all members of the club.</p> <p>Debate Club most importantly focuses on communication and collaboration - working with like-minded and differing perspectives in a positive and respectful manner. We also spend a lot of time learning ways to articulate our ideas and views in concise ways without raising voices or becoming agitated at varying ideas. We also work on trying to get members to be randomly placed on viewpoints so that, although they may not support the view, they are able to empathize and see from a conflicting viewpoint. We work on flexibility and adaptability when randomly placed in debate groups and in debate views - experimenting and willing to try something new. Debate club revolves around initiative and self-direction as it really functions best when students show up, come prepared, and come willing to talk about topics they are interested in!</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Students took part in researching topics of their choosing and crafting an argumentative claim based on their initial understandings. Students then evaluated counter-arguments from other club members and from their research. They then worked to draft rebuttals.</li> <li>● Students debated various topics on issues facing their local and national communities. Examples of these debates include: <i>Should you focus on having your letter of recommendation written by</i></li> </ul>		

*teachers who taught you in a specific major related course or should it be teachers you have a good rapport with [non-teacher]? Handwriting is no longer valuable: Refute or support. Is homework academically stimulating? Should homework be regulated in terms of how much, which class, how long? Graffiti art is just as worthy of regard as classical paintings: Support or refute. The best way to combat climate change is for individuals to reduce their carbon footprint, support or refute. Technology is making people less productive, support or refute. Performing community service should not be a requisite to graduate. Performing community service should not be a requisite to graduate, support or refute. People should be fined for not recycling: support or refute.*

- Students participated in mock debates and informal discussions regarding the above topics, but not limited to. In these discussions and debates, students worked collaboratively to devise three main claims in support of their position. We utilized break out rooms on Zoom to carry out these brainstorming and students then came together as a group to share their points, typically having the affirmative or negative construct group sharing point for point. At the conclusion, students returned to their break out rooms to devise rebuttals based on the notes they took on their competitors' perspectives and arguments. After about 4-5 minutes of debriefing, we came together to share their positions.

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: PVC, CHHS	Name of Club: Destination Imagination	Advisor: Suzanne Gardos (PVC) Shannon Varekamp (PVC) Zhanna Glazenburg (CHHS)
Frequency and Duration of Meetings: PVC: Friday, 4:15-5:15 plus times allocated to team work CHHS: 1-2 hours weekly with more time during competition season		# on roster: 16 (PVC) 6 (CHHS) # of regular participants: 22
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>DI is the world's largest non-profit, volunteer-driven organization devoted to creating educational programs in which student teams gain practical life skills through solving complex open-ended Challenges and presenting their solutions at Tournaments.</p> <p>The purpose is to enhance the combination of art and science. This is a truly STEAM program. Due to the pandemic, the students learned how to work on a team through different methods of communication. They learned how to solve the challenge using different tools than they have used in the past.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>DI students are creative, flexible, and capable of more than they ever thought they could be.</p> <p>The purpose and goals of DI align tightly with the Croton's Profile of the Graduate because it touches on every component of this profile. The main focus of the program is Critical Thinking and Problem Solving, Innovation, Collaboration &amp; Communication. Because students are asked to work together as a team while working on solving novel challenges, as part of the process of solving the challenge they have to learn how to collaborate, how to think creatively and how to present their solutions. Instant Challenges which are a significant part of the DI competition focus on Problem Solving, Flexibility &amp; Adaptability &amp; Collaboration. Because of the strong non-interference rules, all of the ideas that are used in the students solutions must come from students themselves. As a result, the program encourages students' independence &amp; self direction.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Because of the pandemic restrictions the students had to learn and develop a new set of collaboration skills which included new project management tools, using video conferencing for collaboration and planning and many others</li> </ul>		

- 3 teams PVC and 1 CHHS team successfully solved their chosen challenges, presented their solutions at the NY/NJ tournament and have been invited to the Global Finals tournament
  - 2 of the PVC teams placed first in the affiliate tournament and 1 team placed second. Additionally, one of the PVC teams received a Renaissance award for “extraordinary amounts of effort and preparation in their solutions” & “outstanding skill in engineering, design or performance.”
  - The High School team placed first in the affiliate tournament
- Students learned new skills (animation, filmography, video editing)
- Students participated in a Q&A about their solutions with a panel of appraisers (they did this very professionally)

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

<b>Building:</b> CHHS	<b>Name of Club:</b> Drama Club	<b>Advisor:</b> Myrlin Valerio
<b>Frequency and Duration of Meetings:</b> Mondays through Thursdays, 2-3 hours each day		<b># on roster: 10</b> <b># of regular participants: 10</b>
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>Auditions and rehearsals for 5 one act plays, performed live at CHHS.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Performing and stage management in theater required much collaboration of ideas, listening and acceptance.</p> <p>All must be flexible, especially during the pandemic, to work together. It was challenging this year for the actors to develop their characters and make connections on stage while masked.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Adjusted the spring production to be performed with minimal sets; physical contact was at minimum.</li> <li>● We produced and performed 5 one act plays while maintaining social distance, masked and without an audience.</li> <li>● Actors and crew sat in the theater and ran backstage between shows to set up for the next show. In that way, they had a small audience who cheered them on.</li> <li>● We had one actor who couldn't join us for 2 of the 4 weeks of rehearsal as they were recovering from surgery.</li> <li>● Everyone worked diligently to adapt to the absence of the actor and then worked to help them adjust and be successful in the production.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Explorers Club	Advisor: Kurt Lindner
Frequency and Duration of Meetings: 4-30 minute meetings per year. 10-15 minute meetings per year. 5-8 outings ranging from 2-5 hours in length. (It should be noted that the usual 2 overnight camping trips were not permitted due to COVID concerns.)		# on roster: 34  # of regular participants: 15
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: The Croton-Harmon Explorers Club is committed to...</p> <ul style="list-style-type: none"> <li>-Challenging the fitness and cognitive skills of all members with high expectations through exploration of our natural world.</li> <li>-Including parents and the wider community as partners in this endeavor.</li> <li>-Fostering a climate of respect for each other and the environment.</li> <li>-Developing student skills that will enable them to explore their natural world in a safe manner.</li> <li>-CHEC alumni will develop into team players, problem solvers, and lifelong learners who continue to explore their natural world and educate others how to do so in a safe manner.</li> </ul>		
<p>2. How activities align with the Profile of the Graduate: Essentially stated in the section above, this club fosters critical thinking, creativity, teamwork, initiative, and interpersonal skills like no other. This club provides a unique scholastic experience in that it offers students the opportunity to solve authentic and spontaneous pertinent problems as they arise. Solutions to which, affects their very survival and safety. Every step they take, paddle they stroke, rock they climb, trail they ski,...involves a team working together to present the many solutions to a problem, evaluate the solutions, and decide on the best solution. As a result, students get instant and tangible feedback on the decision that was made.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● 4 hour hike to Sugarloaf Mountain in Hudson Highlands</li> <li>● 2 hour paddle on Croton River</li> <li>● 2 hour paddle in Fahnestock State Park</li> <li>● 3 hour hike to Salt Hill in Croton</li> <li>● Before the end of the school year, we are planning to do another paddle on White Pond in Carmel, a night hike to Mt. Beacon, and 1 more local hike with location TBD</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Fashion Club	Advisor: Montserrat Ballinallosa
Frequency and Duration of Meetings: Once a month, 15 -45 minutes		# on roster: 17 # of regular participants: 11
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>Our goal in Fashun Club this year was to learn more about how the fashion industry works as well as how to express creativity and individuality through fashion. All meetings were held over zoom as a result of the pandemic and little to no activities in person.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> <li>● Creativity and Innovation: Projects that give students freedom to express themselves in a creative and fun way including mood boards and upcycling</li> <li>● Communication and Collaboration: Holding open discussions regarding projects, fashion trends, sustainable and unsustainable fashion, “interviewing” people with jobs in the fashion industry</li> <li>● Flexibility and Adaptability: Figuring out how to create group activities, projects, and meetings during a pandemic over zoom</li> <li>● Empathy: Discussing the positives and negatives of fast fashion and sustainable fashion</li> <li>● Initiative and Self Direction: Presidents independently leading the groups and members finding time to do projects on their own before the next meeting</li> <li>● Critical Thinking and Problem Solving: Upcycling project created so students can use creative and innovative ways to rework old, used clothing</li> </ul>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Analyzed and discussed halloween costumes and trends</li> <li>● Created, presented, and discussed individual mood boards to introduce ourselves</li> <li>● Meeting with Daria Archer, Executive Vice President of Sales at 360 Sweater/ Skull Cashmere, where we discussed the duties of her job within the fashion industry and how things have changed since the start of the pandemic</li> <li>● Watched 2020-2021 fashion shows and discussed what we saw, what we liked, what we didn't like, and how fashion shows have adapted to pandemic restrictions</li> <li>● Presented upcycled/ thrifted clothing, why we chose each piece, how we changed each piece, and what we liked from each other's presentations</li> <li>● Meeting with Carmen Canto, job experience over many years in high end brands, where we discussed the duties of her job within the fashion industry and how things have changed since the start of the pandemic</li> </ul>		

- Presented trend forecasting mood boards for spring and summer of 2021 and discussed the common trends we saw, what trends we looked forward to and what we didn't look forward to

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Filmmaking Club	Advisor: M.Weinstein
Frequency and Duration of Meetings:  Various: e/o thurs, helping periods, lunch periods, before and after school sessions		# on roster: 13  # of regular participants: 9
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: CHTV Broadcasts, Other class video projects, sports highlight reels, vp 1+2 narrative projects		
2. How activities align with the Profile of the Graduate: <ul style="list-style-type: none"> <li>● Students fully run the studio broadcasting equipment - Problem Solving</li> <li>● Students have to work as a full team in order to complete the broadcast--communication + collaboration</li> <li>● Students have to arrange when to report on different topics, when to interview people, where to go, and how many people are needed - Flexibility</li> <li>● The students are given a strict deadline with no possibility of lateness due to the CHAP class time to broadcast - Initiative+Self-Direction</li> <li>● Students have to cover stories that are not always pleasant - Empathy</li> <li>● Students must write their own script and design the live or virtual sets and program and design the lighting and decide and create the clips/photos that are needed for each broadcast - Creativity +Innovation</li> </ul>		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> <li>● 9 CHTV Broadcasts</li> <li>● 4 Video Production Movies</li> <li>● Various other CHHS core class projects</li> <li>● Equipment was loaned out to students so they could work/produce from home</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Finance Club	Advisor: Glazenburg
Frequency and Duration of Meetings: once every 1-2 weeks		# on roster: 7  # of regular participants: 3-6
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>The objective of the Club is to develop the knowledge of its members in the fields relevant to microeconomics, finance, investment, financial planning and risk management, etc. In addition to the above, this Club members look for opportunities to promote awareness of the current developments within the financial industry, and educate their classmates and friends on this topic.</p> <p>While the overall meeting schedule for the club did not change (instead of meeting in person, club meetings shifted into Zoom), the focus of discussions shifted from direct investment to budgeting and saving strategies - the response to the pandemic highlighted the need for a robust saving strategy.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Croton Harmon Schools expects its graduates to be <i>critical thinkers &amp; effective problem solvers</i>. As part of the club's regular activities, club members not only learn about the financial activity and strategies, but how current political and historical events intersect with and influence the world of economics and finance. They are tasked with thinking critically about the short and long term effects of new legislation, political decisions, social movements, etc. The graduate of the Croton Harmon Schools will be an <i>effective communicator and collaborator</i>: not only do the club members learn by themselves, they actively teach their friends and classmates about the things they learn. By participating in the team Stock Market Challenge the students learn how to work collaboratively, communicate their ideas &amp; listen to the ideas of others. They learn how to arrive at a consensus and how to work as a team.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Because the year began with the stock markets in the downturn followed by a period of high market volatility, we spent some time focusing on the following questions:             <ul style="list-style-type: none"> <li>○ What causes market volatility and how should high volatility inform investing decisions/choices?</li> </ul> </li> </ul>		

- What causes market downturns and what are the micro- and macro-economic implications of such downturns?
  - What are effective strategies for “riding out” a market downturn and for investing during such downturns?
  - “Set it and forget it” vs “active portfolio management” - does one decide which strategy suits their personality best?
  - Individual stock picking vs. index fund investing: what is a more effective investment strategy? What makes it a more effective strategy? How is “effective” defined for each investor?
- Because a large percent of the club members are seniors, toward the middle of the year the discussions shifted toward strategies for developing a budget as well as traditional investing vs. retirement accounts (IRA, ROTH IRA, etc.)

