



CROTON-HARMON SCHOOLS

Annual Report

2019-2020



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CROTON-HARMON SCHOOL DISTRICT

DISTRICT OFFICES
10 GERSTEIN STREET
CROTON-ON-HUDSON, NEW YORK 10520

Office of the Assistant Superintendent

November 2020

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

Since the last publishing of the Croton-Harmon Annual Report, the COVID-19 pandemic has dramatically impacted all aspects of our society. As a new landscape unfolded for classroom learning, districts like ours quickly had to provide teachers with the knowledge and tools to navigate this new reality.

The suspension of the New York State Testing Program as well as all Regents Exams forced some differences in the look of this year's report. I hope that, as you read the narratives written by the key players within our team, you also see the resiliency our district possesses to overcome obstacles and, while enduring hardship, keep the mission and vision of our district focal in their work with our students.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Griffiths". The signature is fluid and cursive, with the first name "John" being particularly prominent.

John Griffiths
Assistant Superintendent





Croton-Harmon

Union Free School District

District and Building Reports

Croton-Harmon Union Free School District

2020 District-Level Year End Report

DEPARTMENT: ATHLETICS

**ADMINISTRATOR/DIRECTOR: JOHN
BUONAMANO**

1. Data and Statistics:

Interscholastic Participation Trends [3 Years]

- **2019-20: 843**
 - Fall: Varsity 152, JV 50, Modified 144
 - Winter: Varsity 102, JV 27, Modified 55
 - Spring: Varsity 166, JV 15, Modified 129

- **2018-19: 842**
 - Fall: Varsity 158, JV 43, Modified 136
 - Winter: Varsity 101, JV 21, Modified 66
 - Spring: Varsity 175, JV 35, Modified 117

- **2017-18: 874**
 - Fall: Varsity 149, JV 52, Modified 131
 - Winter: Varsity 115, JV 27, Modified 95
 - Spring: Varsity 149, JV 31, Modified 125

Interscholastic Participation By Sport & Season:

Croton-Harmon Athletic Department Participation Numbers 2019-2020

Sport	Sport Season	Male/Female	Total # Athletes	Var.	JV	Modified 7 8
Cheerleading Fall	Fall	F	7	7	x	x
Cross Country	Fall	F	15	5	x	10
Cross Country	Fall	M	44	23	x	21
Field Hockey	Fall	F	33	18	x	15
Football	Fall	M	55	25	x	30
Soccer (Boys)	Fall	M	55	19	17	19
Soccer (Girls)	Fall	F	59	19	22	18
Swimming**	Fall	F	9	9	x	x
Tennis (Girls)	Fall	F	24	12	x	12
Volleyball	Fall	F	45	15	11	19
Baseball*	Spring	M	46	16	13	17
Boys' Lacrosse*	Spring	M	33	22	x	11
Girls' Lacrosse*	Spring	F	52	23	2	27
Golf (Boys)*	Spring	M	8	8	x	x
Golf (Girls)*	Spring	F	3	3	x	x
Softball*	Spring	F	34	15	x	19
Tennis (Boys)*	Spring	M	51	24	x	27
Track and Field (Boys)*	Spring	M	44	27	x	17
Track and Field (Girls)*	Spring	F	39	28	x	11
Basketball (Boys)	Winter	M	48	15	16	17
Basketball (Girls)	Winter	F	38	10	11	17
Cheerleading Winter	Winter	F	9	9	x	x
Gymnastics****	Winter	F	5	5	x	x
Indoor Track (Boys)	Winter	M	40	23	x	17
Indoor Track (Girls)	Winter	F	11	7	x	4
Ski Team	Winter	M	8	8	x	x
Ski Team	Winter	F	15	15	x	x
Swimming***	Winter	M	4	4	x	x
Wrestling	Winter	M	6	6	x	x
TOTALS			840	420	92	328
			Programs	29	7	19

x - Not a current program offering

* Projected based on current registration numbers

** Merged program with Hendrick Hudson & Somers. Croton-Harmon is the host school.

*** Merged with Peekskill. Peekskill is the Host School

**** Merged with Hendrick Hudson, Yorktown & Somers. Somers is the host school.

No Repeats	Repeat Athletes	Total Athletes
496	347	843

NYSPHSAA Scholar Athletes & Teams:

FALL SPORT	Team Avg. GPA	# Individual Scholar Athletes	Scholar Teams (90.00 or above)
Cheer	3.25	2/7	88.5
V G Volleyball	3.51	9/15	91.91
V G Soccer	3.73	15/19	93.86
V B Soccer	3.49	11/14	91.78
V Football	2.73	6/24	85.47
V Field Hockey	3.47	9/18	91.4
V G Tennis	3.79	10/12	94.11
V G Cross Country	4.08	5/5	95.8
V B Cross Country	3.47	17/23	97.03
V G Swim -Croton	3.50	16/25	92.59
Total Fall Team GPA	3.50	100	8/10

WINTER SPORT	Team Avg. GPA	# Individual Scholar Athletes	Scholar Teams (90.00 or above)
V Boys Basketball	3.37	6/15	90.41
V Girls Basketball	3.47	6/10	91.38
V Winter Cheer	2.74	1/9	86.43
V Boys Ski	3.14	4/8	88.92
V Girls Ski	3.63	11/15	94.64
V Boys Indoor Track	3.49	14/23	92.12
V Girls Indoor Track	3.87	7/7	95
V Wrestling	3.13	1/6	89.4
V Gymnastics	3.20	2/5	NA
V B Swim	3.36	2/4	NA
Total Winter Team GPA	3.34	54	5/8

SPRING SPORT	Team Avg. GPA	# Individual Scholar Athletes	Scholar Teams (90.00 or above)
V B Lax			
V G Lax			
V Baseball			
V Softball			
V B Track			
V G Track			
V B Tennis			
V Golf - Boys			
V Golf - Girls			
Total Spring Team GPA			

Croton-Harmon Union Free School District
2020 District-Level Year End Report

DEPARTMENT: Pupil Personnel	ADMINISTRATOR/DIRECTOR: Karen Gatto
1. Data and Statistics:	
<p>Number of classified school aged students: 198 Number of classified preschool students: 34 Number of Section 504 plans: 78 Number of CSE out of district placed students: 14 Number of referrals to Special Education: Parent referrals 16, school referrals 3 Transferred into district with IEP: 6 Referred one student out of district Planned the return to district of one out of district student Number of English Language Learners: 32 Percent of population identified as ELL: 2% Percent of population classified: 12%</p>	
2. Department Goals and Progress:	
<p>Support of the Strategic Coherence Plan, Profile of the Graduate, and/or District Mission and Vision</p> <ul style="list-style-type: none"> ● Understanding the root cause of disproportionality and making adjustment to the classification process ● Development of Special Class program at CET ● Continue to provide specialized reading support K-12 and monitor data ● Plan extended school year program for 19-20 ● Plan for new vocational course at the HS for 20-21 ● Continue to build the FLEX program in PVC and CHHS ● Work closely with the SE curriculum coordinator to monitor and support our students placed out of district 	
3. Completed Projects, Initiatives, and Highlights:	
<ul style="list-style-type: none"> ● Completed 35 teacher observations ● Led the planning of and presented at Parent University ● Planned the implementation of a social emotional screener ● Hired new teacher for 20-21 for additional Special Class at CET ● Planned and organized 4 Mental Health workshops for 62 aides ● Planned Mental Health workshops for all faculty ● Presented a workshop on “Strategies to Use When Working With ELLs” to faculty ● Oversaw the provision of a parent workshop for parents regarding adult services ● Collaborated and implemented an evening dinner/workshop for Hispanic families ● Participated on the district Task Force ● Led 5 SELC meetings during the year 	
4. Professional Development and Training:	
<ul style="list-style-type: none"> ● Attended approximately 12 workshops through BOCES including several workshops concerning working with ELLs, Literacy development with ELLS and ELL administrative toolkit 	

- Participated in Mental Health workshops
- Attended training in Albany on Disproportionality
- Completed a NYSED audit of our classification process
- Participated in trainings regarding Special Education mandates under COVID regulations
- Met regularly with Directors of PPS through PNW BOCES group
- Met regularly with Nurses, SE teachers, Psychologists, Related service providers, and ELL teachers

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

- Continue to learn new forms of technology
- Continue to develop systems to communicate more effectively with parents during times of remote instruction

Croton-Harmon Union Free School District
2020 District-Level Year End Report

DEPARTMENT: Technology	ADMINISTRATOR: Deborah August
1. Data and Statistics:	
<ul style="list-style-type: none">● Deployed phones in every classroom districtwide● Replaced 27 Mac desktops in CHHS● Replaced 14 Mac desktops in PVC Music department● Added 3 MultiTouch flat screens to CHHS● Added 3 MultiTouch flat screens to PVC● Installed a large flat screen in PVC cafeteria● Installed a new Server in CHHS TV studio● Set up a Music Studio at CHHS for 15 students● Added a cart of Dell Chromebooks for CHHS Science labs and replaced 120 Chromebooks in CHHS Social Studies Department● Deployed 125 new Chromebooks for PVC 5th graders● Deployed 2 new carts of chromebooks and 1 new cart of laptops for PVC 7th/8th grades● Installed new desktops in all K-2 classrooms.● Purchased 30 new iPads for CET K students.● Installed 4 new Flat Screens in CHHS Community room● Redesigned the CHHS Computer lab to an Active learning space and installed 2 flat screens.	
2. Department Goals and Progress:	
<ul style="list-style-type: none">● Implementation of Ed Law 2d Regulations and Securing Student Personally Identifiable Information - ongoing● Develop Action Plan for NIST CyberSecurity Framework- initial plan created● Deployment of Phones in the Classroom project - completed● Design of Active Learning Space in CHHS and creation of instructional cohort inquiry team to attend workshops with other districts and discuss new and effective best practices for this environment -ongoing● On-going PD to support teachers in applying the Profile of the Graduate attributes to daily instruction● Migrate from eSData to Infinite Campus Student Management System-ongoing	
3. Completed Projects, Initiatives, and Highlights:	

- All students continued to participate in the Hour of Code
- Developed guidelines and plan and Digital Citizenship lessons to use for 1:1 Chromebook deployment for 5th & 6th graders
- CHHS Cyber Squad presentation of Cyber Safety classes to CET 4th graders.
- Innovation & Design Lab fully booked for collaborative lessons.
- Experience Science Fair focus on 50th Anniversary of Earth Day and sustainability – Science Fair cancelled due to Covid 19.
- NEW Music Technology program launch in CHHS
- Installation of “true guest” network requiring all district guests to login to wifi with credentials
- Network security upgrade and deployment of phishing software to determine areas of potential vulnerability and risk assessment
- Job embedded PD for CET cohort to further develop lessons to address the Croton Profile of a Graduate attributes
- Implementation of Phones in the Classroom Project
- Evaluation of SIS systems which align to district goals
- Finalize the redesign of the CHHS computer lab
- Move forward with the CHHS library renovation

4. Professional Development and Training:

Pre Covid 19 training

- New Teacher training in district resources
- CHHS teacher cohort to develop best practices for Active Learning Spaces
- Job embedded PD for CET teacher cohort on integrating technology in teaching and learning
- PVC teachers led Google Refresher series for CET teachers to further develop effective use of G-Suite in the Classroom

Post Covid 19 training

- Teachers training districtwide was offered in:
 - Zoom
 - Google Meet and all G-Suite apps
 - Screencastify
 - Screencast-o-matic
 - Padlet
 - Edpuzzle

- o Best practices for remote learning
- o Seesaw
- A Professional Learning website was created for teachers with Videos and tutorials
- A Student/Parent website was created with Technology Resources
- Teachers were offered a plethora of training through PNW Boces and the LHRIC throughout the months of March-June.