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Freshman Class	Advisor: Kym Garrett
Frequency and Duration of Meetings: Weekly from Sept-Dec Bi-weekly for the remainder of the year		# on roster: all freshmen  # of regular participants: 5-7
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: The freshman class usually meets very regularly to discuss ways to promote school spirit and also activities to allow the freshmen to acclimate to their new home here at CHHS. They also plan and execute some type of fundraiser in order to have some cash in their account which will offset costs of class trips, proms etc. As a result of the pandemic, student attendance and interest was very limited. A few "regulars" attended meetings and had excellent ideas promoting student involvement. Some of the ideas were: designing reusable bags, writing letters to home-bound senior citizens and school wide trivia. However and unfortunately, their ideas mainly fell on deaf ears.</p>		
<p>2. How activities align with the Profile of the Graduate: Normally our meetings focus on the Communication/Collaboration piece of the Profile of the Graduate. However, this particular school year seemed to focus much more on the Flexibility/Adaptability and Empathy pieces. Meetings often became informal and impromptu therapy sessions which was absolutely necessary and perfectly ok with me. The few regular participants were grateful to have a place to vent and brainstorm or simply just act silly. Although this was most definitely not a typical year, I am happy to say that the freshman who did attend our meetings were happy to see each other in a non academic setting, even though we were all on Zoom and were all over the country (our Vice President has been in Hawaii all year but he never once missed a meeting).</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● The main highlight/achievement the freshman class accomplished this year was the first ever "Valentines for the Troops". Students were asked to send a handmade Valentine to a soldier who could not be with their loved one(s) on Valentine's Day. This was a well thought out and planned school-wide activity. We were able to collect and send a total of 84 Valentines, making the students feel a sense of pride.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Interact Community Service Club	Advisor: David Xavier
Frequency and Duration of Meetings: 2x/month - 30 minutes to 1 hour in length		# on roster:6  # of regular participants: 4
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: Interact Community Service Club brings together young people ages 12 to 18 to develop leadership skills while discovering the power of service above self. The club also helps students at CHHS to discover new ways to get involved and help the community in which they live. Available opportunities for community service were reduced given the onset of the pandemic.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Members of the club are asked to be leaders and to develop their own empathy. Community service can provide students with the opportunity to see how other people in their community live and the struggles that they endure. Members are asked to consider issues that are important to them and to use this knowledge to find solutions to problems that they see around them.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Food drive to help support people impacted by the pandemic.</li> <li>● Researched possible community service events that are available to students who are unable to participate in events in person due to the pandemic.</li> <li>● Members volunteered at various community service events in town.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Junior Class	Advisor: Pamela Morrison
Frequency and Duration of Meetings: <ul style="list-style-type: none"><li>Monthly (or more, when needed) with class officers</li></ul>		# on roster: 124 # of regular participants: 4 officers
1. Description/Purpose/Goal of This Club:  The Junior Class works together to develop shared decision-making and to help plan class events including fundraisers and the Junior Prom.		
2. How activities align with the Profile of the Graduate:  Junior officers work collaboratively to communicate with their class at large and to plan creative and innovative activities for the Junior Class. They employ initiative and flexibility in order to achieve these goals. As class officers they are expected to demonstrate initiative and self-direction when developing plans and activities.		
3. Bullet point list of achievements, highlights, events & activities: <ul style="list-style-type: none"><li>Regular meetings of class officers and adviser</li><li>Collaborated on "trivia night" and fundraiser with other class officers and Spirit Club</li><li>Surveyed students on end of year activity</li><li>Planned Junior Prom (June 16, 2021)</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building:	Name of Club:	Advisor:
CHHS	La Rochelle	Bree/Rhoades
Frequency and Duration of Meetings:		# on roster: 29
n/a		# of regular participants: 25
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>The purpose of the La Rochelle exchange is to provide students with an authentic opportunity to interact with native French speakers, to use (practice and refine) their emerging communicative skills as well as to explore differences and similarities between French and US culture.</p> <p>Normally, students would either host visiting students for 2 weeks, or travel as a group to be hosted by families in La Rochelle and to participate in daily life in France. As last year's trip was cancelled (to the students' great disappointment), and the prospect of hosting students this year was also impossible due to the pandemic, we devised a "virtual exchange" project with our colleagues in France.</p> <p>Students exchanged videos over the course of November-June, beginning with an exchange of videos called "Je me demande" (I wonder), in which students asked each other questions about daily life in their respective countries and then responded to the questions they received. Later, students made formal presentation videos to introduce themselves in more detail, and each group did a short project (French students contacted American students in order to carry out a comparison between British and American English; American students will produce a short video series called "Si jamais tu viens aux Etats-Unis/ à Croton, il faut absolument que tu saches..." [If you ever come to the States/Croton, you really have to...]).</p> <p>The exchange of videos with students, although obviously not as exciting as real-life contact, did engage students in a very active way, and gave them a perspective on what student life is like during the pandemic in other places. Students were very interested to see how a different country's school system responded to the situation, and many questions were exchanged on this topic.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Ask questions while acquiring knowledge, consider different perspectives, communicate, build trust, work together to build group coherence, show willingness to use their language skills (even though they are not perfect), work together to create and carry out group activities.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Club advisors spent much of the first part of the year in communication with our travel agents from last year, finally securing a full reimbursement of airfare paid towards last year's (cancelled) trip.</li> </ul>		

- We worked with the business office to ensure all families were reimbursed all costs paid towards the trip (minus a nonrefundable deposit on ground transportation previously paid)
- “Je me demande” videos sent and responded to
- “Je me présente” videos sent and responded to; students reflected on apparent differences and similarities between the group of French students and themselves
- “Si jamais tu viens aux Etats-Unis...” videos (currently underway)
- All students in independent contact with one or more Rochelais students in order to help facilitate the Rochelais project of comparing British and American English.

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: 4th Floor Literary Magazine and Creative Writing Club	Advisor: Szymanski
Frequency and Duration of Meetings: Weekly 45 minutes to an hour.		# on roster:5  # of regular participants: 5
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>The Fourth Floor Literary Magazine represents and expresses the creative and artistic abilities of the students (and faculty) of Croton-Harmon High School. Through highlighting these talents, our goal is to bring attention to and foster an appreciation of the arts. The magazine also offers a forum and outlet for students to express their emotions, beliefs and dreams.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>-Creativity: The past few years, lit mag has also been a creative writing club where students can explore and strengthen their creativity. Not only do they write, but they develop the prompts as well.</p> <p>Communication/Collaboration: Students share and critique their work with each other. Students in the club also work with art students and other peers to collect work for the magazine.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ol style="list-style-type: none"> <li>1. This year we focused on using writing as a cathartic tool to navigate the emotional toll this past year has taken.</li> <li>2. Students were encouraged to create original writing prompts that could help people vent and cope with any anxiety, frustration, fear.</li> <li>3. For inspiration, students also read examples of works where people used writing as a cathartic tool.</li> <li>4. We worked with art and photography classes to gather material for the magazine.</li> </ol> <p>Empathy: Sharing their own work and reading the personal, intimate works of others fosters deep understanding, insight, awareness, and connection.</p>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: <b>CHHS</b>	Name of Club: <b>National Honor Society</b>	Advisor: <b>Samantha Confalone Isabella Zappa</b>
Frequency and Duration of Meetings: <b>As needed</b>		# on roster: <b>~ 150</b> # of regular participants: <b>150</b>
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>Due to the pandemic senior members did not complete group community service hours.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Being a part of the NHS embodies all characteristics of the Profile of the Graduate. The students display all parts and are inducted based on them. NHS celebrates how our students exemplify the profile of the graduate.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● The first live-streamed/hybrid induction!!!</li> <li>● Putting a process in place to offer an opportunity for induction for seniors who did not qualify during their junior year but do and want to apply in their senior year.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Tiger Times	Advisor: Edwin Demper
Frequency and Duration of Meetings: Weekly; 20-60 minutes		# on roster: 12  # of regular participants: 7
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: The purpose of the newspaper is to report on issues relevant to students, to reflect the interests and concerns of the community, and to give voice to a broad range of interests and opinions. Additionally, the club members experience processes of planning writing, editing, and publishing. During the pandemic, we have been online only, and we have held most of our meetings virtually. We intend to maintain the website, but also publish a hard copy next year.</p>		
<p>2. How activities align with the Profile of the Graduate: The planning, execution, and editing of articles are driven by students. Students are invited to pitch and perfect ideas for articles. Students often collaborate on articles, and our normal procedure involves getting quotes and opinions from people affected by the issues in our articles. For all our articles, but especially for opinion pieces, writers are asked to really consider their audience and how to best communicate their message to. Although some of the writing process is solitary, the efforts to plan and publish the issue involve collaboration and shared responsibilities.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Published 6 full issues, with a 7th planned for June</li> <li>● Published contributions from students from all 4 grade levels</li> <li>● Published an April Fool's edition to universal acclaim and mirth</li> <li>● Published a range of opinion pieces, well-researched features, and profiles of other clubs and student extracurriculars.</li> <li>● Revamped and updated our website and archive</li> <li>● Regular photo contributions</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: <b>CHHS</b>	Name of Club: <b>NEDA</b>	Advisor: <b>Samantha Confalone</b>
Frequency and Duration of Meetings: Every other Thursday for 40 minutes to an hour		# on roster: <b>20</b> # of regular participants: <b>12</b>
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>NEDA (National Eating Disorders Association) is a club that focuses on educating others about different types of eating disorders, triggers, things not to and to say about someone's diet or body, and social norms revolving body image and diet culture. This club is to bring awareness to eating disorders and help others that are suffering.</p> <p>Due to the pandemic we had to meet every other week to accommodate for other clubs meeting and student schedules.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Empathy - this allows students to understand what eating disorders are and what people are going through that you may not know.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Discussing triggers during holidays</li> <li>● Unhealthy relationships and how that affects body image or eating habits</li> <li>● Diet culture and how we label food             <ul style="list-style-type: none"> <li>○ Don't say junk food - say sometimes food</li> </ul> </li> <li>● What to do when you see someone that is struggling</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Origami	Advisor: Jodi Burger
Frequency and Duration of Meetings: 2-3 times a month, 1-1.5 hours each meeting		# on roster: 4  # of regular participants: 4
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: To learn about and build skills in the Japanese art of paper folding, as well as share ideas and have students teach each other how to accomplish specific projects. Mindfulness and student- to -student connections are also a large part of the club focus.		
2. How activities align with the Profile of the Graduate: <b>Initiative/Self Direction</b> - The club is student led and run and a student came to me to establish the club. I am not skilled in origami and so I often took on the role of student myself while the club student leaders became the teacher. <b>Creativity/Innovation</b> - Origami itself is a art form that foster creative problem solving and physical learning <b>Critical Thinking/Problem Solving and Flexibility/Adaptability</b> - Specifically, this year trying to teach this difficult skill over Zoom was challenging and the students figured out how to use their phones as document cameras to demo from their homes and help each.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> <li>● Much of the club’s activities centered around students researching and presenting specific folding projects (Crane, piano, house, boat, etc) and then demonstrating how to do them. This was especially challenging over Zoom.</li> <li>● Students figured out how to use their phones as document cameras over zoom to demo and share from home how to compete difficult origami projects</li> <li>● Peer-to-peer teaching and support was a big part of the club, especially as projects got more difficult over time.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Pi Squad	Advisor: Soyoung Lim
Frequency and Duration of Meetings: 2 - 3 times/month		# on roster:13  # of regular participants: 9 - 10
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>The Croton-Harmon High School Math Team, Pi Squad, is a student-led organization that is open to all students who are interested in solving problems and learning advanced math topics that go beyond the classroom learning experience. The goal of Pi Squad is to encourage those students who desire a challenge in math and to enhance their critical thinking and problem-solving skills. The team has been meeting via Zoom throughout the year. To allow students time to get home, the main activities started at 3:10 pm.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> <li>● Critical Thinking/Problem-Solving: Students enhance these skills while they practice challenging questions that inquire knowledge and problem solving strategies.</li> <li>● Creativity/Innovation: Students develop divergent solutions in multiple ways and it helps students see the problem in a different view.</li> <li>● Communication/Collaboration: Students work in groups sharing their ideas and insights. Often students pick a math topic and present their learning in club meets.</li> <li>● Initiative/Self Direction: Pi Squad is a students-led club and students are encouraged to plan, develop and practice activities</li> </ul>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Practice various math challenges: Bebras Challenge, Purple Comet, Gomoku, AMC, etc.</li> <li>● Learn the fundamental concept of Tessellations in Geometry.</li> <li>● Explore infinite patterns that never repeat - Tile Design</li> <li>● STEM - Covid 19 - Data Simulation</li> <li>● Cool Math Games</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building:	Name of Club:	Advisor:
CHHS	Pride Club	Schoenleber
Frequency and Duration of Meetings:		# on roster:
2nd and 4th Tuesdays 3:15-4:00 pm		5
		# of regular participants:
		5
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <ul style="list-style-type: none"> <li>● To encourage a sense of community and pride for lesbian, gay, bisexual, transgender, and questioning students and their allies.</li> <li>● To educate students about LGBTQ issues, including gender identity, gender expression, and sexual orientation.</li> <li>● To foster a safe, inclusive environment for students in our school.</li> </ul>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Students in PRIDE Club promote empathy about LGBTQ people and issues. They show initiative in their advocacy. Also, our film and current events discussions foster critical thinking. Finally, members help to challenge others to be adaptable regarding their notions of gender and sexuality.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Viewed and discussed LGBTQ representation in the film musical, <i>The Prom</i>. (The students were not fans.)</li> <li>● Collaborated with the Antiracist Student Leadership Committee and STAR Club to learn about the ThoughtExchange tech platform.</li> <li>● At the request of Student Faculty council, we are creating a presentation about the meaning of the LGBTQ Progress Flag and the origins of Pride Month.</li> <li>● This year, most of our meetings consisted of safe space check-ins with students and discussions of issues and current events that impact the LGBTQ+ community.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Programming Club	Advisor: Soyoung Lim
Frequency and Duration of Meetings: 2 - 3 times/ month		# on roster:20  # of regular participants: 9 - 10
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>The Programming Club is a student-led club that is open to all students who are interested in computer science and programming. This club's goal is to expand/develop students' knowledge and interest in the field of computer science and programming. Students explore and develop skills in programming, webpage design, and game/app development using various tools. Several members were fully remote through this school year, and this after-school program helped them be connected with peers and meaningful activities. It was a challenging year, but the members learned that innovation can thrive, and innovation for the future is more important than ever.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> <li>● Critical Thinking/Problem-Solving: Students enhance critical thinking and problem solving skills while they identify problems, plan solutions and develop algorithms.</li> <li>● Creativity/Innovation: Students define problems and develop algorithms to solve the problems. In the process, students try to connect their prior knowledge to new tools such as new programming languages and platforms. Students were able to set up GitHub for their Unity project. They also adopted new technological knowledge to develop games and Unity projects.</li> <li>● Communication/Collaboration: Students work in groups sharing their ideas and insights. They break down problems and share their codes in GitHub. This process enhances students' development of good communication skills and teamwork. They also share their learning with their peers. The club activity is a peer teaching/learning model.</li> <li>● Initiative/Self Direction: Programming Club is a student-led club and students are encouraged to plan, develop and practice activities</li> </ul>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Students set up GitHub accounts.</li> <li>● Participated in a Hackathon (Pace University)</li> <li>● Developed games in Python</li> <li>● Researched visual statistics tools - COVID19 data simulation tools in NYTimes</li> <li>● Research search engines</li> <li>● Learned Unity programs</li> <li>● Developed Unity games</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: Croton Harmon High School	Name of Club: Random Acts of Kindness Club	Advisor: Ms. Ballina
Frequency and Duration of Meetings: Every other month for around 15 minutes		# on roster: 4 # of regular participants: 4
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: Brainstorm ideas for something fun to do in order to give a sense of normalcy/lift peoples spirits.		
2. How activities align with the Profile of the Graduate: <ul style="list-style-type: none"><li>● Teamwork/group brainstorm sessions-communication/collaboration</li><li>● Working through a pandemic and meeting on zoom-problem solving/flexibility</li></ul>		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"><li>● Highlight-Zoom meetings as the alternative to in-person meetings</li><li>● Achievement-planning things to do for the school next year, once more people are in-person and we are able to do more.</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Class of 2021	Advisor: Erica Fiorini
Frequency and Duration of Meetings: Meetings with class officers as needed		# on roster: 120 # of regular participants: 120
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: Plan events and fundraisers for senior class		
2. How activities align with the Profile of the Graduate: Creativity and Innovation (designing senior wear, planning activities), Communication and Collaboration (students need to come to a consensus on ideas and communicate them to the class), Flexibility and Adaptability (planning a unique prom in the time of covid)		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> <li>● Planning Senior Prom to be held on June 4th, including vaccination/negative covid test data collection and red carpet event</li> <li>● Assisting with the planning and implementation of graduation (parent/student meetings, logistics, ordering caps and gowns, digital presentations, etc)</li> <li>● Assisting with the planning and implementation of Senior Awards night</li> <li>● Writing Senior Spotlights for Social Media</li> <li>● Sale and distribution of Senior Wear</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Shakespeare Club	Advisor: Joseph Merriam
Frequency and Duration of Meetings: Every Thursday: 3:00-4:00, September-June		# on roster: 6  # of regular participants: 5
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: to provide students with a positive, ongoing relationship with Shakespeare's works, both by reading/acting the plays (chosen by the students) and attending professional performances at the Hudson Valley Shakespeare Festival in the summer. Because of the pandemic, at first we met masked and outside; then, when the weather cooled, we met on Zoom; and now that we have been vaccinated, we meet in my classroom.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> <li>● Creativity/Innovation: indulging students' curiosity about the Shakespearean canon; coming up with creative ways of interpreting characters, lines, and plays.</li> <li>● Communication/Collaboration: working together to decipher Shakespeare's meaning</li> <li>● Empathy: lifelong learning - we give students a taste for Shakespeare that extends into their college careers and, hopefully, beyond.</li> <li>● Initiative/Self-Direction: students choose the plays we read and the directions we go in with them; I serve largely as a facilitator and a Shakespearean resource.</li> </ul>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Plan to attend <i>The Tempest</i> at the Hudson Valley Shakespeare Festival in August 2021</li> <li>● Read/studied/acted the following plays throughout 2020-21 to date: <ul style="list-style-type: none"> <li>○ <i>Hamlet</i></li> <li>○ <i>Much Ado About Nothing</i></li> <li>○ <i>Titus Andronicus</i></li> <li>○ <i>Othello</i></li> <li>○ <i>Richard III</i></li> </ul> </li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: SOPHOMORE CLASS	Advisor: ILANA MCCONVILLE
Frequency and Duration of Meetings:  As a result of COVID, we held meetings one a month to touch base on fundraisers, possible activities for school spirit, and general check ins.		5 Class Officials 3 Class Representatives (Student Faculty Congress members)  All participants are Sophomores
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:          To coordinate and facilitate sophomore class activities including fundraising, organization of the Hershey Park trip, and setting up for Color Wars. Students acted as a decision making body, coordinating efforts with the advisor as well as class parents, to ensure that plans and ideas were available to and allow for transparency in their actions.</p> <p>This year, as a result of COVID, we were unable to plan the Hershey Park trip so our focus was to try and navigate this pandemic and encourage school and class spirit. We meet monthly to brainstorm ideas and share key information on school developments and possible events.</p>		
<p>2. How activities align with the Profile of the Graduate:          The activities align with the profile of the graduate in many ways. As the sophomore class executive board, our purpose is communication and collaboration. Throughout the year, the sophomore class officers worked to engage their peers in fundraisers and activities that promoted whole-class bonding. The officers worked tirelessly to ensure communication with their class was concise and accessible - spreading awareness about the Google Classroom that would be utilized throughout the year in providing announcements, important information, and resources. Transparency was key for them.</p> <p>The class officers focused on how to try and connect all of their peers [hybrid students and virtual] in different activities and competitive events. We discussed ways to encourage students to attend Trivia that was created by advisors and Spirit Club as well as try to promote a tote-bag fundraiser activity.</p> <p>Although our events and fundraiser did not happen, the executive board really worked hard to share information with their peers and try to find relevant paths of outreach during this school year.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● For the activity fair this year, the executive board worked to create a Google Slides presentation that provided information regarding the class Google classroom page so all students had various opportunities to sign up and receive information pertaining to their class.</li> <li>● During the year, we gathered frequently to discuss fundraiser ideas. We tried to organize a Design Your Own Tote bag competition and fundraiser as well as brainstormed other ideas that could work in the sphere of social distancing and adhering to CDC guidelines. With the various changes and</li> </ul>		

shifts, we were unable to host our annual Sophomore class car wash but students hope to carry out fundraising next year.

- Class officers focused on raising awareness to various activities, food drives, and Color Wars activities this year that different clubs were hosting. Executive board utilized Google classroom as a way to connect with peers, provide information on dates and times, and encourage students to participate.
- Unfortunately, because of the pandemic, we were unable to attend our end of year trip to Hershey Park. We will continue to use Google Classroom as a communication device and to collaborate as a grade.

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Spanish Club	Advisor: M. Ballina-Llosa
Frequency and Duration of Meetings: Every other week/ about 30 minutes to an hour		# on roster: 15  # of regular participants: 10
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic:  To celebrate and learn about different Hispanic cultures so that we could understand one another better and appreciate different cultures. All the meetings were held via Zoom.		
2. How activities align with the Profile of the Graduate:  The activities that we did were appealing to all members of the clubs and the members were enthusiastic in their participation. During activities, and discussions students work on critical thinking and flexibility. Whenever we are planning new activities, students work on their creativity.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"><li>● Prepare and play Spanish games</li><li>● Brainstorming sessions planning for fundraisers and other activities</li><li>● Dia de Muertos and Carnaval activities.</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: Croton Harmon High School	Name of Club: Spanish Exchange	Advisor: Zhanna Glazenburg Montserrat Ballina-Llosa
Frequency and Duration of Meetings:  Monthly for about 30 minutes		# on roster:18  # of regular participants: 18
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: The purpose of the club is to provide students with a deeper understanding of the culture of Spain and other countries, give students opportunities to practice and improve their Spanish language skills, as well as, support students in becoming better informed global citizens. Because of the pandemic, we have been preparing a virtual scavenger hunt.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> <li>● The focus on cultures other than one's own fosters empathy and respect for others.</li> <li>● Because the large focus of the club is on students taking charge of their own learning &amp; travel experiences, the club fosters Initiative &amp; Self Direction.</li> <li>● There is a large focus on Communication &amp; Collaboration both among the members of the club &amp; among the students from Croton &amp; students from Spain.</li> </ul>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● We have continued building the relationships between the students and are currently working on planning the activities for the 2021-2022 school year. These activities will (barring another cancellation due to Covid-19) include Croton students traveling to Spain in February 2022 and students from Spain coming to Croton in the Spring of 2022.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: CHHS Musical	Advisor: Sara O'Brien
Frequency and Duration of Meetings: 4 days a week for 8 weeks.		# on roster: 23  # of regular participants: 23
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic: to choose, learn, and perform a show from the music theater literature. We managed to do this, but not with a live audience. We pre-recorded and streamed the performance.		
2. How activities align with the Profile of the Graduate: This activity embodies all the attributes that make the profile of the graduate.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"><li>● Two successful streaming events on 5/14 and 5/15.</li><li>● Our first time pre-recording a performance</li><li>● Singing and acting with masks!</li></ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Student Activism Club	Advisor: Kerri Tracy
Frequency and Duration of Meetings: 1st & 3rd Tuesday of every month We meet every Tuesday for the month leading up to Take Back the Night.		# on roster: 12  # of regular participants: 6
1. Description/Purpose/Goal of this Club & needed modification in light of the pandemic:  Stemming from the Culture of Respect Task Force, Student Activism Club is a forum for student voices to be heard. Student activists will create change on issues in our community that matter to them. They will learn how to organize protests, create political art, circulate petitions, educate our communities, bring our concerns to the school board, and more! They look to create a culture of respect not only in the school but in society as a whole.		
2. How activities align with the Profile of the Graduate:		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"><li>● Take Back the Night was our biggest achievement of the year. This is normally a big undertaking for the students and with COVID was more complicated than ever.</li><li>● Safe space discussion post 2020 election.</li><li>● Slideshow of diverse candidates who won the 2020 election.</li></ul> I believe all clubs support initiative and self-direction because they are student driven. The members of this club select the events they do every year and plan out all the details. As the advisor I just help facilitate & guide. This club also supports empathy as it considers multiple perspectives and how to help support those perspectives. This year, due to COVID, the students truly were flexible/adaptive in figuring out how to organize Take Back the Night despite the pandemic.		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Student Faculty Congress	Advisor: John Bohuniek Pam Morrison
Frequency and Duration of Meetings: Every B day (via zoom), 45 minutes		# on roster: 30 students # of regular participants: 35
<b>1. Description/Purpose/Goal of This Club:</b>  The Croton-Harmon High School Student/Faculty Congress is a representative body that aids all members of the school in voicing their ideas. This congress creates an environment of dignity and respect to establish a unified community for all the students, faculty, and staff. As a representative body, the congress realizes and supports positive changes to ensure a pleasant learning experience.		
<b>2. How activities align with the Profile of the Graduate:</b>  SFC is a collaborative organization of students, faculty, and staff that seeks to address authentic problems that relate to our school environment. Through this collective work, students think creatively and critically about various issues that affect our school, as well as doing their best to understand the diverse viewpoints the students they represent may have on that particular topic.		
<b>3. Bullet point list of achievements, highlights, events &amp; activities:</b> <ul style="list-style-type: none"> <li>● Greg Rodriguez Scholarship Fundraiser (CHHS stickers)</li> <li>● Worked with BOE to develop the new Student Ex-Officio school board position</li> <li>● Health &amp; Safety initiative to encourage students to follow COVID protocols</li> <li>● Advocated for additional outdoor seating, tents, reopening campus (partially)</li> <li>● Discussions on school issues including paper use, blocked websites,</li> <li>● Created a committee to look at CHAP activities and make recommendations</li> <li>● Collaborated with PRIDE group to have a PRIDE flag flown during June</li> <li>● Ran elections for 2021-2022 school year</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Students Together against Racism (STAR) Club	Advisor: Noel Schoenleber & Kerri Tracy
Frequency and Duration of Meetings: 1st and 3rd Thursdays - 3:15-4:00 pm		# on roster: 9 # of regular participants: 6
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: The purpose of Students Together Against Racism (STAR) is to promote diversity, self-growth, and social change, as well as to educate members of our community on issues of race. We welcome people of all genders, races, religions, ethnicities, sexual orientations, or abilities. We encourage new ideas, an open mind, and a positive school climate. As a club, we will serve the Croton community by presenting the various aspects of our cultures as well as supporting all students of different races and ethnicities. Students have the opportunity to express and share their feelings on current events and racial issues within our community and in our society.</p>		
<p>2. How activities align with the Profile of the Graduate: Our club promotes empathy regarding issues of race and ethnicity, and we sent out a statement of solidarity with Asian/Pacific Islander members of the school community in response to the Atlanta shootings in March. Members show initiative in their advocacy related to these issues. Also, activities like our film discussions foster critical thinking. Finally, STAR Club collaborated with the Antiracist Student Leadership Committee to learn about the ThoughtExchange tech platform.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Hosted a viewing of The Black Panther Mixtape documentary.</li> <li>● Sent out a statement of solidarity with Asian/Pacific Islander members of the school community in response to the Atlanta shootings in March.</li> <li>● Collaborated with the Antiracist Student Leadership Committee and Pride Club to learn about the ThoughtExchange tech platform.</li> <li>● We are creating a presentation about the origins and legacy of Juneteenth to share with the school to Honor that day.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

<b>Building:</b> Croton-Harmon High School Pierre Van Cortlandt Middle School	<b>Name of Club:</b> Teen Leadership Council (TLC)	<b>Advisor:</b> Allison Millen
<b>Frequency and Duration of Meetings:</b> PVC TLC meets every Monday and CHHS TLC meets every Tuesday for approximately 45 minutes.		<b># on roster:</b> 10 (CHHS) 10 (PVC) <b># of regular participants:</b> 4 (CHHS) 4 (PVC)
<b>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</b>		
<b>2. How activities align with the Profile of the Graduate:</b>  The activities of TLC align with many aspects of the Profile of the Graduate. TLC uses creativity and innovation when planning an activity to find new and unique ways to outreach to their peers in order to help encourage them to make healthy choices, such as during hybrid learning we did many virtual events with the students. TLC also uses empathy. The activities that are planned are for prevention. They are aware that students and their families may struggle with substance use and also are aware of the effects of peer pressure. They care greatly about their fellow peers and work hard throughout the year to provide information, resources and activities to help encourage them to make healthy choices. TLC also shows initiative and self direction as they set goals for themselves as to what they would like to accomplish, research and plan what may be the most effective and helpful way to reach their peers and always bring new ideas to the group to discuss.  To organize events and activities to raise awareness for different prevention months, such as Red Ribbon Week, Great American Smokeout and Alcohol Awareness month and encourage others to make healthy choices.		
<b>3. Bullet point list of achievements, highlights, events &amp; activities.</b> <ul style="list-style-type: none"> <li>● Recovery Month Bulletin Board, flyers hung around the school, daily announcements, classroom presentations.</li> <li>● Red Ribbon Week Bulletin Board, gave red ribbons to the faculty, Red Ribbon Week pledges signed to be drug free, drug free goals, Red Ribbon Week jeopardy, Red Ribbon Week Keeping Drugs at a distance google form and daily announcements.</li> <li>● Great American Smokeout Bulletin Board, Vaping flyers hung by the bathrooms, messages of support for those trying to quit smoking, Great American Smokeout Kahoot, and daily announcements.</li> <li>● When the Holidays aren't so happy bulletin board and flyers for in school support hung in bathrooms.</li> </ul>		

- National Drunk/Drugged Driving Awareness Month bulletin board, flyers posted on instagram, and daily announcements.
- Bitmoji Classroom
- Children of Addiction week flyers emailed to students and posted on Instagram, bulletin board, daily announcements in school and on instagram, messages of support from students.
- Superbowl Prevention ads posted on Instagram
- Problem Gambling Awareness Month bulletin board, daily announcements in school and on instagram, gaming or gambling posters and teen gambling warning signs posted on instagram and shared with parents, and Problem Gambling Awareness Month Kahoot.
- Sober Saint Patrick's Day flyers posted on Instagram.
- Alcohol Awareness Month bulletin board, daily announcements in school and posted on instagram, Alcohol awareness posters hung around school and posted on instagram.
- 4/20 flyers hung around the school, healthy brain day positive coping skills chalk activity, ways to keep the brain healthy activity, and healthy brain day announcements in school and on instagram.
- Co-Occurring Disorders Awareness (CODA) Week daily announcements in school and on instagram, CODA Be the Link activity and messages of support as well as CODA Kahoot.
- Mental Health Awareness Month bulletin board, daily announcements in school and on instagram, Give one take one, coping with stress activity, tree of hope coping skills activity, and mental health trivia as well as a Mental Health Awareness Month Challenge Calendar sent to faculty and students and shared on instagram.
- Safe prom goody bags for seniors and safety tip parent night for prom.