5. Goals and Growth Opportunities for 2020-2021

All the growth opportunities for this coming year, stem from additional professional development in hardware use, software use and the instructional model.

- Teachers need more professional development on how to use the new hardware installed in their classrooms for online teaching and learning.
- Continued PD in remote teaching and learning for all staff
- All staff need additional training in Infinite Campus to understand this new Student Management System better

Croton-Harmon Union Free School District
2020 District-Level Year End Report

DEPARTMENT: Business Office	ADMINISTRATOR: Denise Harrington-Cohen
1. Data and Statistics:	
<ul style="list-style-type: none"> ● 2019-20 School Budget of \$48,513,218 Passed by 78% <ul style="list-style-type: none"> ○ \$350,000 of budget reductions were in response to the COVID-19 pandemic. ○ All budget documents were presented in Spanish ● 2019-20 Bus Proposition Passed by 59% ● Successfully executed complex Collective Bargaining Agreements with six (6) bargaining units and Benefit Agreements with all non-aligned staff ● Successfully completed the following Regulatory and Performance Audits: <ul style="list-style-type: none"> ○ Annual Independent Audit (External) - Nugent & Haeussler ○ Annual Risk Assessment (Internal) – R.S. Abrams ○ Focus Area Audit Grants Funding Audit – R. S. Abrams ○ Claims Audits (Bi-weekly) – Peter Drexler ● Processed over 8,389 Payroll Disbursements amounting to over \$25M ● Issued approximately 2,077 Purchase Orders ● Processed over 2647 Accounts Payable Disbursements amounting to over \$21.9M 	
2. Department Goals and Progress:	
<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 maintaining 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"> ● Evaluate and examine District expenditures to ensure efficiency and alignment with the district’s Mission and Vision. ● 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. ● Effectively manage the District’s Fund Balance and Reserves. ● Use multi-year forecasting to improve budget development and tax stability. 	

- Negotiate contracts that are fair to employees as well as taxpayers.
- Develop plans to address anticipated tax certiorari.
- Strengthen fiscal planning and efficiencies.
- Provide timely (quarterly) reports: internal and external audit reports, facilities project 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 facilities adequately meet educational and student needs.
- Implement improvements to our physical plants and school grounds as per the District's facilities study including installation of security measures and protocols.

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

Fund balance designation is authorized through Board resolution.

Fund balance is created when a school district has money remaining at the end of its fiscal year from either (a) under-spending the expenditure budget and/or (b) receiving revenue above what was anticipated in the revenue budget. The portion called the "appropriated fund balance" may be applied as a budgeted loss in revenue in the following year's budget. A portion may also be set aside (unreserved/unappropriated fund balance) to pay for emergencies or other unforeseen expenses. Under NYS law, the amount of unreserved/unappropriated fund balance may not exceed 4% of the following year's budget.

Fund balance serves many functions such as enhancing cash flow, reducing the need for borrowing and interest costs, improving the district's credit rating, and funding unbudgeted contingent expenses and state aid shortfalls.

In 2020, our Restricted Fund Balance which accounts for our Designated Reserves (see below), had a loss of 2% over 2018-19 which had 10% growth over the prior year. Our overall Fund Balance grew by 1.6% compared to 8.2% growth in 2019. This loss of growth was primarily due to a 40% increase in our Appropriated Fund Balance which is the portion of our Fund Balance that is allocated to fund budgetary shortages between our annual revenue and annual expenditures. Additionally, expenditures related to our Capital Reserve in the 2019-20 school year further reduced our fiscal Fund Balance, accounting for some of the loss in the districts overall Fund Balance.

Reserves

Similar to Fund Balance, Reserves allow the district to save incrementally and plan today for anticipated future expenses. Reserves help us 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 mitigate 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. Tax Certiorari Reserve. The following is a list of the district's Designated Reserves.

- Employee Benefits Accrued Liabilities Reserve
- Employees' & Teachers' Retirement System Reserve
- Capital Reserve Fund
- Unemployment Insurance Reserve:
- Legal Liability Reserve:
- Workers' Compensation 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 the fund, this money would need to be budgeted in the general fund and could raise the tax levy.

The purpose of the 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 to either 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 Unemployment Insurance Reserve is used to offset annual unemployment costs. This reserve will be critical in the coming year due to potential COVID-19 closures and its impact on staffing.

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:

In March 2020 we responded to an unprecedented crisis caused by the COVID-19 pandemic that impacted our district and lives in profound ways. In this unparalleled time of change, conditions were ambiguous, uncertain, and constantly changing. Our schools physically closed while instruction was to continue virtually for an undetermined period. During this period, the strategy of the Business Office became intentionally focused on safety, health and the continuity of operations. We implemented a rotational staff schedule to reduce density within the offices. Protocols were established for the workplace and signage was used to support them. We identified computers not required by students to be repurposed for staff who were performing critical functions in the district such as payroll, accounts payable and receivable, and facilities management. VPN's were established so that staff could access our financial and accounting software remotely and complete essential functions to ensure operations were maintained and salary compensation continued without interruption.

In an expeditious and collective response, we began assessing health, safety, and infrastructure needs to determine what was required to comply with state and local regulations and safely bring our staff and students back to school. Our teams researched specialized equipment and procured supplies such as partitions, signage, MERV-13 filters, N-95 masks, gloves, sanitizer, etc. They quickly attained knowledge and guidance to ensure that our HVAC filtration systems were optimal. The custodial staff worked tirelessly to prepare and keep buildings open and to consistently adhere to the changes being set forth.

Some of the other projects, initiatives, and highlights during this year were:

- Completed full phase-in of the district-wide School Lunch Program.
- Enhanced our Budget presentation by implementing an [Official Budget Statement](#) to provide clarity and transparency.
- Facilitated the full conversion of our Financial Management System to nVision.
- Implemented quarterly billing for retiree health insurance and quarterly payment of retiree Medicare reimbursement.
- Implemented financial long-range strategy to mitigate the impact of debt extinguishment on the District's Allowable Tax Levy (ATL).
- Organized and hosted a series of Q & A Budget Discussions and Budget 101 presentations.
- Contained and reduced district expenditures by \$2,957,998 without impact to instructional programs. This was attributable to the following key factors:
 - The district is a member of the Putnam Northern Westchester Schools Cooperative Workers' Compensation Self-Insurance Plan. This is a closely monitored, self-insured plan comprised of PNW Boces and over 15 local districts. Compared to market premium values, it is estimated that the district has saved over \$965,510 since the inception of the program in 1984.

- Savings due to the continuation of the Flexible Support Program at the secondary level as the district was able to meet the needs of more students in-district rather than incurring the cost of expensive out-of-district programs. This program saves in both tuition costs and transportation expenses while meeting student's individual needs.
- Utility costs for fuel oil and natural gas to heat our buildings, as well as diesel fuel and gasoline for the buses, remained lower than budgeted. This is primarily due to properly planned and executed maintenance schedules that ensure equipment longevity, reliability, safety, and energy efficiency in our buildings.
- The district continues to train in-house custodial and maintenance personnel for specialized work to avoid expensive repairs and maintenance incurred when outside contractors are hired. Our custodial, maintenance and grounds crews have taken over much of the work that was previously outsourced.
- The district belongs to the Putnam Northern Westchester Health Insurance Consortium, which helps to contain the costs of health insurance premiums.
- The Transportation Department belongs to a consortium of school districts formed to share statistical information regarding bus runs. This partnership has resulted in districts collaborating with neighboring districts to consolidate bus runs and reduce the cost of out-of-district transportation.
- The district participates in a cooperative bid with other school districts to purchase diesel fuel. This enables us to combine the purchasing power of all members, to receive volume and competitive pricing from larger, reputable vendors.

Child Nutrition Program

2019-2020 marked year one of our Child Nutrition Program. Prior to the COVID-19 shut down, the program was on pace to exceed all projections of "meals served", with an average of over 550 meals served per day. The program was growing so fast that we needed to purchase additional refrigeration to accommodate the high-volume participation.

Aramark's Eric Nickelson joined us in January 2020 as our Food Service Director and worked closely with our consultants, HM Bigley, and school administration to quickly grow the program. Student feedback was gathered addressing presentation, variety, quantity and equitable availability. Eric quickly responded to that feedback and implemented a full salad bar and deli bar with burgers, pizza, veggie burgers, hummus, fruit and yogurt parfaits, as well as coffee (HS only) and drinks offered daily at the high school and PVC. We hope to return to the full service, in-person lunch program post-COVID.

The arrival of COVID-19 in March required the district to implement a remote meal distribution plan along with a safety and sanitation plan to address all CDC, DOH and state mandates. To support our families and the newly established Child Nutrition program, we applied for numerous eligibility waivers in order to maintain our status and provide our students with access to meals during the prolonged school closure. Our Child Nutrition and Transportation staff coordinated and delivered individual and bulk meals to families throughout the closure.

Schools were mandated to supply and deliver meals as needed. While meal revenues went down during the COVID-19 closure, the district was able to respond to the needs and requirements, and to rapidly adjust and communicate with our remote families to provide free meals to all families between the months of March and June 2020.

Transportation

Our district is one of the select districts with its own transportation fleet and full mechanics and maintenance garage. A series of mandatory DOT inspections were conducted on our vehicles this year. CHUFSD remains one of the highest achieving operations in Region 8 and has received an untarnished affidavit from the NYSDOT for the thirteenth year in a row.

During 2019-2020, the Transportation Department provided the high efficiency expectations and the safety record it is known for. With the closure of school in March, the Director worked closely with Administration, the Re-Entry Taskforce, Steering Committee and colleagues to support the reopening plans of the District in a manner consistent with state and local guidance. Specialized 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. The Transportation Director and staff coordinated the delivery of meals to our students during the entire closure. Please see the Transportation section of this report for further highlights and details.

Facilities-Operations and Maintenance Department

Creating and sustaining healthy, safe, cost effective and efficient infrastructure and support for students and staff remains the guiding principles for the Operations and Maintenance Department.

This year was marked as one of the toughest years for this department. Aside from the rigorous routine of maintenance, our Facilities Director and staff spent the months after the pandemic hit preparing school buildings so students, teachers, and the community return to healthy and safe environments. This involved the redistribution of desk to enable adequate social distancing; procuring supplies and materials; decluttering of long unused materials, books and technology so custodians can deep clean and disinfect; identifying methods and products will be used to deep clean and disinfect schools; understanding and interpreting guidelines for ensuring the safety and protection of staff; developing protocols for outside contractors completing capital construction (abatement) and repairs; enhancing mechanical systems to improve air quality; shutting down restroom fixtures and drinking fountains to limit hand to hand transmission of germs; and many other responsibilities above and beyond normal operating procedures. It was a herculean effort.

The district also completed the installation of telephones throughout all buildings during the Summer of 2019. To enhance the safety and security of our students and staff, the district allocated Capital Reserves to equip all of our school buildings with telephones in all classrooms and critical spaces. This was a year long process that involved collaboration between the

Assistant Superintendent for Business and the Directors of Facilities and Technology to assess the infrastructure, coordinate asbestos abatement, identify and attain enhanced and compatible equipment and select providers for the installation of telephones and integration with our existing systems. With the use of Capital Reserve the district also completed the kitchen at PVC and servery at CET allowing us to implement year one of our Child Nutrition program.

We also completed Phase 2 of our \$20.82 Capital Construction Bond Authorization. This includes the construction of our Maintenance building at CET, new maple floors and bleachers in the high school gymnasium, replacing the entire fire alarm system at the high school as well as new ventilation and air conditioning systems in the testing center, TAP suite and community room, among many others. Please see the Facilities section of this report for further highlights and details.

District-Wide Safety and Security

Every year the CHUFSD takes proactive measures to create the safest facilities possible for our entire 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. 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 students, staff and administration are also conducted to “build muscle memory” in the wake of a critical incident.

As part of the district’s updated safety and security plan, we employ a variety of tools and preparedness measures which include frequent safety drills, an anonymous tip reporting system and a district-wide standard response protocol. Each school building runs various drills beginning in September to educate students on 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, fine tune our drills and “build muscle memory”, so that everyone knows exactly what their role is in an emergency situation.

To incorporate all stakeholders, the district works collaboratively with the Croton Police, Fire and Emergency Medical Services (EMS) Departments and Altaris to ensure that everyone is following the same protocols/procedures in our schools.

Negotiations

The district currently has two contracts, ATU and CSEA Custodial, that expire on June 30, 2020. The district began negotiations in 2020 with these units and will proceed with the remaining units in Winter 2021.

The following is a list of bargaining unit contract timelines:

- Aides of Croton United (ACU) - July 1, 2018 - June 20, 2021

- Amalgamated Transit Unit (ATU) - July 1, 2017 - June 30, 2020
- CSEA Clerical - July 1, 2017 - June 20, 2021
- CSEA Custodial - July 1, 2017 - June 30, 2020
- Croton Teachers Association (CTA) - July 1, 2019 - June 30, 2021
- Croton-Harmon Administrators Association (CHAA) - July 1, 2019 - June 30, 2022

4. Professional Development and Training:

NYSASBO - Served on the NYSASBO Professional Development Committee.

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

Cyber Security/Cost Containment for Data Protection Seminar - Completed ASBO course on Containing the Costs of Data Protection and Cybersecurity.

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

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

County-Wide Shared Services Initiative - Participated in Westchester County Shared Services Initiative to explore opportunities to share services among municipalities and school districts to provide cost savings to participants. The state is offering matching fund incentives to participating entities that can quantify achieved savings through shared service initiatives.

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

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
- Building Aid Analysis, State Aid Projections & Tax Cap

5. Goals and Growth Opportunities for 2020-2021

Goal 1: Implement a District-wide Energy Performance Contract as a means of reducing current and future energy costs, providing enhancements to our learning environment, and reducing the overall District's carbon footprint.

Though the district has made consistent enhancements to our buildings through our \$20.82M capital bond authorization implemented in 2018, 2019 & 2020, our building's infrastructure and mechanical systems are aging, resulting in increased energy and maintenance costs. This, coupled with tighter budgets due to the impact of COVID-19, demands that the District take significant action to mitigate these factors. Further, and in alignment with the sustainability goals of the Board of Education, global warming has become increasingly important to the Croton-Harmon community and administration. In an effort to address these issues, I intend to complete the following in the 2020-2021 SY:

- Evaluate viable ESCO bidders to determine the most suitable contractor based on performance metrics.
- Coordinate the completion of a full Comprehensive Energy Audit (CEA).
- In collaboration with the Superintendent and Board of Education, award the ESCO contract to achieve the following:
 - Increase district resources through reduced overhead costs, reduced production downtime and streamlined remote access system maintenance.
 - Implement district-wide energy upgrades utilizing the savings generated by those upgrades over time.
 - Improve staff and student satisfaction with more comfortable learning spaces.
 - Reduce the District's carbon footprint by 10-20%.
- Submit Building Plans to NYSED for approval.
- Prepare preliminary documents to secure EPC financing.

Goal 2: Maximize available resources so that all students are provided with the tools to achieve their highest potential.

This goal will entail taking the following actions in the 2020-2021 SY:

- Ensure that the fiscal operations of the district are effective and in compliance with the dynamic State and Federal statutes and regulations resulting from COVID-19.
- Seek to maintain cost efficiency and fiscal responsibility through timely reporting in order to protect, secure and maximize all available funding sources for student programs, financial stabilization and fiscal sustainability.

- Timely filing of ESSA, ACA, Transparency, GEER, ESSER, ST-3, Annual Visual Inspection and other requirements impacting state aid and federal funding.

Goal 3: Establish a Bus Electrification Action Plan

This goal will entail taking the following actions in the 2020-2021 SY:

- Seek BoE approval to purchase a hybrid mail vehicle in 2020-2021.
- Establish a Bus Electrification Task Force.
- Collaborate with surrounding districts to enhance purchasing power and share knowledge.
- Secure a Transportation Consultant.
- Assess and determine electrical grid capacity at Transportation Garage.
- Apply for available grant funding.
- If feasible, present a Bus Bond proposal to BoE and the community for the procurement of an Electric Vehicle for the 2021-22 school year.

Goal 4: Implement the successful Re-Opening of the 2020-2021 SY to support the health and safety of staff and students.

Based on this goal, the following actions will take place in the 2020-2021 SY:

- Secure adequate PPE, operational implements and HVAC supports for safe re-opening.
- Seek to utilize shared services, state and local bids to procure necessary supplies and equipment.
- Participate in federal, state & local forums to identify district needs, to enhance understanding and engage in ongoing dialogue relative to re-entry and the remainder of the 2020-2021 school year.
- Assess PPE and operational requirements to determine appropriate purchasing and implementation as we progress into the school year.
- Seek to incorporate best practices into our re-entry plan throughout the year.

Goal 5: Strengthen our focus and commitment to the Child Nutrition Program.

Based on this goal, the following actions will take place in the 2020-2021 SY:

- Engage Aramark and our Food Service Director in discussions to enhance our Child Nutrition Program.
- Implement practices to reduce outstanding balances on student accounts.
- Engage the community through virtual meetings with the Food Service Director.
- Establish steps to reduce the deficit in our School Lunch Fund.
- Begin preparations for rebidding our food service management contract.
- Incorporate mechanisms to encourage ongoing dialogue with our school community.
- Continue the work of the School Lunch Committee to inform future direction and decisions.

Goal 6: Engage in ongoing discussions with our support and administrative staff to enhance relationships and reinforce and deepen their understanding and engagement in relevant district affairs.

This goal will entail taking the following actions in the 2020-2021 SY:

- Establish a monthly meeting with Business Office staff to convey relevant information, share ideas and formulate solutions for pending matters.
- Meet regularly with Union Leadership and Village Board to share ongoing and relevant information, improve engagement and strengthen partnerships.

Croton-Harmon Union Free School District
2020 District-Level Year End Report

DEPARTMENT: Guidance and School Counseling	ADMINISTRATOR/DIRECTOR: M. Maxam
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1. Data and Statistics:

College Application trends:

Year	2016-2017	2017-2018	2018-2019	2019-2020
Early Decision/Action	385	334	330	330
Regular Applications	592	745	543	680
Total Applications	977	1079	873	1010
# of Graduates	121	137	111	130
Avg Apps per student	8.1	8.2	7.9	7.8

Please visit our [CHHS information page](#) to view other application data, including a list of colleges our graduates are attending.

Caseload Data: CHHS

Year	2017-2018	2018-2019	2019-2020	2020-2021 (projected)*
CHHS Enrollment*	510	506	494	484
CHHS Counseling Staff	3.0	3.0	3.0	3.0

CHHS School Counseling caseloads	170	169	165	161
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*Latest Enrollment data taken as of 7/9/20

Caseload Data: PVC

Year	2017-2018	2018-2019	2019-2020	2020-2021 (projected)*
PVC Enrollment*	502	501	525	513
PVC Counseling Staff	2.0	2.0	2.0	2.0
PVC School Counseling caseloads	251	251	263	257

*Latest Enrollment data taken as of 7/9/20

Caseload Data: CET

Year	2016-2017	2017-2018	2018-2019	2019-2020
CET Enrollment*	592	592	568	578
CET Counseling Staff	1.0	1.0	1.0	1.0
CET School Counseling caseloads	592	592	568	578

College Representative Visits: CHHS

Year	2015-2016	2016-2017	2017-2018	2018-2019
Number of college Rep visits	80	104	86	102
Number of students attending rep visits (duplicated count)	679*	559* 340 (confirmed attendees)	338* 195 (confirmed attendees)	214 (confirmed attendees)

Guidance and Advisory lessons taught: CET

Counseling curriculum was delivered in lunch lessons, classroom lessons, and video lessons (once COVID closure began). 27 distinct lessons were offered.

REACH Assemblies: 3 different assemblies were provided for all grade levels, prior to COVID closure. [REACH Counseling Curriculum \(click here\)](#)

[CET Reach Counseling Webpage](#)

Individual and small group services: CET

Back to School Success (small group counseling for newcomers and students identified for social skills work): 51 students seen in 11 groups, with 27 of these students continuing for further support past initial meetings. Lunch Bunch for grades 3 and 4: 20 student participants. Tier 2 Response to Intervention support: 32 students seen. Tier 3 Rtl group support: 9 students seen; Tier 3 Rtl Individual Support, 7 students seen.

Guidance and Advisory lessons taught: PVC

Guidance lessons provided by grade level in classrooms prior to COVID closure; and arranged virtually after COVID closure. 5th grade: 3 different lessons provided to all students; 6th grade 2 lessons; 7th grade 2 lessons; 8th grade 2 lessons. Total of 51 lessons provided, supporting counseling curriculum.

Design of Advisory lessons for school-wide implementation. 14 advisory meetings/lessons prior to COVID closure.