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Tri-M Music Honor Society	Advisor: Jazz Zantay
Frequency and Duration of Meetings:		# on roster: 30  # of regular participants: 20
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: The goal of this club is for our most competitive and talented musicians in the performing arts department to get involved in the community through performance and service. Due to the pandemic, our meetings were virtual, and we were limited in what outreach could be done. However, we did record and send virtual "Happy Birthday" performances to residents as local nursing homes/assisted living.</p>		
<p>2. How activities align with the Profile of the Graduate: These activities align with so much of the Profile of the Graduate. For example, performing the birthday messages gave the students empathy knowing they were sending them to residents in nursing homes who were isolated and alone during this pandemic. They also had to collaborate on ideas during our meetings that could be achievable during such a difficult year. For this club, they also used their creativity in brainstorming different events-- some achievable, and some not!</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Happy Birthday performances sent to residents at local nursing homes</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Women's Connect	Advisor: Samantha Confalone & Kerri Tracy
Frequency and Duration of Meetings: 1st & 3rd Thursday of every month from 3:15-4:15		# on roster: 13 # of regular participants: 6
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <p>Women's Connect is a club that focuses on women's rights issues, inequalities and reaching out to those in need both locally and globally. We lead discussions, watch documentaries, fundraise, volunteer and run events for our local community. We also look to support other clubs that are advocating for human rights and promoting intersectionality when it comes to raising awareness.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Women's Connect aligns with many of the attributes of Profile of a Graduate, the strongest connection is Initiative/Self-Direction. One of the core values of the club is women's empowerment and this club seeks to empower it's members through the students taking initiative in the events/activities the club takes part in. Every meeting is run by the students, and every activity was selected and organized by the students.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● BYOB Club Meeting - students invited male peers &amp; teachers to a meeting where they discussed how men can be feminist and how to be an ally to women.</li> <li>● My Sister's Place - students organized having My Sister's Place virtually attend a club meeting and teach about domestic violence and abusive relationships</li> <li>● Meetings with Dr. O'Connell &amp; Ms. Dubak - Students hosted two meetings. The first they discussed Dr. O'Connell &amp; Ms. Dubak's careers as women in leadership. The second we listened to Michelle Obama's podcast on mentorship &amp; discussed our thoughts.</li> <li>● As a club we viewed the documentary Freeing Britney (Spears) and discussed the way she was treated in comparison to boy bands from that era &amp; if we see that continuing today.</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Tiger Tales	Advisor: Itter Szymanski
Frequency and Duration of Meetings: 1 to 2 meetings per week as needed		# on roster: 5 # of regular participants: 5
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: To create the yearbook, facilitate the yearbook photo shoots, and oversee the entire ordering process including payment and distribution. Many regular school activities that are included in the book were cancelled or made digital this year making it hard, or in some cases, impossible to include them in the book. We tried to reach out more to the community and get families involved through digital platforms but received very little buy in.</p>		
<p>2. How activities align with the Profile of the Graduate: Flexibility, empathy and creative problem solving all played a role in creating this year's book. There were a lot of times where both advisors and students were disheartened by the lack of participation from the student body or school community. Collecting photos was a particular challenge and this year we have more camera shy students, clubs and teams than ever (for obvious reasons). Luckily our 5 staffers were incredibly hardworking and dedicated. They were also very innovative, proposing and creating new sections to make up for regular sections that could not be included this year.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <p><b>June</b></p> <ul style="list-style-type: none"> <li>● Organize the cover competition</li> <li>● Judge the cover competition and coordinate the cover completion over the summer</li> </ul> <p><b>July</b></p> <ul style="list-style-type: none"> <li>● Coordinate with the photography company in regards to contacting seniors with the portrait schedule</li> <li>● Communicate between the cover artist and out Josten rep</li> </ul> <p><b>August</b></p> <ul style="list-style-type: none"> <li>● Continue email correspondence with parents/students in regards to portrait schedule changes</li> <li>● Three full days dedicated to senior portraits in the HS Library</li> <li>● Schedule seniors for retakes according to their schedule and the letter day of the retakes so they don't miss class</li> <li>● Ongoing through October: Monitor phototracker to see which students have/have not scheduled and taken their photo. Email/call parents of students who are not on the schedule.</li> </ul> <p><b>September</b></p> <ul style="list-style-type: none"> <li>● Meet with Josten rep for budgeting and calendar</li> <li>● Develop Senior Superlatives list</li> <li>● Oversee Superlative voting</li> <li>● Coordinate virtual Senior picnic</li> <li>● Digitize and edit the finalized cover for submission</li> </ul>		

- Track down each member of the senior class for the signature page
- Scan and edit senior signature page
- Design Senior section
- Collect all Fall Team rosters
- Meet with and photograph all Fall Teams
- Send out Yearbook Sale Flyer
- K12 Alert- yearbook sales and adds
- Reached out to families for Fall outing photos

#### **October**

- Set up and oversee seniors retakes
- Contact the parents of any senior without a photo for the yearbook
- Get quotes and baby pictures for all seniors.
- Take Senior Siblings and Twin Photos
- Email parents about quotes and baby picture
- Coordinate with photographers for underclassmen photos
- Orchestrate underclassmen photos the day of
- Organize and distribute photo packages by CHAP
- Sort ID cards
- Distribute ID cards
- Schedule retakes for underclassmen
- Photograph Fall Drama
- K12 Alert - YB sale extended
- Reached out to families for Halloween Photos

#### **November**

- K12 Alert- add reminder
- Collect all Winter Team rosters
- Attempt to Meet with and photograph all Winter Teams
- Reached out to families for Senior sibling photos

#### **December**

- Proof and Submit: Senior group shots
  - Senior section
  - Senior siblings
  - Senior Signature
  - Senior group shots
  - Halloween
  - Spirit week
  - Fall sports
- K12 Alert - Price hike
- Reached out to families for pet photos and Quarantine hobbies

#### **January**

- Email Admin about staff photos we are missing
- Staff Section
- Winter Teams
- Club Photos
- Check underclassman for pictures and name spelling
- Contact the parents of any underclassman without a photo for the yearbook.
- Flow underclassman

- Schedule candid Photographer
- Half day escorting candid photographer
- Email request for seniors through the year's photos.
- K12 Alert- Add reminder all sales close in March

### **February**

- Intro to underclassman pages
- Proof and Submit: Senior group shots
  - Staff Section
  - Fall Drama
  - Winter Teams
  - Underclassman
  - Clubs
- Clubs
- Underclassman
- Reach out to the Library, Historical Society, and local police for book orders
- Reach out to DO and BOE for book orders
- Final Book Count
- K12 Alert- Ad sales close

### **March**

- Create ad for BOE
- Added camera shy sections for underclassman
- Added Covid Section
- Completed Advisors adds
- List camera shy teams
- Meet with the studio to set and review the picture schedule for the following year
- Proof and Submit: Senior group shots
  - Staff Section
  - Winter Teams
  - Clubs
  - ADS

Meet with rep from Lifetouch to schedule senior portrait and underclassmen photo dates (including make up and retake dates)

### **April**

- **Print posters for building decoration**

### **May**

- Receive books
- Count and organize Books
- Send letter to senior parents about picture schedule for the following year
- Organize Junior class meeting with representative from Lifetouch to discuss senior portraits

### **June**

- Pack and move books
- Distribute underclassman books
- Sell extra books
- Deposit book revenue
- Post mortem with Josten rep
- Receive and pay final bill

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: All	Name of Club: Strings	Advisor: Sara O'Brien
Frequency and Duration of Meetings: Daily		# on roster:50  # of regular participants: 50
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic: Since we cannot meet as a group every student has either a private lesson or a duo lesson with someone in their cohort. The purpose of the group is to learn to play string instruments, as well as theory and history. We also love to play for our community.</p>		
<p>2. How activities align with the Profile of the Graduate: Music embodies all 6 of the attributes that make the Profile of the Graduate.</p>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● Students who normally would hideout in the group are truly improving and starting to shine because of the individual lessons.</li> <li>● We were able to maintain the same amount of repertoire as we would in a normal year.</li> <li>● PVC students will perform at the Croton Caring Afternoon Tea on 6/2 at Senasqua. Our first time playing together as a group this year.</li> <li>● We put out a virtual recording for our holiday "concert".</li> </ul>		

## Croton-Harmon Union Free School District

### 2021 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: VHS Online Learning	Advisor: Tanya Thibideau
Frequency and Duration of Meetings: Online check in's, in person conferences, when needed, depending on individual student progress		# on roster: 15 students taking 16 courses # of regular participants: 15 students taking 16 courses
<p>1. Description/Purpose/Goal of this Club &amp; needed modification in light of the pandemic:</p> <ul style="list-style-type: none"> <li>● To give students an opportunity to take courses online forum that CHHS does not offer</li> <li>● To oversee and monitor students enrolled in online courses</li> <li>● Since VHS is online learning, no adjustments needed to be had due to the pandemic. Students actually transitioned to the courses better this year, than in previous years!</li> </ul>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving - all VHS courses provide students the opportunity to think critically.</li> <li>● Creativity/Innovation - students take risks with VHS courses because it is a new way of learning, outside of the traditional classroom.</li> <li>● Communication/Collaboration - VHS students learn how to communicate with teachers and classmates they have never met before. They learn how to collaborate with classmates in a digital way!</li> <li>● Flexibility/Adaptability - VHS allows students to learn in an asynchronous way. They log on and complete coursework in their own free time.</li> <li>● Initiative/Self-Direction - VHS students need to be self motivated, independent learners. They need to schedule their VHS work around their other classes and their personal commitments.</li> </ul>		
<p>3. Bullet point list of achievements, highlights, events &amp; activities.</p> <ul style="list-style-type: none"> <li>● VHS still remains popular with our students!</li> <li>● Courses varied in subject areas and included some of the following courses: Latin, AP Psychology, AP Music Theory, Prevetinary science, Art, History, Criminology, International Business, Astronomy, Anatomy and Physiology, and Entrepreneurship.</li> <li>● We had 5 students take AP Psychology this year. This class has proven over the years to be very difficult. These students have excelled in this course!</li> </ul>		



# **Croton-Harmon**

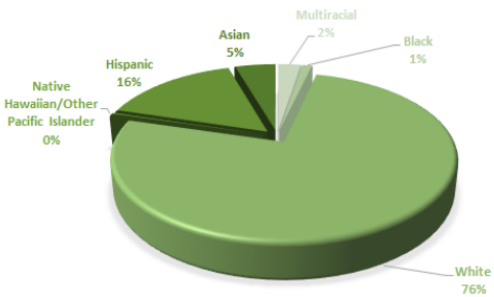
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## **Union Free School District**