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, discussing the current school year, organization and time management skills, future areas of interest/career aspirations, and scheduling needs. *Due to COVID closure, some 7th grade meetings occurred virtually or as part of larger google meets. Caseload, grades 6-8: 401 students.

Small group counseling: 6 small groups (approx 4 students/group) provided 1x/week.

Mandated IEP counseling: 8 students met 1x/week to support social/emotional IEP goals.

Virtual Whole Grade-level meetings during distance learning: 14

Virtual Individual counseling sessions during COVID closure: 220

Guidance and Advisory lessons taught: CHHS:

There were 4 different lessons supporting the school counseling curriculum taught to a total of 24 different classrooms this school year at CHHS, prior to COVID closure. An additional 2 lessons were provided virtually through classroom meetings with students, 2 lessons were provided via online instructional video, and an additional 1 program (the college search and starting your college essay) was provided live (virtually) for the rising seniors and shared as a recorded presentation for any who could not attend.

There was an additional virtual guidance program provided (Spring Financial Aid Night) for the school and parent community.

Two student surveys were conducted during COVID closure to assess student social/emotional needs during distance learning.

Individual and small group services: CHHS

Counseling meetings with students/parents (virtual): 288

CSE/Annual Reviews grades 8-12: 75

Grade 8 transition meetings held virtually through health classes.

2. Department Goals and Progress:

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

Flexibility/Adaptation

- At CHHS, our 9th graders take a learning styles assessment. It provides them strategies on how to study based upon their style of learning. We encourage students to try 2-3 different strategies that they are not already incorporating in their daily studying to see if they find it effective.
- At PVC, the counselors deliver lessons self regulation, managing emotions and developing coping skills and strategies.
- At CET, our counselor delivered 2 Kindness assemblies to grades K-2 and 1 for grades 3-4

Initiative/Self-Direction

- We see this occurring in our many transition activities with provide students as they are moving up to PVC from CET, or to CHHS, or out of high school. The activities encourage students to become independent learners and self advocates.
- At CHHS, students take a self assessment in 10th grade called "Do what you are?" which is like a Meyers briggs personality test. It provides students, based upon how they answered the questions, a print out of their personality traits, careers that match the traits and colleges that offer majors that suit those careers.
- CET continued a self-referral system for 3rd and 4th graders. (Over 30 students self referred prior to COVID closure).

Critical Thinking/Problem Solving

- CET and PVC's adapting the RULER approach to social-emotional learning. RULER anchor tools cover many areas, one of which is problem solving.
- This often occurs in post-secondary planning at the high school; through college search lessons and the college essay writing lesson we conduct with seniors.
- As counselors, we assist students daily with problem solving, working one on one with them.

Empathy

- Empathy is innate in our daily practice as counselors working with our students and their families.
- PVC counselors facilitate a peer mediation program.
- The RULER program also focuses on empathy (program starting at CET and is already established at PVC).
- PVC has started connection circles as well as other restorative justice practices amongst students this year.

- Through the REACH for Character program at CET, the theme for “A” is Acceptance. Robin delivered a “Buddy Bench” lesson to all 3rd graders.
- CHHS counselors made a “Senior postcard” and are planning on writing a personal message to each senior to congratulate them on their graduation since we cannot do so in person due to school closure. We will be mailing these out a week before graduation.

Creativity/Innovation

- At CHHS, students are given the opportunity to take courses that we do not offer through 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.
- Through the REACH program for Character at CET “E for Effort”, Robin posted 2 “Thinking Thursday” virtual lessons (these lessons happened during our closure) on staying positive and making a “positive poster” and making a “Busy box” for “Things to do when you are bored.
- CHHS students have the opportunity to take classes at the BOCES Tech center.

Communication/Collaboration

- K12 School Counselors are members of RTI, At-Risk Committees, the Committee of Special Education, and building level emergency response teams.
- We communicate regularly with families through K12 alerts.
- CHHS extensive information for students and parents on the Guidance website.
- CHHS has a comprehensive information guide and calendar posted on website for grades 9-12.
- CHHS hosts many different parent evening workshops, including an annual College Symposium that includes admissions professionals presenting on different college and admissions related topics, 2 financial aid events, and an evening for 9th and 10th grade parents.
- College Admissions rep visits. Every year approximately 75 or more colleges visit CHHS to speak with interested students.
- Through the REACH for Character program at CET, the theme for “R” is Respect. CET held a school wide “Start with Hello” assembly and delivered grade level lesson personal space and respecting self and others.
- Since the COVID closure we have been communicating with students in many different ways in addition to individual contact: At CET Robin has been delivering 2 weekly lessons: Mindfulness Mondays and Thinking Thursdays, PVC has been holding grade level google meets and TikToc Tuesdays and CHHS has been sending weekly grade level emails.

3. Completed Projects, Initiatives, and Highlights:

- This fall, our updated [Comprehensive Guidance Plan](#) was shared, reviewed, and adopted by the CHUFSD Board of Education. This year our District-Wide Guidance Advisory Council was formed and met twice. The committee included representation from parents, counselors, school psychologists,

and administration. The charge of the committee is to review the Comprehensive Guidance Plan and make recommendations.

- Xello was adopted and implemented as a support for Career education and planning, for grades K-8. An introductory session was given to all elementary teachers during a faculty meeting, and training support and implementation has occurred at PVC for Home & Careers classes.
- Academic and Career Progress Review (ACPR) meetings were implemented this year in all grades, 6-12, as planned in our Comprehensive Guidance Plan, which is designed with reference to the American School Counseling Association (ASCA) standards and state regulations. Our department has remained 100% in compliance with regulations that have been changing incrementally for the last several years.
- Counselors at all levels adapted to the COVID closures by shifting activities to virtual. All school counselors focused heavily on social-emotional support of our students, tracking student progress through at-risk meetings, monitoring reports from teachers, and then following up by reaching out to students and families directly. Counselors at each level made phone calls to students, held individual counseling sessions, and did regular check-ins with students who were struggling. Counselors produced weekly videos for students focusing on social-emotional well being as well as “standard” aspects of the counseling curriculum that would normally have been done with in-person meetings. Virtual after-hours sessions were held for families in lieu of in-person meetings.

4. Professional Development and Training:

- Infinite Campus training for school counselors
- Interdisciplinary Collaborations Focused on Critical Thinking
- Restorative Practices conversation
- Productive Online Meetings with Google Meet
- Google Forms for Remote Learning
- Developing an Elementary Guidance Curriculum: Conference Presentation
- NYSSCA Annual Conference
- Effective Strategies for Google Classroom
- School Counselor Day - Sacred Heart University
- Faculty meetings: CET, PVC, CHHS
- Critical Friends
- Naviance User Group Conference
- The Legal Rights of Transgender and Sexually Fluid Students: What Every School Leader Should Know
- Addiction Awareness: Knowing Your Students
- Supporting Students in Crisis

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

- Support implementation of Infinite Campus, our new K-12 Student Information System, providing professional development to counselors and master schedulers as needed.
- Continue to support CET with implementation of Xello to build career education component at the elementary level.
- Review elementary counseling curriculum with counseling team and new leadership team at elementary level, with an eye to seeking balance between the following elements:
 - classroom curriculum taught by school counselor
 - counselor-developed lessons taught by classroom teachers
 - whole grade-level assemblies
 - Small group lessons
- Continue implementation of Guidance Advisory Council. See to find ways to make the group's work relevant and valuable to the counseling team.
- Continue to build use of virtual element to support after-school presentations for parents; implement live-streaming of events via Zoom platform (or similar); record events and produce quality, preferably condensed video of events for those who can not attend. Make resources widely available via websites.
- Work with the counseling team to develop substitute activities and alternate delivery for any activities that are canceled due to closures or alternate school schedules for the coming year.

Croton-Harmon Union Free School District
 2020 District-Level Year End Report

DEPARTMENT:	ADMINISTRATOR/DIRECTOR:
Transportation	Rochelle O'Mara
1. Data and Statistics:	
<p>In a typical school year, our buses traveled 400,000 miles to over 32 different schools operating 230 days per year. We usually transport our students over 2,000 miles per day and make over 170,000 bus stops per year.</p> <p>Sadly our typical school year ended in mid-March. By that time, we transported our students on 38 field trips covering 1,071 miles. Our sports trips numbered 1,110 and covered 15,310 miles.</p> <p>Our vehicles went through 92 inspections for the 19/20 year. Our 96.7% rating remains one of the highest achieving operations in Region 18.</p> <p>The NYS Dept. of Motor Vehicles Affidavit of Compliance is the legal document the carrier, (District), submits to New York State stating that all of 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. For the fourteenth year in a row, we filed a clean affidavit.</p> <p>Fuel prices were average this year as follows: \$1.91 per gallon for gasoline \$2.09 per gallon for diesel</p> <p>We continue to be part of the Clarkstown School's fuel cooperative bid.</p> <p>We had almost no winter and lost only two days to snow.</p>	
2. Department Goals and Progress:	
<ul style="list-style-type: none"> ● During the school year we performed our three bus safety drills with our students. We did one drill as an evacuation and the other two during the school day with minimal disruption to the instructional day. ● Over the course of the shortened school year, we transported our students on field trips to local business': the Bagel Store, Baked by Susan and Shop Rite. Our RISE students continued their work/study placements at New York Sports Club, Croton Auto Park, Croton Diner, Envy Hair Salon, Pircio's Dry Cleaners and Westchester Balloon Shop. 	

- During the summer of 2019, we transported students to 10 different schools. We also transported five of our RISE students to their summer worksites.
- In preparation for the new lunch program at PVC, we ordered and equipped a food service vehicle for the program which worked out well. I met with food service managers from other districts to determine our needs before making the purchase.
- During the 4-month closure, the Transportation Department facilitated the food deliveries for the school lunch program. In addition to the twice weekly deliveries, we also made very large grocery deliveries provided by the Croton Caring Committee on eight occasions.
- In addition to the food deliveries, the Transportation staff also helped out with graduation sign deliveries for all our seniors. We participated in the parade with the teachers and were glad to see the students and their families supporting the school
- During the graduation ceremonies for PVC and CHHS the Transportation staff worked the parking lots and directed traffic, supplementing the Facilities staff.

Our Community:

- We continue to support the Village of Croton’s Recreation program with the use of our buses during day camp. Our staff also drives the seniors and the teen recreation buses (at no cost to the district). This summer 2020, there were no recreation programs due to the pandemic.

3. Completed Projects, Initiatives, and Highlights:

Technology:

We utilize all available technology in our department. The use of Transfinder, EZ Bus/Bus Hive, All Data and License Monitor ensures our accurate records. Our buses are equipped with cameras. We use the footage to review behavior, traffic, and bus stop usage. The technology of the webinar and virtual meetings has been embraced by our department during the pandemic.

The wealth of information offered through webinars by Transfinder, the National Association for Pupil Transportation, School Bus Fleet magazine and School Transportation News has been phenomenal. The opportunity to share knowledge with professionals throughout the country has been both informative and encouraging.

Bus Schedule/Routing/Ridership:

Each year we review bus schedules for accuracy and efficiency. We monitor our ridership bi-monthly and it remains consistent. The creation of a central pickup point at PVC, for our out-of-district transportation has proven to be successful and we will continue to use it.

Each summer before the start of the new school year, we meet with our local districts to discuss shared services. When possible, we share runs and coordinate transportation for cost savings.

This school year, it will be time to update our cooperative transportation agreement with the twelve surrounding districts and extend the agreement for another five years. This cooperative has been a successful way to exchange information and share runs each school year.

Communication:

- We continue to hold several town hall meetings throughout the school year to enhance effective and accurate information within our department.
- I continue to meet bi-weekly with the mechanics to discuss repairs, work orders and maintenance.
- Our office staff and dispatchers meet weekly to discuss field/sports trips, 19A testing, traffic, road conditions, and student schedules
- We continue to work with the Lower Hudson Chapter of the New York Association of Pupil transportation for monthly updates on local issues.
- We communicate several times daily with Amy and or John for sports updates. All scheduled events, locations and times are confirmed sometimes hourly if there is questionable weather.

This year I took part on the Sustainability Steering Calendar, Altaris, and Co-vid Committees.

4. Professional Development and Training:

We presented our two-required State Education Department Refreshers in August and March.

Our Refreshers covered:

- Loading at the bus stop
- Importance of the pre and post trip for you and your bus.

In February our refresher covered:

- “All of our children – differing abilities and sensibilities.” This refresher addressed the challenges of special education students on the big bus.

Just before our closing in March, Entergy presented emergency training for our drivers. We are training one of our drivers, Tonya Kerins on the Transfinder routing system. In anticipation of our long-time secretary’s retirement, Marlene Galazin, our office staff will be learning N-Vision. We are looking forward to the integration of Infinite Campus and the possibilities it offers for the transportation department.

Our dispatchers, Linda Diorio and Ellen Schulz and I continue to work with the Lower Hudson Chapter of the New York Association for Pupil Transportation.

Ellen, Manuel Beltran and myself completed our required PDS certification through the Pupil Transportation Safety Institute even though all required classes were cancelled due to Co-Vid.

As we prepare for the future, I have met with several expert individuals to discuss the electrification of our fleet. In September of 2019, I met with Bob Elliott from Sustainable Westchester to discuss options. I consulted with Lindsey Audin, a member of the Village's and the District's Sustainability Committee to discuss data, available funding and feasibility. In February, I attended a Croton Mothers Out Front meeting about electric school buses. In early March, I met with the district sustainability committee to share my research and answer questions prior to our budget vote.

In June, the mechanics and I met with White Plains Bus at their yard to discuss their pilot operation of Lion electric buses. In July, we met with Blue Bird bus at their facility on Long Island to do the same.

The energy performance study by the district will provide the additional data we require to continue to move forward on our electrification goal.

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

As we look forward to the coming school year, we are making every effort possible to support the safe return of our students and staff.

The challenges of the Covid epidemic, and the responsibility we are shouldering in our return to school, is a heavy burden.

The reentry committees and planning through Altaris has been time and energy well spent. I am proud of our administration and community leaders for the direction they have led us in preparation for the reopening of school.

I look forward to a return to school, to support the safe, responsible and efficient transportation of our students.

Croton-Harmon Transportation remains:

"The driving force behind your child's education"

Respectfully submitted,

Rochelle O'Mara

8/17/20

Croton-Harmon Union Free School District
2020 District-Level Year End Report

DEPARTMENT: Facilities	ADMINISTRATOR/DIRECTOR: Paul Gibbons
1. Data and Statistics:	
<ul style="list-style-type: none"> ● Current employees: 3 head custodians, 3 day custodians, 9 night custodians, 1 day custodian (grounds), 3 maintenance mechanics, 1 secretary, 3 part time messengers, 10 summer workers. There were no net staffing changes during the year. ● Square footage: <ul style="list-style-type: none"> ○ Elementary School: 79,000 ○ Middle School: 101,000 ○ High School: 149,000 ○ District Office: 3,000 ○ Transportation: 8,200 ● District fields: Spencer, HS, CET, Spencer ● Out of district fields (seasonal maintenance): Manes, Firefighter's ● 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"> <i>HVAC</i> HVAC PM and Repair HVAC Controls Servicing / Specific HVAC Service/Special Equipment Electric Motor Repair Boiler Cleaning Water Treatment Boiler Inspections Oil Tank Testing/Maintenance <i>Plumbing</i> Plumbing Repairs Drain Cleaning Acid Waste Management Sewer Cleaning <i>Electrical / Alarm / Fire / Security</i> Electrician Underground Utility Marking 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 Security
HS 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 initiatives were completed during the 2019/2020 school year:

- CET - Install new rear playground. Equipment donated by PTA.
- CET - Add wooden fiber fall protection to existing CET playgrounds.
- Spencer Field - Replace lower pedestrian turnstile and associated fencing, between Spencer and Croton gorge trail, due to tree damage.
- Spencer Field - Replace gates near storage containers.
- CET - Paving repairs near drainage basins
- CET - Masonry repairs – extend curbing in rear loop for improved drainage
- PVC – repair upper parking lot perimeter curbing
- PVC – repointing cap stones on PVC stairway from upper lot to field and steps in rear field stairway.
- PVC – Add section of sidewalk at bottom of stairway to Maple street.
- PVC – Replacement of weathervane on Coppola.
- HS – Add curbing and new drain in courtyard.
- HS - Install multisport soccer goal/football uprights at HS field.
- Painted select classrooms and common areas.

Ongoing 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.
- Work with HS and PVC administration coordinating and executing graduations (planning, setup, parking/traffic control, distancing, security)
- Spring/Summer 2020 cleaning – cleaning all schools in COVID and construction environment.
- Director of Facilities – Co-Chair of Health and Safety Committee – Four meetings held in 2019/2020, including pre-construction meeting and post construction walk-through.
- District Wide – Snow/Ice removal

3. Completed Projects, Initiatives, and Highlights:

The following initiatives are planned for the 2020/2021 school year:

- Energy Performance Contract – Working with ECG an RFP for an Energy performance contract was developed and issued with the following schedule:
 - RFP Issue Date: July 6th
 - Online Pre-Proposal Kick-off Meeting: July 9th
 - RFP Due Date: September 14th
- The Project goals include, but are not limited to: (1) Reducing carbon footprint with green conservation mindset; (2) improving comfort conditions and indoor air quality; (3) replacing and/or upgrading old and/or inefficient systems; (4) improving utilization of technology; (5) upgrading air conditioning systems where applicable; (6) collecting and managing building/facility information in “real time”; (7) minimizing financial and technical risk; (8) establishing current base usage for energy (oil, gas and electricity); (9) maximizing positive cash flow to the District and (10) reducing energy usage.
- Complete Annual Visual Inspection
- Complete lead water testing (second round) as permitted by SED guidance.

4. Professional Development and Training:

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

- COVID 19
 - Review and modify facilities protocols based on latest SED, CDC and DOH guidelines.
 - Support varied hybrid and in class learning schedules at all schools, including
 - Moving of furniture and rearranging rooms for distance learning
 - Maintaining HVAC systems for good ventilation and comfort
 - Maintaining adequate cleaning/disinfecting supplies.
 - Providing disinfecting supplies for staff in all classrooms.
 - Procuring and distributing PPE (including N95 masks and fit tests, cloth masks, surgical masks, gowns, gloves, goggles, thermometers) for custodians, office staff, nurses, administration, teachers and aids as appropriate.
 -
 - Procuring, installing and maintaining polycarbonate desk shields for staff and students as needed at all buildings.
 - Installation and maintaining of distance markers on floors and COVID signage.
 - Ongoing disinfection tasks during and after school hours.
 - Coordinating contractor activities to maintain adequate social distancing, screening and disinfecting after contractor activities (contractor work required for completing punch lists for capital project work as well as ongoing routine maintenance, i.e. HVAC servicing, alarm system repairs, etc.)
 - 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.
- Provide ongoing support for 20.82M capital improvement project, completion of punch lists and project closeouts.

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 substantially complete. 2018 and 2019 projects are closed out with the contractors and 2020 summer work is in the punch list phase. Replacement/repair of the transportation septic system is anticipated for summer 2021 pending all approvals.

Work completed summer 2019

CET - Removal and replacement of the third/fourth grade curtain walls and installation of ceiling mounted radiant heating in the 3rd and 4th grade.

CET – Replaced windows in the 1954 portion of the building. Included installation of perimeter ceiling mounted hydronic radiation and removal of unit ventilators coordinated with window/wall replacements.

CET – Installed a new roof top air handler to provide appropriate ventilation/fresh air to the nurse’s suite.

CET – Installed powered crawl space ventilation.

CET – Constructed of a new maintenance storage building. Replace curtain walls in third/fourth grade, replacement of most windows in the 1954 portion of the building. Replacement of ventilation/heating systems for the nurse’s suite.

CET – Constructed a new servery. Work included trenching of floor to installed new buried electric and plumbing, upgrading of electrical panel for installation of a new serving line (coolers, warming/cooling serving stations, refrigerator, warming equipment, sinks, cabinets and serving/POS counters)

PVC – Constructed a new kitchen and servery. Work included pouring of new concrete floor, floor and ceiling tile replacements, new lighting throughout, construction of serving line soffit, electric for all new equipment (refrigerator, freezer, coolers, warming/cooling servers, warming racks, steamer, ovens, kettle, sinks, dishwasher, prep/serving and POS counters).

HS –Installed new maple gym floor and new bleachers in main gymnasium.

HS – Replaced entire fire alarm system.

HS – Installed new ventilation and air conditioning systems in the testing center, TAP suite and community room. Provide powered exhaust ventilation to all classrooms in the 1924 portion of the building. Replaced remaining pneumatic controls with DDC (digital) controls in 1924 building. Replace data closet air conditioning units.

HS – Replaced original buried steam condensate piping below the floor on the main level, including below the auditorium floor.

HS – Performed abatement as needed for associated HVAC work.

Capital Bond Work Planned for Summer 2020

Due to closure of school in March, a portion of the summer 2020 work was started in early spring. Fortunately, bidding was completed early and work was able to start quickly after closing.

In May, when the Governor announced that schools would be closed for the remainder of the year, construction was paused for about two weeks to permit teacher reentry for pickup of classroom supplies, electronics and permit clearing of student lockers.

Construction resumed in late May and continued through the summer, permitting substantial completion of work by the start of school in September.