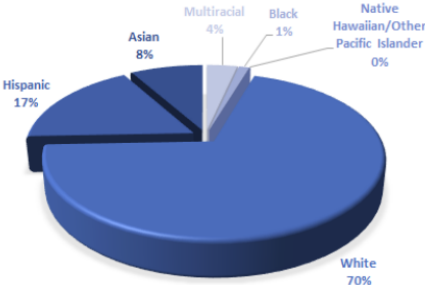
### **Appendix A1 – Data Review**

**OUR STUDENTS:**

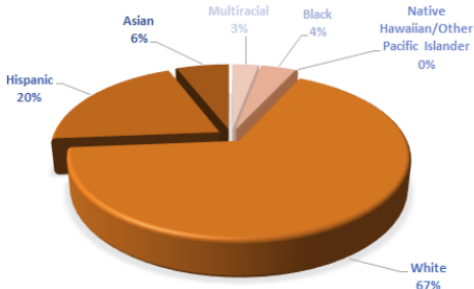
**CARRIE E. TOMPKINS ELEMENTARY**



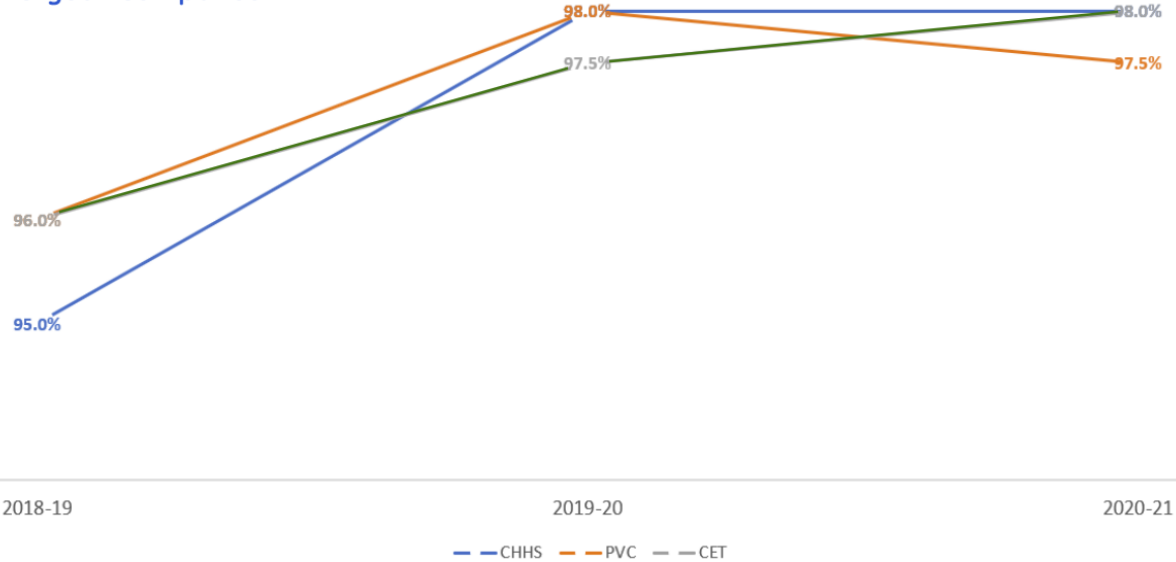
**PIERRE VAN CORTLANDT MIDDLE SCHOOL**



**CROTON-HARMON HIGH SCHOOL**



**AVERAGE DAILY ATTENDANCE  
3-year Comparison**



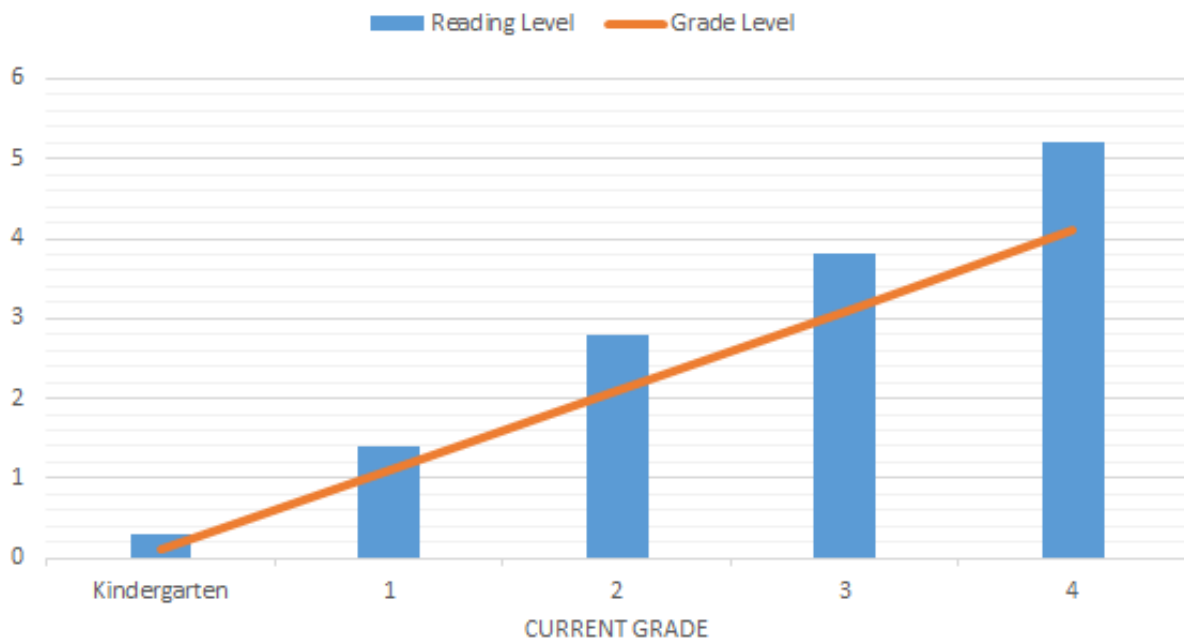
## CARRIE E. TOMPKINS ELEMENTARY SCHOOL



### STUDENT READING LEVELS

(Based on the administration of the Fall 2021 STAR Reading)

## Reading Level and Grade Level



### STUDENTS NEEDING URGENT READING INTERVENTION

(as measured utilizing the WADE - Wilson Assessment for Decoding and Encoding)

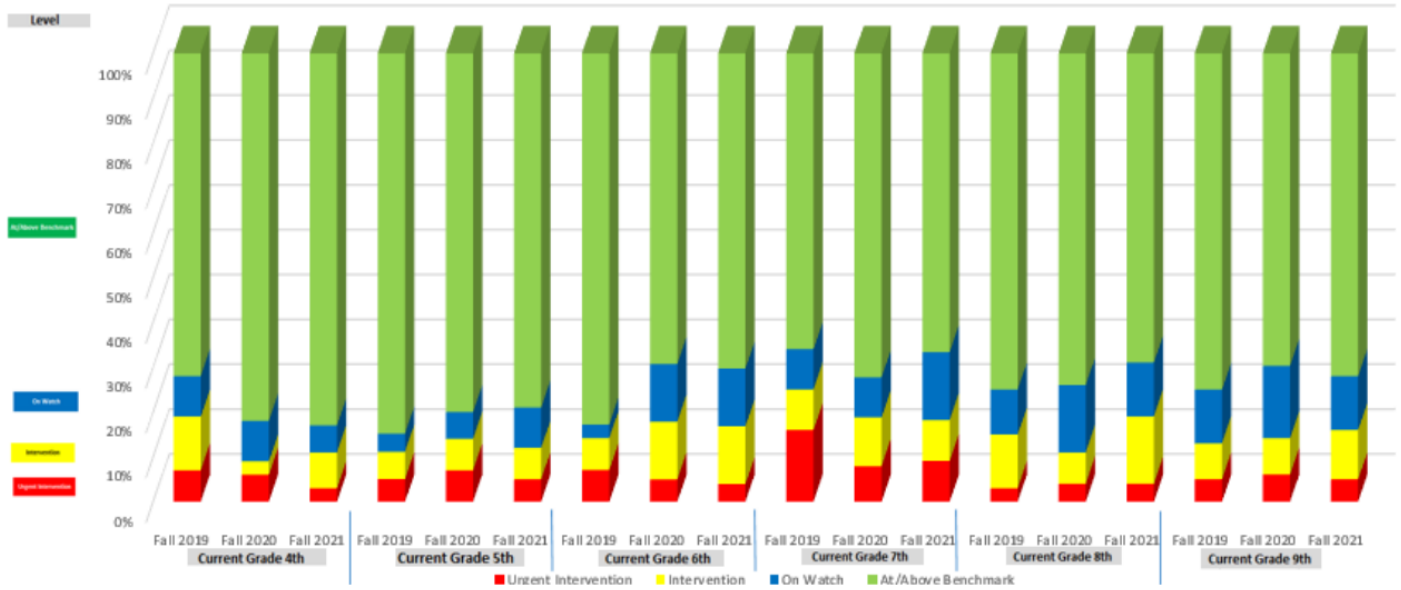
Reading Data 2020-2021

	Fall 20-21					Spring 20-21				
	Form	HF R	HF Sp	Real R	Real Sp	Form	HF R	HF Sp	Real R	Real Sp
CET Student 1	AB 1	47	17	82	19	AB 2	50	31	104	38
CET Student 2	AB 1	43	14	44	19	AB 2	51	14	93	32
CET Student 3	AB 1	24	15	60	24	AB 2	45	25	104	35
CET Student 4	AB 1	41	4	66	2	AB 2	48	10	91	26
CET Student 5	AB 1	44	3	68	11	AB 2	51	6	84	23
CET Student 6	AB 1	48	11	85	30	AB 2	48	16	94	36
CET Student 7	AB 1	41	6	55	13	AB 2	44	4	76	24

**Due to the optional nature of the 2019-2020 NYS Testing Program  
there is no significant new state data to report.**

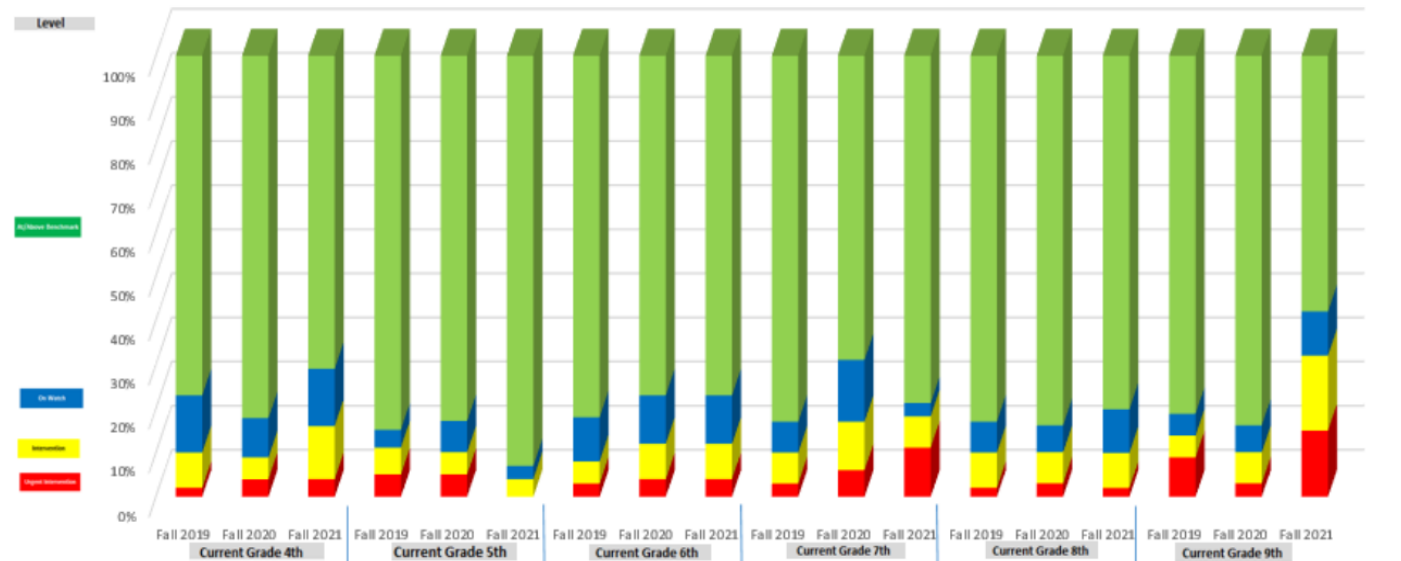
**CET had no "Out of School Suspensions" during the 2020-2021 school year.**

## STAR READING: Comparison of Cohorts' Performance Bands Over the Past Three Years



Star Reading Cohort Analysis																		
Level	Current Grade 4th			Current Grade 5th			Current Grade 6th			Current Grade 7th			Current Grade 8th			Current Grade 9th		
	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021
At/Above Benchmark	72%	82%	83%	84%	80%	79%	82%	70%	71%	66%	73%	66%	75%	74%	69%	75%	69%	72%
On Watch	9%	9%	6%	4%	6%	9%	3%	13%	13%	9%	9%	15%	10%	15%	12%	12%	16%	12%
Intervention	12%	3%	8%	6%	7%	7%	7%	13%	13%	9%	11%	9%	12%	7%	15%	8%	8%	11%
Urgent Intervention	7%	6%	3%	5%	7%	5%	7%	5%	4%	16%	8%	9%	3%	4%	4%	5%	6%	5%

## STAR MATH: Comparison of Cohorts' Performance Bands Over the Past Three Years



Star Reading Cohort Analysis																		
Level	Current Grade 4th			Current Grade 5th			Current Grade 6th			Current Grade 7th			Current Grade 8th			Current Grade 9th		
	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021	Fall 2019	Fall 2020	Fall 2021
At/Above Benchmark	77%	83%	71%	84%	82%	93%	82%	77%	77%	83%	69%	78%	83%	83%	81%	82%	83%	58%
On Watch	13%	9%	13%	4%	7%	3%	10%	11%	11%	7%	14%	3%	7%	6%	10%	5%	6%	10%
Intervention	8%	5%	12%	6%	5%	4%	5%	8%	8%	7%	11%	7%	8%	7%	8%	5%	7%	17%
Urgent Intervention	2%	4%	4%	5%	5%	0%	3%	4%	4%	3%	6%	11%	2%	3%	2%	9%	3%	15%

**PIERRE VAN CORTLANDT MIDDLE SCHOOL**



**Achieve 3000: Usage and Growth**

**Usage and Average Lexile Growth 2020-2021**

Student Total	Avg. Activity Score	Avg. Lexile Expected Gain	Avg. Lexile Gain	Avg. Lexile of Middle School Students	Lessons Completed
497	76.8%	41L	109L	1055L	24,085

**Grade Expected Lexile Growth Vs. Actual Lexile Growth**

Grade	Expected Lexile Growth (Avg)	Actual Lexile Growth (Avg)
5	57 Lexiles	123 Lexiles
6	51 Lexiles	137 Lexiles
7	31 Lexiles	95 Lexiles
8	28 Lexiles	84 Lexiles
Average Total	34 Lexiles	109 Lexiles

**Algebra 1 Regents, June 2021\***

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	32	44.44%	Mastery
Scored 75-84	33	45.83%	
Scored 65-74	5	6.94%	
Scored below 65	2	2.78%	
Total	72	100%	

\*Students had option to opt-out of testing and receive an exemption on transcript

**Comparison to Previous Years, Algebra I Regents**

2020	Cancellation of administration due to the pandemic	
2019	70.9% Mastery	Passing Rate 100%
2018	70% Mastery	Passing Rate 100%
2017	73% Mastery	Passing Rate 100%
2016	67% Mastery	Passing Rate 100%
2015		Passing Rate 98.75%
2014		Passing Rate 86.75%

**Regents in Living Environment, June 2021\***

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	36	29%	Mastery
Scored 75-84	45	36.6%	
Scored 65-74	26	21%	
Scored below 65	16	13%	
Total	123	100%	

\*Students had option to opt-out of testing and receive an exemption on transcript

**Comparison to Previous Years, Living Environment Regents**

2020	Cancellation of administration due to the pandemic	
2019	61% Mastery	Passing Rate 90.5%
2018	56% Mastery	Passing Rate 96%
2017	50% Mastery	Passing Rate 91%
2016	49.12% Mastery	Passing Rate 98.5%
2015	65.16%	Passing Rate 96.5%
2014	55.79%	Passing Rate 95.64%

**Type To Learn**

July 1st, 2020 - June 18th, 2021

Number of Time Spent on Activities by PVC Middle School Students	Grades	Average Words Per Minute	Average Accuracy Percentage
51 hours	5-8	37	88%

**Imagine Math Usage and Growth 2020-2021**

**End-Of-Year Summary**

Grade Level	Quantile* Growth Between Benchmark Assessments 1 & 3	Quantile Growth National Avg.+	Avg. Time Per Week in Minutes	Avg. Lessons Completed per Week	On Grade-level Lesson Pass Rate
Grade 5	170.2Q	123.5Q	50	3.1	93.30%
Grade 6	151.9Q	116.6Q	36	2.5	87.85%
Grade 7	69.8Q	60.2Q	26	1.8	93%
Grade 8	61.4Q	54.4Q	25	1.4	94.50%
Annual Averages	113.3Q	88.6Q	34.25	2.2	92.16%

\*Quantile: The student Quantile measure describes what the student is capable of understanding. The Quantile Skill and Concept or QSC measure describes the difficulty, or mathematical demand, of that skill.