The following work was scheduled for completion the 2020 Summer:

- District Wide – Wire glass replacement in doors and hallway glass
- District Wide – Replacement of select doors at all schools
- CET – Exterior brick pointing and lintel replacements
- CET – Main hallway asbestos abatement and floor tile replacement
- CET – Replace 1961 built in cabinets in all first grade classrooms, improve first Grade classroom/hallway fire separation and improve room ventilation.
- PVC – Replace southern roof gutter on 2002 building
- PVC – Install fall protection at library windows east and west sides
- PVC – Remove and abate ceiling in 1939 gymnasium, replace ceiling
- PVC – Replace two large roof mounted building exhaust fans
- PVC – Install Energy recover ventilation units and associated ductwork in three rooms (provide 100% fresh air).
- PVC – Install fire dampers in 2nd and 3rd floor duct work in 1939 building to prevent vertical fire spread. Perform abatement needed for duct access.
- PVC – Remove 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. Reinsulate pipe.
- PVC – Upgrade Direct Digital Control of HVAC system in the 1939 building.
- PVC – Install powered crawl space ventilation below 2nd floor in 1939 building.
- HS – Replace library carpet, create two new isolated study alcoves, counter replacement (acoustical improvements completed in 2019)
- HS – Demolished and 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
- HS – Install new gas main from the street to the building and install new dual fuel burners on steam boilers.
- HS – Install new buried water supply main to building

COVID Related Preparations Scheduled for Summer 2020

- Cleaned all buildings with reduced staff while maintaining safe distancing
- Purchase PPE for district wide use
 - N95 masks for custodians and nurses and fit tests
 - Gowns for custodians and nurses
 - Face shields for district wide use
 - Goggles for custodial and transportation use

- o Three cloth masks for each staff member and student district wide (approximately 6,000 cloth masks total)
- o Paper surgical masks for visitors, student who break or loose masks (approximately 20,000)
- o Touchless water fountain purchase and installation
- o Hand sanitizer and dispensers
- o Disinfectant and cleaning products
- o Disinfectant electrostatic sprayers
- o Portable HEPA filtration systems for nurses offices, isolation areas and other areas as needed.
- o Purchase and install floor markings for social distancing
- o Install wall signage for social distancing and sanitation reminders
- o Purchase and install MERV 13 filters in air handling equipment district wide
- o Thermometers for screening
- o Desk shields – to improve protection between desks and tables, as required in each building and where closer teacher/student interface is required.
- o Installed custom hanging polycarbonate shields at welcome centers, main offices, guidance and other areas as needed.
- o Work with administration to help develop and implement reentry plans in compliance with CDC, SED and other recommendations.

Conclusion

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

During the first few weeks of the pandemic the facilities department continued daily building checks, including walkthroughs and checks of the buildings systems and made necessary repairs to protect the districts assets. Remote video meeting between the Facilities Director and Head Custodians started in March 2020 to schedule building checks and plan for the safe return of all workers. To be productive, until the return of workers in April 2020, custodians and mechanics attended various remote zoom safety training sessions offered by PNWBOCES.

In April, while school was closed, the custodial and maintenance staff mobilized 100% 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.

By creative use of the entire building very early in the pandemic, the facilities staff was able to schedule and maintain safe social distancing for custodial and maintenance workers and begin to prepare for the return to school. Each custodian had their own bathroom, own radio charging areas, own sign-in sheet, entire cafeterias were used for custodial lunch/break areas and separate doors were used for each custodians building entry. Custodians were encouraged to work within eyesight and shouting distance to maintain a safe work environment, while being productive.

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.

As clerical staff was phased in to return to work during the spring, disinfecting of all work areas was performed daily.

During the early pandemic, construction was started in March and continued through the school closure, with one two-week pause in work for retrieval of staff/student materials.

The additional time provided by the closure was helpful to complete summer 2020 capital project work due to distancing needs during construction and to maintain a health worker density. Some material delivery delays related to the pandemic were experienced. In spite of the pandemic, completion of work scheduled for the summer of 2020 is planned.

In summary, the custodial and maintenance staff performed their duties well prior to the pandemic during the 2019/2020 year. During 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 September.

Croton-Harmon Union Free School District
Principal 2020 Year End Report

Building: Carrie E. Tompkins Elementary School	Principal: Kelly Maloney Assistant Principal: Kerri Bianchi
1. Enrollment and demographics:	
<p>The 2019-20 school year began with an enrollment of 571 students and ended with 578 students. There were five sections of first, third, and fourth grade while kindergarten and second grade had six sections each. In addition, we had one special class (K-3).</p> <p>CET demographics for the 2019-20 school year were as follows:</p> <p>Female: 45%</p> <p>Male: 55%</p> <p>White: 74%</p> <p>Black: 1%</p> <p>Hispanic: 15%</p> <p>Asian: 6.5%</p> <p>Multiracial: 3.3%</p> <p>Native Hawaiian/Other Pacific Islander: .2%</p>	
2. Building goals and progress:	
<p>The focus throughout the 2019-2020 school year was on one of the attributes of the Croton Harmon Profile of Graduate, <i>Critical Thinking through Problem Solving</i>. Faculty and curriculum meetings were used to examine the district's developed definition for critical thinking along with the district's developed Elementary Critical Thinking Rubric. At these meetings, teachers were engaged in activities that promoted a deeper understanding of what critical thinking is and what it looks like. Journal articles were read, visuals were created, STEM activities were shared, and suggested rubric revisions were made. The implementation of a Fast Efficient Baseline Assessment (FEBA) to all fourth grade students allowed us as a faculty to consider how a student's ability to think critically could be assessed. It also provided us with an opportunity to examine student work and apply the Critical Thinking rubric. The FEBA required students to identify a problem facing the Hudson River and create a solution for that given problem. Students had to explain their solution in writing and with an illustration. Students were assessed on their ability to share their thinking (<i>"It's still tough for me to explain my thinking to others"</i> to <i>"I can explain my original and inventive ways of thinking to others"</i>). Fifty-five percent of the 105 fourth grade students scored at the</p>	

Emerging or Developing levels, while forty-five percent of the students scored at the *Demonstrating or Excelling* levels.

With the emphasis on *critical thinking through problem solving*, teachers identified and shared ways to provide more opportunities for students to engage in critical thinking. They considered what skills need to be taught in order to think critically, and when those skills are taught. They looked at their grade level curriculum and identified where those skills are taught. The incorporation of STEM challenges throughout the grades was even more prominent this year, and it was evident through observing students during these collaborative challenges, that they are employing higher level thinking skills as well as revising their thinking and strategies.

Through our biweekly CET newsletter and at school events like the PTA Principal's Coffee, we have communicated to parents our focus on *Critical Thinking through Problem Solving*.

Due to the closure of schools in March 2020, the New York State Grades 3-12 English Language Arts (ELA) and Mathematics assessments were cancelled including the Grade 4 NYS Science assessment. The New York State English as a Second Language Achievement Test (NYSESLAT) was also cancelled.

We had no Out of School Suspensions during the 2019-2020 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. *Foundations*, a multisensory and systematic phonics, spelling, and handwriting program is used for whole class instruction in grades K-2. This year, we began implementation of *FUNdations* in third grade. This program is also used for small group instruction for students who receive Academic Intervention Support (AIS).

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. The *Greg Tang Math* professional development opportunity provided to all teachers this year helped them gain a more thorough

understanding of the concepts students need to grasp and strategies to assist in their acquisition of these concepts.

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*. This year, third grade began their roll out of new units of study. These units are *Forces and Interactions*, *Interdependent Relationships in Ecosystems*, *Weather and Climate*, and *Inheritance and Variation of Traits*. Due to the pandemic, they were not able to complete the training needed to implement all of the units. Additionally, the updates to the fourth grade curriculum are now planned for the 2021-2022 school year.

This was our third year of our World Language Program. All students received 20 minutes of Spanish instruction, twice 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, is used to identify students who are in need of remediation or enhancement.

A 30 minute **What I Need** (WIN) block is 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. Special assemblies and highlights:

Over the course of the year, students in grades 2 and 3 participated in a specific class performance. This year the performances were in the form of a class "Show and Tell". Parents were invited in to see their child present skills and content that they had learned in music class. Students demonstrated their musical knowledge by performing songs/stories, dances and playing various instruments.

All students in grades K-4 attended grade level, hands on assemblies on Greg Tang Math. Students sharpened their math skills with games and manipulatives. The in-school assemblies were followed by a Family Math Night event where students could attend with their parents and siblings. Families rotated through a series of math games and challenges under the supervision of Tang Math professionals.

The CET Kindness Club organized a Veterans Day assembly which included songs, tributes, flowers and breakfast for our local Veterans. This was the first year for our Kindness Club.

This year to support the “All Around the World” theme, students were entertained by African Dancers at our Jabali Africa assembly. Students enjoyed the performance, and had the chance to learn a bit more about people who come from other countries.

The student body and parents were entertained during our Winter choral/band concerts. This year approximately 60 CET students in grades 1-4 participated in the strings program and performed at our first District Wide Strings Concert. There were 67 fourth graders in the band and 41 in chorus.

Author Jonathan Kruk presented his craft to CET Kindergarten students this year. Through virtual presentations, each class had an individual session with Jonathan in which he told *Goldilocks and the Three Bears* and his own folk story-*Wake Up Sun*. Following that, Jonathan did a video of himself telling these two stories while walking through the Croton Arboretum.

All students in grades K-4 were educated and entertained by performer *Magic Jim* as he taught about multicultural holidays around the world through MAGIC!

Students in 4th grade experienced hands-on learning through their participation in the Colonial Fair Day and Native American Day.

Representatives from the Croton Police Department and Croton Fire Department visited classrooms to discuss Halloween Safety and Fire Safety. These opportunities allowed CET students to familiarize themselves with important community workers, as well as important safety rules.

Students in grades K-1 had a visit from local dentist, Dr. Merrie, in February to learn about the importance of proper dental health.

We invited community members Shirley Gillis and Judd Ramaker, event coordinators for the Annual Run Against Hunger, to CET to provide an assembly to 4th graders on world hunger prior to the event.

Throughout the 2019-20 school year, the entire student body participated in several REACH assemblies. These grade level specific assemblies were held in order to bring students together and focus on our REACH expectations. Assemblies were interactive and engaging. Students learned songs, shared work and challenged themselves to be better citizens through friendship, empathy, acceptance, perseverance, cooperation, responsibility and reflection. The REACH assemblies were followed by grade specific lunch assemblies on Thinking Thursdays.

CET students, staff and faculty participated in several community assistance programs during the 2019-20 school year. We sponsored two food drives (one around the holidays and one in February) all donations collected went to families in need within the community. Holiday gift assistance was provided to approximately 25 families in need through generous gift

donations from faculty and staff. Our students also participated in the American Red Cross Kids Heart Challenge and together raised approximately \$18,000. Administration and Faculty members were *Slimed* as a reward for exceeding our goal!

Our annual CET Halloween Parade was moved indoors this year in order to address a number of safety concerns. The indoor parade was well received by faculty and students and met with huge success. A route was created that allowed all students to parade through the building to show off their costumes while also being able to see their peers participate in the parade. The CHHS band joined the parade and provided the students with festive music as they paraded through CET.

Ana Strattner's 4th grade class visited Sky View Rehabilitation and Health Care facility to provide students and residents with a multi-generational experience where the students visited and developed relationships with the residents.

We had tremendous student participation in our first ever virtual Field Day. Students spent the day participating in a series of *Minute to Win It* challenges and sharing their experiences and successes on Padlet.

5. Building specific professional development:

The RULER team, made up of Kerri Bianchi, Lauren Fitzgerald, Robin Woolley and Justin Duchin continued to work with the faculty on the implementation of our faculty/staff charter. Faculty meeting time was spent reviewing the Mood Meter and helping teachers to develop Class Charters with their students. The Mood Meter was rolled out with students through the "Feeling Word of the Week" and teachers began using the Mood Meter with students.

All faculty received a half day training with Greg Tang in order to learn about the Tang Math strategies and resources to use in the classroom. The teachers received materials and access to Tang Math resources online.

Our Integrated Co-Teach educators continued their coaching and training with G&R Inclusive groups. Their focus was on universal design of lessons and removing barriers so that all students can access education. Teams also continued to strengthen their co-teach models and practice.

Third grade teachers at CET attended 3 days of training at PNW BOCES to familiarize themselves with the new Next Generation NYS Science Units of Study. Their training coincided with the roll-out of new units of study aligned with the new standards. Teachers throughout the building attended various Math and Literacy workshops offered at PNW BOCES. Literacy workshops focused on Guided Reading and Math workshops supported Tang Math. After attending these workshops information was then shared with the rest of their grade level.

A number of CET faculty members received Tri-States training in preparation for our visit this past school year. Our visit took place in February and all faculty members were involved in the gathering and organization of evidence for the visit. Additionally, both Kelly Maloney and

Kerri Bianchi participated in Tri-States visits and Administrative Tri-States groups throughout the year.

6. Building specific programs and committees:

The Kindness Club was established this year under the supervision of Marlena Horton and Ana Strattner. The Kindness Club was made up of 25 third and fourth grade students. Throughout the year, the Kindness Club organized our Veteran's Day Assembly, distributed Kindness Grams, created and delivered Birthday Boxes to children in need. The Kindness Club also organized a Heart Sale to raise money for the victims of the wild fires in Australia. The Kindness Club was responsible for spreading various other forms of kindness to students, faculty and staff throughout the year.

Compost Keepers were identified in each grade as we implemented our new Zero Waste composting program at CET. Students who had a passion or interest in our composting initiative volunteered to monitor the recycling and composting bins during each lunch period. Due to their leadership and guidance, CET reached a 10% error rate by mid-year which made us eligible for carting of our waste.

7. 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 or building specific information was sent via K12 Alerts. A biweekly 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 building principal regularly used Twitter (#CETelementary) to highlight teaching and learning experiences as well as school and community events.

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, fewer than planned due to the pandemic. These meetings were coordinated with representatives from our PTA and addressed a variety of topics identified in advance. Topics this year included social emotional learning and our music program. We conducted one virtual Principal's Coffee to address questions related to school closure and end of year events.

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 the annual Fall Festival (family event). Class parents helped coordinate special grade level events like the first grade Candy Houses, and parent volunteers were invited in to assist with activities such as pillow making in fourth grade. PTA volunteers helped coordinate our Fourth Grade Moving Up ceremony.

8. Building Planning Council:

In addition to reviewing various Board of Education policies, the Building Planning Council focused on improving safety during the Halloween parade and alternate ways of celebrating Halloween which led us to our first ever indoor Halloween Parade. There was discussion about restorative practices, and revisions were made to the Tiger Cub Contract, our Code of Conduct and our discipline rubric in order to reflect restorative practices.

9. Growth Opportunities for the 2020-21 School Year *(please include areas that need improvement)*:

As we plan for the 2020-21 school year, we will be continuing to focus on the traits associated with our Profile of a Croton Harmon graduate. Critical thinking through problem solving will be revisited with an emphasis on how the skills needed to think critically are taught and assessed. More conversation needs to be had on the use of the elementary Critical Thinking rubric; does it need to be revised to be more reflective of K-2 skills? We implemented our first Fast Efficient Baseline Assessment (FEBA) to assess fourth grade students ability to think critically. This assessment should be revisited.

This year we rolled out Foundations in third grade, a program used K-2 to teach phonics, spelling, and handwriting. Teachers were encouraged to attend a professional development workshop to become familiar with this program. Due to the unfamiliarity of the program for some and the late rollout, the program did not get implemented to the full extent that is needed. The expectation for its complete implementation will need to be revisited.

With the increase in numbers of families speaking Spanish, our communication needs to be reflective of this.

More professional development opportunities that address diversity and inclusion are needed.

Croton-Harmon Union Free School District
Principal 2020 Year End Report

Building: Pierre Van Cortlandt Middle School	Principal: Mr. Michael Plotkin																								
1. Enrollment and demographics:																									
<p>During the 2019-2020 school year, 539 students were enrolled at PVC 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: 257 Male: 282</p> <p>Total:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">White/Non-Hispanic: 370</td> <td style="width: 10%; text-align: center;">69%</td> <td style="width: 30%;"></td> </tr> <tr> <td>Hispanic: 97</td> <td style="text-align: center;">18%</td> <td></td> </tr> <tr> <td>Black: 7</td> <td style="text-align: center;">1%</td> <td></td> </tr> <tr> <td>Asian: 42</td> <td style="text-align: center;">8%</td> <td></td> </tr> <tr> <td>Multi-racial: 23</td> <td style="text-align: center;">4%</td> <td></td> </tr> <tr> <td>Pacific Islander: 0</td> <td style="text-align: center;">0%</td> <td></td> </tr> <tr> <td>American Indian: 0</td> <td style="text-align: center;">0%</td> <td></td> </tr> <tr> <td>Total:</td> <td style="text-align: center;">539</td> <td style="text-align: center;">100%</td> </tr> </table>		White/Non-Hispanic: 370	69%		Hispanic: 97	18%		Black: 7	1%		Asian: 42	8%		Multi-racial: 23	4%		Pacific Islander: 0	0%		American Indian: 0	0%		Total:	539	100%
White/Non-Hispanic: 370	69%																								
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Multi-racial: 23	4%																								
Pacific Islander: 0	0%																								
American Indian: 0	0%																								
Total:	539	100%																							
Every Student Succeeds Act Pertinent Information:																									
Out-of-School-Suspensions: (Type of Offense/Race of Offender/Number of Days OSS)																									
Type of Suspension	Behavior/Offense	Weapon Involved?	Race/Ethnicity of Offender	# of days of suspension																					
In-School	Assault/physical injury	No	White	One (1)																					
Out-of-School	Assault/physical injury	No	White	One (1)																					
Absenteeism 2019-2020:																									
Grade	Opening Enrollment	Pupils Added	Registration	Drop Outs	Closing Enrollment	Total Absences	%Attendance																		
5	125	3	128	0	124	491	97.789881																		
6	139	5	144	0	142	690	97.263208																		
7	134	5	139	0	136	559	97.700629																		
8	127	1	128	0	123	563	97.474997																		
Total	525	14	539	0	525	2303	97.55093793866																		
2. Building goals and progress:																									

This was the District's third year addressing the goals of the Strategic Coherence Plan (SCP). Pierre Van Cortlandt Middle School designed its annual goals to support this effort. Teachers worked to create instructional experiences that made these goals relevant to students and helped them develop critical thinking skills across content areas and disciplines. 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 and the Profile of a Graduate.

The annual goals of Pierre Van Cortlandt Middle School were developed and implemented to support Year III of the SCP. These goals also represent a continuity in that these goals were indicative of the steps that PVC Middle School has taken over the last 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 first of the three annual goals specifically targeted learning and instruction to realize the objectives of the SCP and was focused on "critical thinking through problem-solving." The second of the annual goals, focused on ensuring the continual improvement of the Math at Your Own Depth approach through various enhancements to this program. The third annual goal addressed the very important social-emotional proclivities that students need to attain, and the cognitive attributes necessary, to be successful 21st century learners and productive members of a diverse global community. It is important to note that the Profile of a Graduate consists of six components that are applicable to every learning experience, both academic and social-emotional. Therefore, the PVC Middle School annual goals were deliberate and intentional in how they related to the Croton-Harmon Union Free School District's mission and vision, making improvements to existing programs and supporting students in their development of academic and social-emotional skills that are critical to their well-being, success and prosperity in the future.

Goal # 1: Facilitate the Strategic Coherence Plan Year III by focusing on critical thinking skills and the connection to the five other areas of the Profile of a Graduate.

The antecedents of the successes of the 2019-2020 school year can be found in the planning that took place during the summer of 2019 and the professional learning that transpired over the course of the school year. The discussions and goal setting process provided direction for the faculty to delve into Year III's work. As a result of the August 28th faculty meeting, the stage was set so that every teacher understood what would be accomplished this school year and what was expected of them as a department, and as individuals, as it related to the goals of the Strategic Coherence Plan, Year III.

Starting with the opening day's faculty meeting, this goal was introduced and unpacked with the teachers of PVC Middle School. The faculty was provided the opportunity to provide the school administration with input regarding this goal. The PVC faculty was provided with time

to reflect on the accomplishments of the previous year and created action steps as to how to build off of the success of the work related to the Strategic Coherence Plan.

Throughout the school year, the PVC Curriculum Coordinators played an essential role in promoting this goal. The faculty and department meetings that took place in the early days of the 2019-2020 school year helped to get teachers focused on how to continue to instruct students in the development of critical thinking skills, create authentic, cross-disciplinary learning experiences and prepare for the Tri-States Consortium visit that occurred in February 2020 which focused on critical thinking through problem-solving.

Addressing this goal required teachers and the school administrators to engage in professional learning that focused on teaching students to apply critical thinking to problems. Departments revisited the middle level critical thinking rubric and examined learning tasks to ensure that they were aligned with this goal. Teachers utilized the Rigor and Relevance Framework (*International Center for Leadership in Education*) and other “tools” to rethink and revise essential questions, curriculum maps and to identify exemplars of critical thinking demonstrated by students in their classes. Teachers also used student work to further their understanding of how PVC students were responding and demonstrating critical thinking through problem-solving.

Another driving force in PVC’s quest to develop students that are critical thinkers and problem-solvers, was the use of the Fast Efficient Baseline Assessments (FEBA) administered in the 6th and 8th grades. This locally developed critical thinking assessment was administered in June 2019. The results were compiled and the data represented in various forms -- Overall performance of students at each grade level, performance of students in each component of the middle level critical thinking rubric and a comparison of the students’ overall performance between grades. In administering this assessment, PVC Middle School was able to glean information about how students were progressing in this endeavor. The results of the FEBA’s can be found on the Pierre Van Cortlandt Middle School website under the tab *Critical Thinking Assessment Results June 2019*.