+National Quantile Report, Imagine Learning, 2019.

**STUDENTS NEEDING URGENT READING INTERVENTION**

**(as measured utilizing the WADE - Wilson Assessment for Decoding and Encoding)**

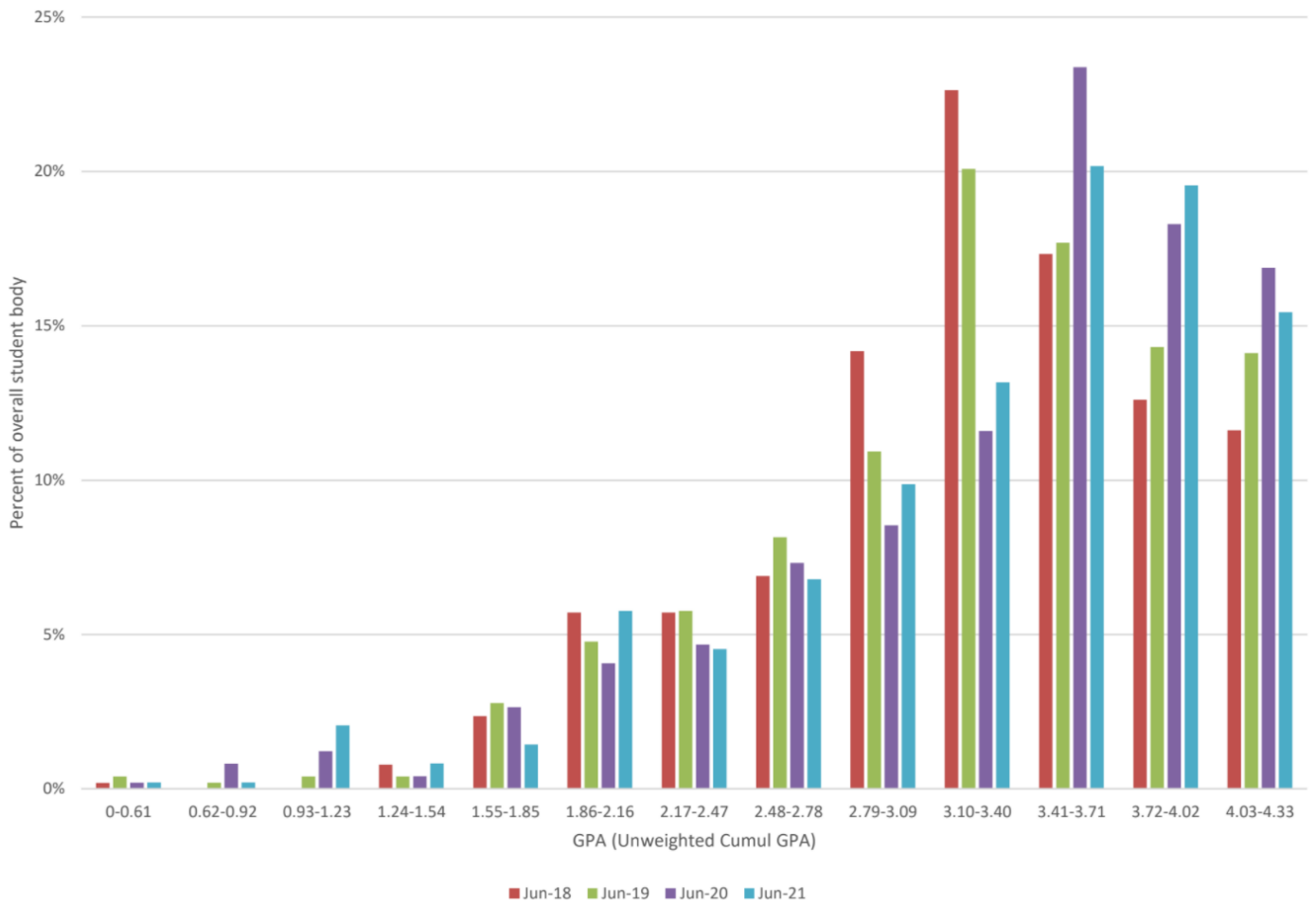
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PVC Student 4	AB 1	53	27	87	48	AB 2	55	45	107	66
PVC Student 5	AB 1	43	13	91	21	AB 2	54	16	109	36
PVC Student 6	AB 1	47	17	92	12	AB 2	51	24		37
PVC Student 7	AB 1	52	27	99	23	AB 2	55	30	105	59
PVC Student 8	AB 1	47	25	101	40	AB 2	54	23	111	66
PVC Student 9	AB 1	54	27	106	35	AB 2	55	38	109	67
PVC Student 10	AB 1	58	38	111	47	AB 2	59	40	118	68
PVC Student 11	AB 1	50	17	48	24	AB 2	55	27	106	53
PVC Student 12	AB 1	49	19	92	64	AB 2	54	31	107	65
PVC Student 13	B 1	59	47	111	54	B 2	60	48	108	76
PVC Student 14	B 1	55	29	86	32	B 2	59	32	102	54
PVC Student 15	B 1	58	39	96	54	B 2	58	40	107	58

**CROTON-HARMON HIGH SCHOOL**



Cumulative GPAs Distribution 2018-2021\_f



## ESSA Categories:

Graduation Rate as of June 2021: 98.4%

Suspension Data 2020-2021: 0 Out of School Suspensions, 1 In School Suspension

Absenteeism 2020-2021:

Grade	Opening Enrollment	Total Absences	% Attendance
9	124	730.49	96.51%
10	128	861.60	95.09%
11	123	941.95	95.64%
12	129	950.29	95.52%
UGS	3	8.35	95.80%
Total	504	3,492.68	95.71%

## Regents Data 2020-21 School Year:

Common Core ELA (note: optional due to NYSED regulations during Covid)

Performance Level	Building Count	Building Percent
Scored below 55	1	5.88%
Scored 65 - 78	3	17.65%
Scored 79 - 84	2	11.76%
Scored 85 - 100	11	64.71%

Common Core Algebra 1 (note: optional due to NYSED regulations during Covid)

Performance Level	Building Count	Building Percent
Scored 55 - 64	1	3.33%
Scored 65 - 79	20	66.67%
Scored 80 - 84	8	26.67%
Scored 85 - 100	1	3.33%

Living Environment (note: optional due to NYSED regulations during Covid)

Performance Level	Building Count	Building Percent
Scored below 55	1	33.33%
Scored 65 - 84	2	66.67%

**Earth Science (note: optional due to NYSED regulations during Covid)**

Performance Level	Building Count	Building Percent
Scored below 55	3	8.57%
Scored 55 - 64	1	2.86%
Scored 65 - 84	19	54.29%
Scored 85 - 100	12	34.29%

**Advanced Placement (AP) Data 2020-21 School Year:**

Overall School Summary						
		2017	2018	2019	2020	2021
Total AP Students		244	234	235	224	219
Number of Exams		476	467	474	447	477
AP Students with Scores 3+		205	187	191	195	156
% of Total AP Students with Scores 3+		84.02	79.91	81.28	87.05	71.23
In 2020, exams were optional for CHHS Students. Highest % of Scores 3+ because most likely only confident students sat for the exam						
In 2021, more students took multiple AP courses. We offered the most exams and had the fewest number of AP students						
In 2021, exam format varied (digital, paper and pencil, in school, at home, shortened format, not being able to go back to previous questions, etc)						
In 2020, only at-home, digital exams were offered						
		2017	2018	2019	2020	2021
<b>2D Art &amp; Design</b>	School Mean	5	4.25	4.5	4	4.43
	NYS Mean	3.63	3.56	3.6	3.46	3.42
	Global Mean	3.52	3.47	3.56	3.49	3.42
<b>3D Art &amp; Design</b>	School Mean	NA	NA	NA	4	3
	NYS Mean	NA	NA	NA	3.35	3.21
	Global Mean	NA	NA	NA	3.18	3.09

		2017	2018	2019	2020	2021
<b>Biology</b>						
School Mean		3.13	3.19	3.14	3.5	3.38
NYS Mean		3	2.97	2.99	3.09	2.82
Global Mean		2.89	2.87	2.92	3.03	2.83
<b>Calculus AB</b>						
School Mean		4.42	4.62	4.23	3.8	3.21
NYS Mean		2.96	2.98	2.95	3.12	2.69
Global Mean		2.93	2.94	2.97	3.06	2.77
<b>Calculus BC</b>						
School Mean		5	4.69	4.9	4.22	4.89
NYS Mean		3.77	3.8	3.91	3.96	3.65
Global Mean		3.79	3.74	3.8	3.84	3.63
<b>Chemistry</b>						
School Mean		2.64	2.58	2.81	3.26	2
NYS Mean		2.9	3.01	2.99	2.98	2.73
Global Mean		2.67	2.79	2.74	2.76	2.66
<b>Comparative Government</b>						
School Mean		3.07	3.05	3.31	3.42	2.66
NYS Mean		3.16	3.03	3	3.15	3.04
Global Mean		3.25	3.12	3.2	3.33	3.16
<b>Computer Science A</b>						
School Mean		4.2	4.25	4.21	4.5	4.33
NYS Mean		3.18	3.16	3.24	3.26	3.15
Global Mean		3.15	3.18	3.27	3.26	3.12
<b>Drawing</b>						
School Mean		4	4	4.14	3.87	4
NYS Mean		3.61	3.66	3.64	3.52	3.46
Global Mean		3.54	3.63	3.63	3.59	3.5
<b>English Language &amp; Composition</b>						
School Mean		4.11	4.44	3.8	4.06	3.78
NYS Mean		2.87	2.88	2.78	3.04	2.85
Global Mean		2.77	2.83	2.78	2.96	2.86

		2017	2018	2019	2020	2021
<b>English Literature &amp; Composition</b>	School Mean	3.68	3.5	3.55	3.5	2.89
	NYS Mean	2.68	2.51	2.51	2.81	2.39
	Global Mean	2.69	2.56	2.62	2.84	2.47
<b>Environmental Science</b>	School Mean	2.86	3.17	2.45	3.33	2.95
	NYS Mean	2.63	2.51	2.57	2.7	2.5
	Global Mean	2.67	2.62	2.68	2.84	2.67
<b>French Language &amp; Culture</b>	School Mean	4.14	4	4.75	4.67	3.5
	NYS Mean	3.36	3.32	3.32	3.62	3.18
	Global Mean	3.28	3.3	3.29	3.57	3.12
<b>Macroeconomics</b>	School Mean	3.29	3.28	3.49	3.19	2.29
	NYS Mean	3.08	3.17	3.12	3.23	2.81
	Global Mean	2.89	2.96	2.94	3.07	2.74
<b>Physics 1</b>	School Mean	3.62	3.95	3.5	4.07	2.92
	NYS Mean	2.73	2.71	2.88	2.89	2.51
	Global Mean	2.4	2.37	2.51	2.66	2.41
<b>Physics C: Mechanics</b>	School Mean	4.13	4.25	5	NA	4.44
	NYS Mean	3.75	3.67	3.81	NA	3.35
	Global Mean	3.71	3.55	3.76	NA	3.38
<b>Spanish Language &amp; Culture</b>	School Mean	3.38	3.82	4.3	3.89	3.45
	NYS Mean	3.59	3.66	3.71	3.82	3.45
	Global Mean	3.59	3.66	3.69	3.87	3.39
<b>Statistics</b>	School Mean	3.91	3.3	3.87	3.53	4
	NYS Mean	2.83	2.98	2.85	2.92	2.76
	Global Mean	2.72	2.87	2.86	2.93	2.85

		2017	2018	2019	2020	2021
<b>US History</b>	School Mean	3.56	3.69	3.19	3.14	3.09
	NYS Mean	2.85	2.83	2.81	2.97	2.56
	Global Mean	2.65	2.66	2.71	2.83	2.52
<b>World History: Modern</b>	School Mean	3.76	3.61	3.66	3.82	3.57
	NYS Mean	3.1	3.13	3	3.15	2.9
	Global Mean	2.77	2.78	2.76	2.87	2.71

### STUDENTS NEEDING URGENT READING INTERVENTION

(as measured utilizing the WADE - Wilson Assessment for Decoding and Encoding)

Reading Data 2020-2021

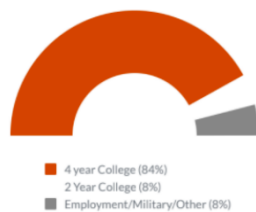
	Fall 20-21					Spring 20-21				
	Form	HF R	HF Sp	Real R	Real Sp	Form	HF R	HF Sp	Real R	Real Sp
CHHS Student 1	B 1	55	55	99	59	B 2	59	55	103	61
CHHS Student 2	B 1	57	41	92	39	B 2	60	41	96	44
CHHS Student 3	B 1	60	46	108	68	B 2	60	54	111	66
CHHS Student 4	B 1	58	49	93	37	B 2	59	49	105	38
CHHS Student 5	B 1	57	57	93	36	B 2	58	59	94	54
CHHS Student 6	B 1	50	27	87	21	B 2	56	41	95	33

## CHHS 2021 Grads

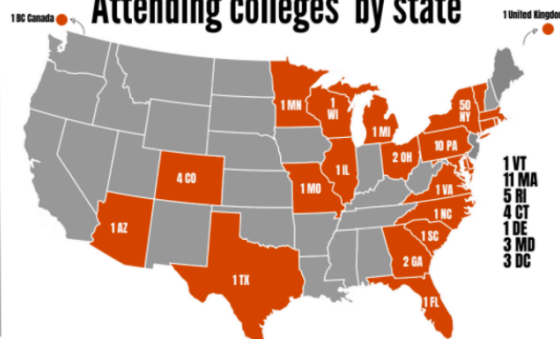
**114** students sent **988** applications to **315** colleges

**92% attend college**

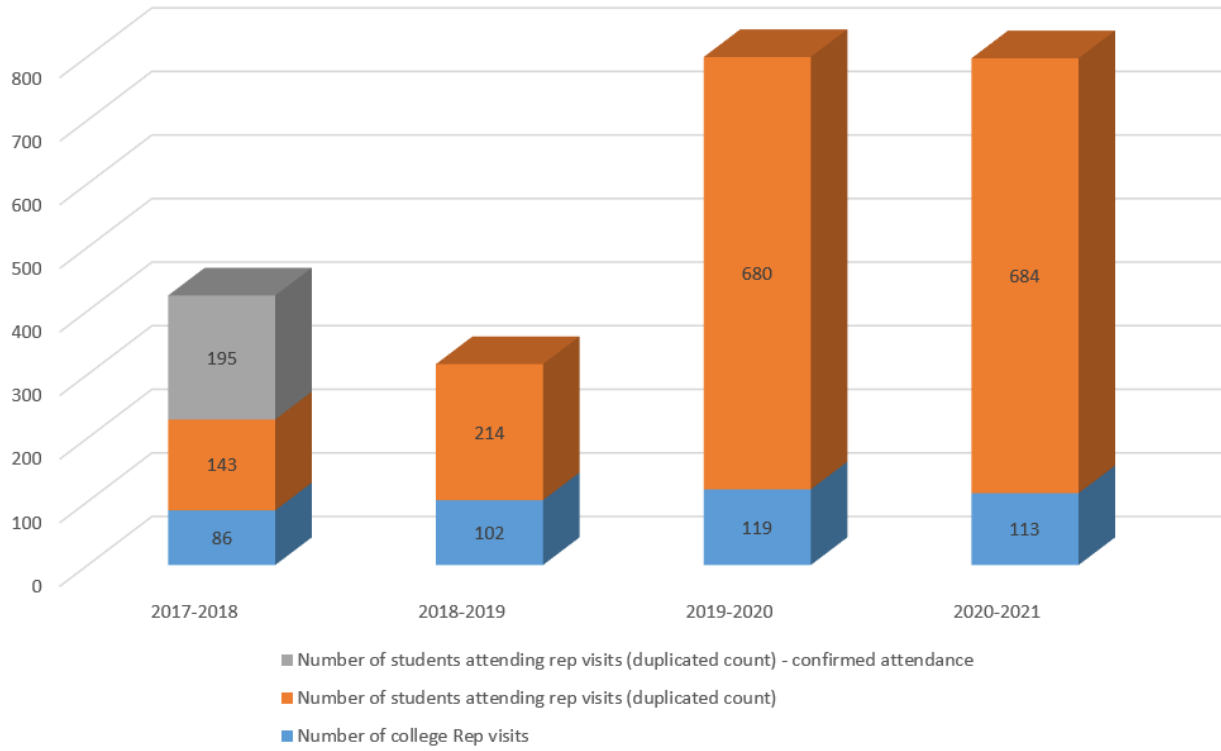
119 Graduates



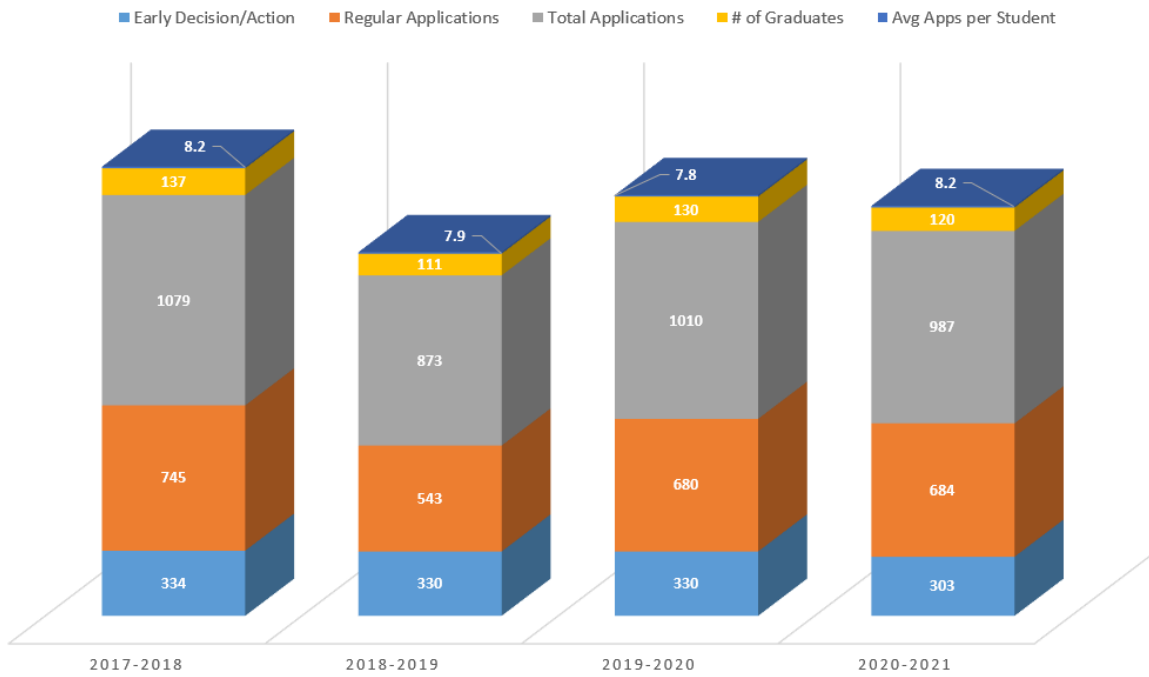
**Attending colleges by state**



### College Representative Visits: CHHS



### COLLEGE APPLICATION TRENDS



## **Results of the Districtwide BESS Screener** **(Behavioral and Emotional Screening System)** **December, 2020**

The **BESS** was recently completed electronically, by students grades K-12. The **BESS** is designed to assess behavioral and emotional strengths and weaknesses in children and adolescents in preschool through high school. It consists of brief screening measures completed by parents in K-2 and students in grades 3-12. It does not go beyond age 18.

**OF NOTE** it is not a tool for a diagnosis it is a snapshot as to the emotional functioning of a student. Elevated scores trigger follow up through at-risk committees and parent conversations. At the secondary level student follow up may occur in the form of a risk assessment.

**Purpose:** the clinical staff has not had the access to students as we normally do. The clinical staff can typically gauge student emotional functioning through conversations with staff, peers, and just being present in the hallways and at different school related functions. Unfortunately, all of that is compromised right now so we are using this tool to help gauge the emotional functioning of our students when we do not have physical access to them on a consistent basis. The idea for providing a screener was suggested by the Social/Emotional sub committee of the Task Force creating the CHUFSD *ReOpening Plan*.

Given the current situation, the results obtained are not too surprising. Many of the students with elevated scores are doing well in school for the most part. The data discussed below are the areas this tool measures and what they indicate in regards to the emotional functioning of our students.

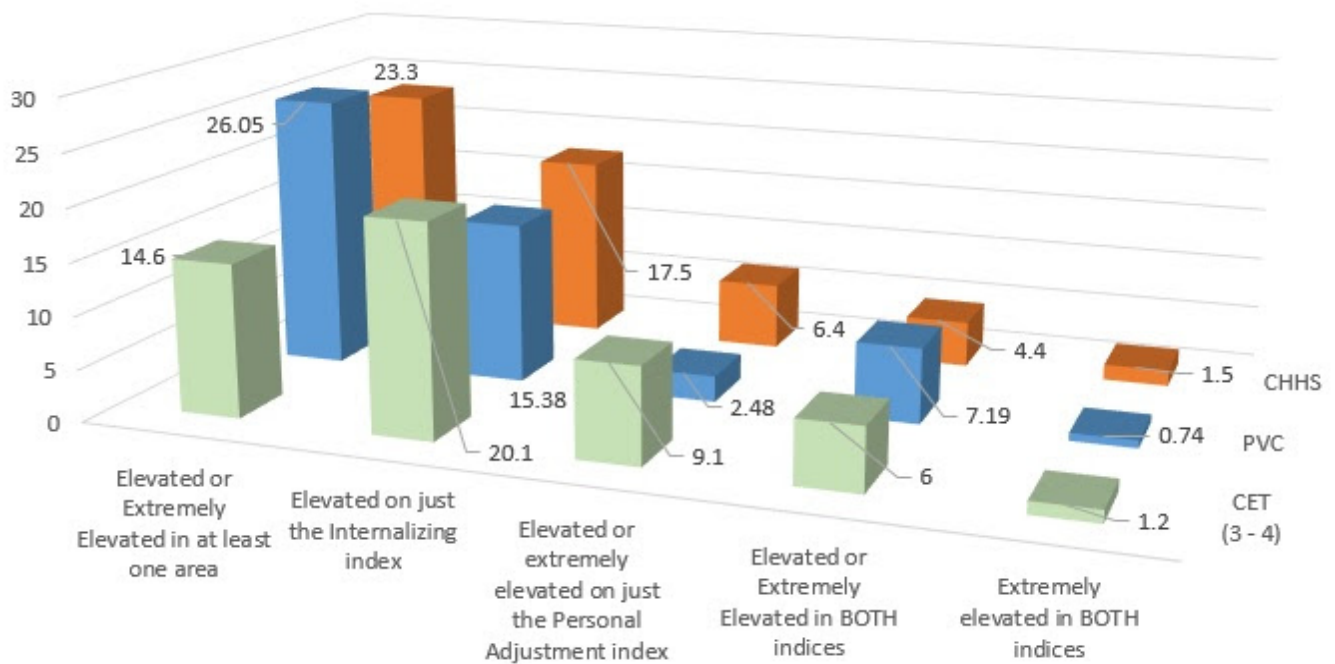
Administering this to every student has been time consuming and challenging. Parents were informed of the district's intention to provide the screener and were offered the opportunity to "opt out". Very few families did in fact opt out. There is an effort underway to connect with students who did not complete the screener at designated times. Following up on the results is ongoing.

The next part of this report focuses on data collected in each building.

### **BASC-BESS Student Form:**

#### **Indices:**

- **Internalizing Index** - screens for symptoms related to anxiety, depression, social stress.
- **Personal Adjustment Index** - screens for difficulties related to self-esteem, relationships with parents, interpersonal relationships, and self-reliance grade 3-12



## CET RESULTS

A total of 164 students in grades 3&4 took the screener.:

24/164 = 14.6%

These are students who came up elevated or extremely elevated in at least one of the two areas  
**(Internalizing and Personal Adjustment)**

10/164 = 6.0%

These are students who came up elevated or extremely elevated in BOTH domains.

- These students will be discussed or have been discussed during a Clinical Meeting. Helpful tips for follow-up will be sent home to parents and follow-up with the school counselor or school psychologist as needed.

2/164 = 1.2%

These students came up Extremely Elevated in BOTH domains.

- These students will be discussed during a Clinical Meeting. Parents will be notified via phone call.

33/164 = 20.1%

These are the students who presented with elevated or extremely elevated on just the **Internalizing Index**.

- Students will be discussed by school counselor and school psychologist with follow-up as needed.

15/164 = 9.1%

These are students who came up as elevated or extremely elevated on just **Personal Adjustment** domain.

- Students will be discussed by school counselor and school psychologist with follow-up as needed.

**Grades K,1 and 2 - BASC-BESS Parent Form (parents answered the screener questions on behalf of their child)**

**Indices:**

- **Internalizing Index - screens for symptoms related to anxiety, depression, social stress.**
- **Externalizing Index- screens for symptoms related to aggression and hyperactivity**

Total of 114 parents filled out surveys regarding students in grades K, 1, & 2.

13/114- 11.4%

Rated their child as elevated or extremely elevated on only the **Internalizing** scale.

- These students will be discussed during a Clinical Meeting. Helpful tips for follow-up will be sent home to parents and follow-up with the school counselor or school psychologist as needed.

6/114- 5.3%

Rated their child as elevated or extremely elevated on only the **Externalizing** scale.

- These students will be discussed during a Clinical Meeting. Helpful tips for follow-up will be sent home to parents and follow-up with the school counselor or school psychologist as needed.

12/114- 10.5%

Rated their child as elevated or extremely elevated on BOTH the **Externalizing** and **Internalizing** scales.

- These students will be discussed during a Clinical Meeting. Helpful tips for follow-up will be sent home to parents and follow-up with the school counselor or school psychologist as needed.

## PVC RESULTS

### Indices:

- **Internalizing Index** - screens for symptoms related to anxiety, depression, social stress.
- **Personal Adjustment Index** - screens for difficulties related to self-esteem, relationships with parents, interpersonal relationships, and self-reliance.

Total of 403 students took the screener.

105/403 = 26.05%

These are students who came up elevated or extremely elevated in at least one of these areas (**Internalizing** and **Personal Adjustment**)

29/403 = 7.19%

These are students who came up elevated or extremely elevated in BOTH domains - Risk assessment will be conducted as follow up and parents will be notified.

3/403 = .74%

These students came up Extremely Elevated in BOTH domains. - Risk assessment will be conducted as follow up and parents will be notified.

62/403 = 15.38%

These are the students who presented with elevated concerns on just the **Internalizing** index. - Students will be referred to the at-risk committee/discussion with counselors.

10/403 = 2.48%

These are students who came up as elevated or extremely elevated on just **Personal Adjustment** domain - Students will be referred to at-risk committee/discussion with counselors

### Anecdotal Observations - specific to PVC

- Students in the **Extremely Elevated in BOTH domains** category are either on the At-Risk list and/or have had significant interventions by way of the counseling team.
- Students in the **Extremely Elevated in BOTH domains** category have experienced instability at home and/or high levels of anxiety that has manifested during the pandemic in most cases.
- Students in the **elevated or extremely elevated in BOTH domains** category are students with a history of social anxiety and/or lack coping skills.
- Students in the **elevated concerns on just the Internalizing index** category were largely unknown to internalizing anxiety and, by and large, present as happy and well adjusted students. Next step--analysis of report cards.
- None of the current FLEX students are classified as "highly elevated."

## CHHS RESULTS

### Indices

**Internalizing Index** - screens for symptoms related to anxiety, depression, social stress.

**Personal Adjustment Index** - screens for difficulties related to self-esteem, relationships with parents, interpersonal relationships, and self-reliance.

Total of 406 students took the screener.

95/406 = 23.3%

These are students who came up elevated or extremely elevated in at least one of these areas

**(Internalizing and Personal Adjustment)**

18/406 = 4.4%

These are students who came up elevated or extremely elevated in BOTH domains - Risk assessment was conducted as follow up

6/406 = 1.5%

These students came up Extremely Elevated in BOTH domains. -Risk assessment was conducted as follow up

71/406 = 17.5%

These are the students who presented with elevated concerns on just the **Internalizing** index. - Students referred to at-risk committee/discussion with counselors

26/406 = 6.4%

These are students who came up as elevated or extremely elevated on just **Personal Adjustment** domain - Students referred to at-risk committee/discussion with counselors

### Anecdotal Observations for both CHHS and CET:

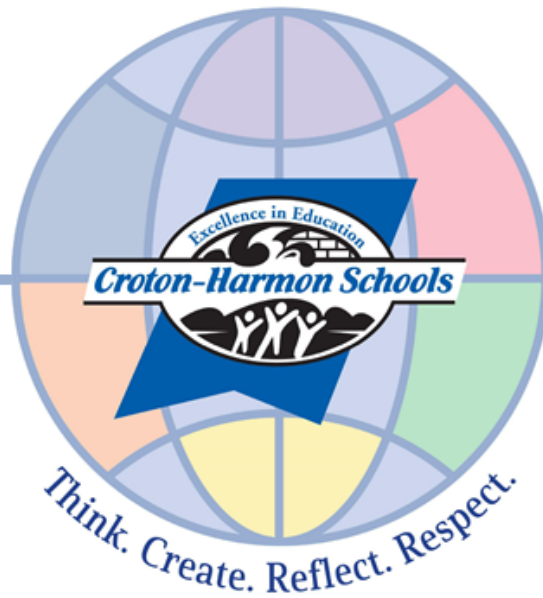
- Many of the students who fell in elevated areas are currently receiving outside therapy.
- Many of the students in elevated areas are "A" students. 6 of the most elevated #s at the CHHS have all A's and B's on report cards. This indicates that they are managing but may need some support.
- At the K,1,2 level, parents provided data that offered insight into how they see their children at home. It gives the clinical team information prior to being referred to any Rtl.
- One student who scored "elevated" told the HS psychologist that she was really fine and had just come from a difficult test and was stressed. It was a bad time to take the screener.
- Most of the students who show elevated scores are already known to our support staff.
- Some of the students in elevated areas are not classified
- As a result of some third and fourth student responses of a negative nature, the CET support staff will offer counseling and classroom push in activities to address specific concerns. Data are used to plan additional small group work after the break.
- There may be a link of at-risk students to the Caring Connection effort in the HS

- No FLEX students at the HS were “highly elevated”

**Anecdotal Observations - specific to PVC**

- Students in the **Extremely Elevated in BOTH domains** category are either on the At-Risk list and/or have had significant interventions by way of the counseling team.  
Students in the **Extremely Elevated in BOTH domains** category have experienced instability at home and/or high levels of anxiety that has manifested during the pandemic in most cases.
- Students in the **elevated or extremely elevated in BOTH domains** category are students with a history of social anxiety and/or lack coping skills.
- Students in the **elevated concerns on just the Internalizing index** category were largely unknown to internalizing anxiety and, by and large, present as happy and well adjusted students. Next step--analysis of report cards.
- None of the current FLEX students are classified as “highly elevated”.

	<b>CET (grades 3 - 4)</b>	<b>PVC</b>	<b>CHHS</b>
Elevated or Extremely Elevated in at least one area (Internalizing or Personal Adjustment)	14.6%	26.05%	23.3%
Elevated or Extremely Elevated in BOTH indices	6%	7.19%	4.4%
Extremely elevated in BOTH indices	1.2%	.74%	1.5%
Elevated on just the Internalizing index	20.1%	15.38%	17.5%
Elevated or extremely elevated on just the Personal Adjustment index	9.1%	2.48%	6.4%



# **Croton-Harmon**

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## **Union Free School District**

### **Appendix A2:**

### **Professional Development Opportunities**

Akhondzadeh	Emma	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Alamprese	Melissa	CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Ardolino	Susan	CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 English)
Armstrong	Wendy	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Arturi	Theresa	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Ault	Maria	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)
Baker	Denise	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Ballinallosa	Montserrat	Flexible Unit Planning for Multiple Modalities (Session 1)  CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)

Banas	Kelly	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Barkan	Eve	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Barnes	Sally	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)
Barone	Annemarie	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Beja	Carrie	PVC Faculty Meeting (Virtual Meeting)
Besana	Joanna	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Birdsall	Amanda	PVC Faculty Meeting (Virtual Meeting)
Bohuniek	John	CHHS Faculty Meeting
Bonilla	Rachel	PVC Faculty Meeting (Virtual Meeting)
Bowden	Brett	PVC Faculty Meeting (Virtual Meeting)
Bradley	Gregory	CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Bree	Susan	CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)

Brennan	Catherine	Flexible Unit Planning for Multiple Modalities (Session 2)  PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Brunelle	Kevin	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Burger	Jodi	Flexible Unit Planning for Multiple Modalities (Session 1)  CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Butts	Jessica	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Callahan	Ryan	CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Camilo	Erica	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Campanaro	Craig	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Capone	Rebekah	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)

Cardellichio	Laurel	CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Science)
Carlucci	Tara	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Carmosino	Christina	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 English)
Carr	Phyllis	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Carroll	Lauren	CET Faculty Meeting
Chimileski	Michael	CHHS Faculty Meeting
Chousa	Joann	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Cobb	Phyllis	CHHS Faculty Meeting
Confalone	Samantha	Flexible Unit Planning for Multiple Modalities (Session 2)  2020-2021 Critical Friends  CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Cook	Janet	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)

Corns	Doreen	CET Faculty Meeting
Cueto	Janet	CET Faculty Meeting
Deacy	Eileen	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Deak	Jonna	CHHS (Virtual) Faculty Meeting
		CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Diamond	Dara	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Science)
Dinis	Nicole	CET Faculty Meeting
		CHHS (Virtual) Faculty Meeting
	Nicole	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Doherty	Lauren	Flexible Unit Planning for Multiple Modalities (Session 2)
		PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Duchin	Justin	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Dudman	Susan	Flexible Unit Planning for Multiple Modalities (Session 2)
		CHHS Faculty Meeting

		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Dwyer	Lisa	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Ernau	Katherine	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Fallon	Eileen	CET Faculty Meeting
Ferrara	Raymond	CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Science)
Finan	Tracey	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Fiorini	Erica	CHHS Faculty Meeting
Fitzgerald	Lauren	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Flynn	Lisa	SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Fontana	Jocelyn	Flexible Unit Planning for Multiple Modalities (Session 2)
		PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)

Frey	Lisa	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Fuerst	Linda	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Gagliano	Debra	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Gallagher	Ian	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Gallagher	Noah	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Science)
Galotto	Ruth	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)
Garrett	Kym	Flexible Unit Planning for Multiple Modalities (Session 2)  CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Gendron	Marisa	PVC Faculty Meeting (Virtual Meeting)
Giordano	Dawn	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)

Glazenburg	Zhanna	CHHS Virtual Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Science)
Glynn	Gina	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Gonzales	Lauren	Flexible Unit Planning for Multiple Modalities (Session 1)  PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Hager	Deborah	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Herbert	Kira	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Horton	Marlena	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Hubbard	Erica	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Ingraham	Kelly	CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Itter	Chase	CHHS Faculty Meeting

		PVC Faculty Meeting (Virtual Meeting)
Jacobi	Jenna	CET Faculty Meeting
		CET Faculty Meeting
Jamison	Linda	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Jordan	Nora	CHHS Faculty Meeting
Katzman	Michael	Flexible Unit Planning for Multiple Modalities (Session 2)
		PVC Faculty Meeting (Virtual Meeting)
		CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Klugherz	Glenn	PVC Faculty Meeting (Virtual Meeting)
Lafuente	Brienne	CET Faculty Meeting
Leslie	Suzanne	Flexible Unit Planning for Multiple Modalities (Session 2)
		CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Lewis	Suzanne	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Liebert	Debbie	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Light	Donna	CHHS Faculty Meeting

		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Science)
Lim	Soyoung	CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Lindner	Kurt	CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Liss	Stefanie	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Lynch	Patricia	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Maiolo	Lauren	Flexible Unit Planning for Multiple Modalities (Session 2)
		2020-2021 Critical Friends
		CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Social Studies)
Martineau	Cori	CET Faculty Meeting
		CHHS (Virtual) Faculty Meeting
		PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Martins	Christine	CET Faculty Meeting
Martucci	Ben	CHHS Faculty Meeting

		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
McConville	Ilana	2020-2021 Critical Friends  CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Social Studies)
McDonald	Martin	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
McManus	Renoir	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Merriam	Joseph	CHHS Faculty Meeting
Moll	Travis	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Moore	Jennifer	CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
More	JoAnn	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Morrison	Pamela	2020-2021 Critical Friends  CHHS Faculty Meeting
Mosenthal	Kirby	CHHS Faculty Meeting
Mustacchi	Johanna	PVC Faculty Meeting (Virtual Meeting)

		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Naughton	Thomas	CHHS Faculty Meeting
O'Brien	Sara	Flexible Unit Planning for Multiple Modalities (Session 2)  PVC Faculty Meeting (Virtual Meeting)  CHHS Virtual Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Occhipinti	Sam	CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Palencsar	Stephen	CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Payne	Laurie	PVC Faculty Meeting (Virtual Meeting)
Pegna	Christina	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Percoco	Lisa	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)
Perrone	Dorothy	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Ranieri	Philip	PVC Faculty Meeting (Virtual Meeting)

		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Math)
Rescigno	Jennifer	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Rhoades	Alison	2020-2021 Critical Friends  CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)
Rimoli	Nancy	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Rinaldi	Josephine	CET Faculty Meeting  CHHS (Virtual) Faculty Meeting  PVC Faculty Meeting (Virtual Meeting)
Romm	Alison	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr5-6)
Rooney	Jamie	CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Science)
Rosen	Eric	CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Saladino	Nancy	PVC Faculty Meeting (Virtual Meeting)
Schmidt	Eric	Flexible Unit Planning for Multiple Modalities (Session 2)

		PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Science)
Schoenleber	Noel	CHHS Virtual Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 English)
Shapiro	Jill	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Sirlin	Charlene	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)
Song	Qi	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)
Spalding	Michael	CHHS Faculty Meeting
	Michael	SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Science)
Stark	Eileen	CET Faculty Meeting
		CHHS Virtual Faculty Meeting
		PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Stouber	Dafna	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)

Strattner	AnaMaria	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Streany	Joseph	PVC Faculty Meeting (Virtual Meeting)
Sullivan	Marie	PVC Faculty Meeting (Virtual Meeting)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr2-4)
Szymanski	Jaclyn	CHHS Faculty Meeting
Thibideau	Tanya	CHHS Faculty Meeting
Tracy	Kerri	CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Areas)
Troise	Leslie	CHHS Faculty Meeting
Valentine	Ashley	CHHS Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 English)
Valentino	Jessica	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Vlad	Lisa	CET Faculty Meeting  SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Walter	Kaitlin	CET Faculty Meeting

		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Wang	Sophie	Flexible Unit Planning for Multiple Modalities (Session 1)  CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 World Language)
Weinstein	Michael	CHHS (Virtual) Faculty Meeting
Weiss	Megan	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Wellman	Sarah	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 Social Studies)
Woolley	Robin	CET Faculty Meeting
Xavier	David	CHHS Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-12 Special Education)
Zabbia	Maryann	PVC Faculty Meeting (Virtual Meeting)
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (Gr7-12 English)
Zamperlin	Patricia	CET Faculty Meeting
		SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY (GrK-1)
Zantay	Jazz	Flexible Unit Planning for Multiple Modalities (Session 2)  CHHS Faculty Meeting

SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY  
(GrK-12 Special Areas)

Zappa

Isabella

CHHS Faculty Meeting

SUMMER CURRICULUM PREPARATION FOR STUDENT RE-ENTRY  
(Gr7-12 Math)

Zinman

Matthew

PVC Faculty Meeting (Virtual Meeting)



# **Croton-Harmon**

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## **Union Free School District**

### **Appendix A3: Croton-Harmon Graduates**

## **Our Graduates Are Attending Many Fine Institutions Including:**

American University

Arizona State University

Bard College

Barnard College

Binghamton University

Brown University

Bucknell University

Carleton College

Case Western Reserve University

Coastal Carolina University

Colgate University

Colorado College

Colorado School of Mines

Cornell University

CUNY John Jay College of Criminal Justice

CUNY York College

Durham University

Elon University

Emerson College

Emory University

Fairfield University

Fashion Institute of Technology SUNY

George Washington University

Pratt Institute

Rensselaer Polytechnic Institute

Rice University

Rochester Institute of Technology

Sacred Heart University

School of the Art Institute of Chicago

Skidmore College

Smith College

Springfield College

SUNY New Paltz

Stony Brook University

SUNY at Albany

SUNY College at Brockport

SUNY College at Geneseo

SUNY College at Oswego

SUNY College at Plattsburgh

SUNY College of Technology at Canton

SUNY Cortland

SUNY Polytechnic Institute

SUNY Westchester Community College

Temple University

The University of Tampa

Tufts University

Georgia Institute of Technology	University at Buffalo
Hartwick College	University of British Columbia
Johnson & Wales University-Providence	University of Colorado Boulder
Liberty University	University of Delaware
Loyola University Maryland	University of Maryland-College Park
Manhattan College	University of New Haven
Mercy College	University of Pittsburgh
Merrimack College	University of Rhode Island
Michigan State University	University of Vermont
Mount Saint Mary College	University of Wisconsin-Madison
Muhlenberg College	Villanova University
New York University	Washington University in St. Louis
Northeastern University	Western Colorado University
Pace University	Widener University
Pace University, Westchester Campus	Wittenberg University
Paul Smiths College of Arts and Science	Worcester Polytechnic Institute
Penn State World Campus	Yale University
Pennsylvania State University	