In crafting and operationalizing Goal #1, the data from the FEBA’s was utilized to plan professional learning sessions that would assist teachers in creating student learning experiences that would target each component of the critical thinking rubric and the other aspects of the Profile of the Graduate as they related to critical thinking through problem-solving. Teachers utilized this student performance data to make realizations about the instructional improvements and changes that needed to be made. Teachers seized upon opportunities to change lessons, modify units of studies and retool how they assessed students to ensure that the learning outcomes and assessments aligned with this goal. It was through this endeavor that teachers were able to inform their practice and the need to revise the FEBA’s for the Spring of 2020 was realized.

Utilizing this student performance data, school administration was able to offer teachers professional learning and planning time that targeted different areas of the critical thinking rubric. Teachers utilized these meetings and collaborative sessions to create and fine tune

learning tasks and assessments. One of the most impactful learning experiences for teachers was their engagement in inquiry groups and ongoing planning with their departments and teams.

Teachers worked to ensure that students had the opportunity to demonstrate their ability to critically think and problem-solve through various means. Teachers worked on tasks that prepared students to generate questions that reflect critical thought and their understanding of problems. Teachers designed critical thinking questions and problem-solving tasks that were the basis for entire units of study, projects and class discussions. Teachers created learning experiences that exposed students to diverse perspectives and viewpoints with the goal of having students evaluate and synthesize these viewpoints. Teachers planned and assessed how the development of critical thinking and problem-solving skills related to social-emotional learning. The focus of this inquiry was to identify how analytical thought played a role in the development of emotional intelligence skills that are a key component of the PVC RULER approach. Teachers also planned and created learning experiences that helped students to justify their arguments and viewpoints utilizing claims and evidence for the purpose of being persuasive and practicing sound, analytical thinking as it related to problems.

The PVC Curriculum Coordinators served as leaders in these inquiry groups. They formatted the discussions and learning experiences to ensure that their department members were productive and on target. The Curriculum Coordinators monitored the progress of the department over time and shared the work of the teachers with school administration and faculty. As a result of this work, teachers had developed new learning strategies and identified ways to intentionally address the various critical thinking attributes that are represented in the critical thinking rubric. It was due to this work that critical thinking through problem-solving was being operationalized in every classroom, in every department and across all disciplines. This work served to help teachers reflect on their practice, set individual goals and to collectively realize how PVC could continue this work into the 2020-2021 school year. One of the most important results of this work was that a mechanism was created so that teachers could engage in this learning process, take action in their classrooms and have voice in the attainment of this goal. Through the collaborative efforts of school administration, curriculum coordinators and team leaders, there was complete teacher buy-in as it related to this goal. Teachers understood how this goal related to their students, their practice as an educator and how their efforts related to the district's mission, vision and the ongoing work with the Strategic Coherence Plan.

The impact of goal #1 was apparent in every classroom and in the manner in which students were being engaged in the learning process. Throughout the school year, students engaged in learning that required them to demonstrate their critical thinking and problem-solving skills and the other components of the Profile of the Graduate. This work with students was seen on a daily basis in every classroom and through the interdisciplinary learning planned by their teachers. The work to help students develop the skills and behaviors represented in the Profile of a Graduate were easily discernible in the projects and tasks that students were engaged in. The Change Project, the Fraction Fair, projects relating to sustainability and the

environment and in the written work of students indicated that the PVC teachers understood how the six components of the Profile of the Graduate were related and how each supported the development of the others.

Critical thinking/problem-solving: In order for students to develop and demonstrate the skills associated with this area of the Profile of a Graduate, students had to be engaged in learning quests that were precisely designed to require that critical thinking was applied to solving problems. In tasks such as the Change Project, socratic seminars in English Language Arts and Social Studies classes, or the creation of math games for the fraction fair, students had to be virtual experts on their topic, clearly define the problem and provide justification for their solution. Students had to consider multiple perspectives and consider various ways of looking at a problem. In order for students to engage in critical thinking and prescribe solutions, students had to first master content, concepts and the skills related to the learning standards. In their experiences with these projects and tasks, students had to apply what they knew about the concepts and reflect on the validity and effectiveness of their ideas and practices in achieving the goal of the task and ultimately finding success. To promote this type of critical thinking, students were required to self-assess and make revisions in their thinking, their writing and in the products that they created that demonstrated their learning.

Creativity/Innovation: Students demonstrated their creativity and innovative thinking in a variety of ways and in relation to the learning tasks that they were required to engage in over the course of the 2019-2020 school year. Students put their ideas into action in their pieces of writing and in the products that they created as a demonstration of their learning and critical thinking and problem-solving. Students created visual representations of their thinking in science classes. Models of scientific processes were rethought and students innovated in their creation of a tangible representation of these processes (i.e. Osmosis, Mitosis, cell division etc.). Students had to possess an expert understanding of the concepts that undergirded these processes in order to render an accurate physical representation. Students had to make critical decisions about how the materials they used could be “shaped” and modified to create the product they desired. Students had to be innovative in selecting the materials that they would use to create a working model of the scientific process they wished to represent. This type of creativity and innovation was also evident in visual presentations that students created in English Language Arts, Social Studies, Math and World Language. Students also demonstrated their ability to represent their critical thinking and problem-solving skills in the Fine Arts and Performing Arts. Students utilized the Innovation and Design Lab to give life to their ideas and to produce a representation of their ideas and innovative designs. In designing a perfect country, 5th grade students designed and created models of landmasses that represented the geographical features favorable to civilization and the natural resources necessary for vibrant commerce and sustainable development.

Communication/Collaboration: In order to find success in almost every critical thinking and problem-solving endeavor, students had to collaborate with their classmates to satisfy tasks and to create a product of their learning. Teachers actively taught students how to collaborate and communicate with each other and the teachers through a series of discussions, learning exercises, and reflective activities. In many of the learning experiences

that addressed critical thinking through problem-solving, students had to work as a team in pooling their ideas and re-working their designs. In the creation of presentations, infographics and products for their school stores, students had to rethink their approach and consider multiple viewpoints to come to a consensus as a group. Students also had to consult with people outside of their classrooms. Students worked with mentoring teachers, custodial staff, the InDe Lab teacher and community members to glean feedback about their work and to tap into the “expertise” of others. Students in Media and Communication created posters and public service announcements relating to environmental sustainability. The teams of students had to work together to put their ideas into action, consult others in the field and to ensure that the final product was effective at getting their message across.

Empathy: The ability of students to work with one another and with teachers, was based upon the relationships and emotional intelligence skills that students were able to develop and put into action. In considering solutions to the problems that are faced by the contemporary world, students had to take into account how these problems affected other people, living things and the planet. This approach to problem-solving and the application of critical thought, was based on students’ abilities and tendencies to consider the viewpoints and plights of others. In collaborating with their classmates, teachers and other adults, students did their part to contribute to empathetic relationships. In creating a solution to a problem or a product that would fix a problem or serve a group of people, PVC students developed and operationalized their empathy and understanding of other people. There were many examples of how empathy informed students work, influenced their thoughts and guided their prescription to solve problems. These can be seen in the areas that our 8th grade students pursued with their Change Projects. The topics that students chose to further their learning and demonstrate their critical thinking through problem-solving (criminal justice reform, environmental sustainability, autism, helping victims of domestic violence, etc.) highlights the level of empathy that PVC students have for others and underscore the students’ desires to serve others in a meaningful manner. Another example of how empathy and critical thinking through problem-solving has manifested in the pursuits of PVC’s students can be found in the work of a group of 6th graders to create prototypes of prosthetic limbs for amputees. These 6th grade students did research about the features of such devices and went to work in the InDe Lab to create their designs. This is a powerful example of how critical thinking and creativity intersected with students’ interests and empathy and resulted in activism. The work of these students was featured on an Instagram page dedicated to people with amputated and missing limbs called *BornJustRight*.

Flexibility/Adaptability: Being able to adjust to setbacks, work with others effectively and find success in each endeavor requires flexibility and adaptability. In every project and learning experience students were required to think about their thinking. Utilizing the metacognition rubric, students were provided with the opportunity to reflect on their learning, their thinking and modify their goals based on these realizations. Students received ongoing and feedback from their teachers and peers. The students used this feedback to guide their learning, skill development and to rethink their goals and their definition of success. In utilizing the writing process in their English Language Arts classes, students were required to engage in self- and peer-assessment of their written work. Learning a new

language as part of their Spanish, Mandarin and French classes required students to adapt to the feedback that they received from teachers and peers. One of the many examples of students demonstrating their flexibility and adaptability in their thinking and behavior was seen in a 6th grade project that asked students to consider how human beings could establish a civilization on the moon. Students in 6th grade explored the lunar surface and devised a plan to establish a colony on the moon. The students used Google Expedition goggles to “visit” the moon and analyzed the conditions and implications for human beings. After this exploratory work, the students revisited their supply lists and had to develop a rationale for this inventory. In discussions with their teams, the students used vocabulary from the rubric to defend or justify the items on their supply lists. The students also developed goals as to how they would further investigate the subject and develop a strategy for inhabiting the lunar surface. As part of this final step of this learning, the students developed questions that they would need to answer to arrive at a justifiable conclusion as to what essential supplies would sustain the lunar pilgrims and how they would adapt their initial plans to address the shortcomings and reflect what they had learned.

Initiative/Self-Direction: One of the most important factors in ensuring student success and the development of the skills embodied in the Profile of a Graduate is to have students exhibit ownership and agency in their learning and their school work. In participating and completing projects and learning tasks, students had to dedicate time to working on these projects and tasks outside of the school day. Students utilized their “free time” to work on projects in the InDe Lab. Students met with teachers and peer collaborators before and after school and utilized Google meets. Eighth grade students consulted with experts on their Change Project topics and their mentors to glean the feedback they needed to further their learning and guide their pursuit of the information they needed to formulate solutions to the problems they were exploring.

Initiative/Self-Direction was deemed as some of the most important skills and behaviors to foster in middle schoolers by the PVC teachers and curriculum coordinators. Faculty meeting time was allocated to creating a school-wide plan on how the faculty can encourage students to take greater ownership of their learning, develop crucial organizational skills and become independent learners. The school-wide initiative centered on having students utilize their planners to keep track of their assignments, check-in with their teachers and monitor the progress of their goals. An example of the effort to help students demonstrate greater initiative can be found in the checklists that teachers created to guide students through long-term assignments. These checklists helped students monitor and assess their progress in their mastery of math concepts, writing assignments and projects that had multiple steps. The effort to help students take greater responsibility and ownership of their learning was also represented in how projects and tasks were modified to provide students with more choice and voice in their learning.

Efforts to attain goal #1 also manifested in the professional learning and the discussions that targeted each area of the Profile of a Graduate. Each month the PVC faculty focused their attention on one of the six areas of the Profile of the Graduate in support of critical thinking through problem-solving. The school administration provided materials, articles and

strategies to the teachers each week that supported the monthly focus. Team level discussions and planning focused on how to support initiative/self-direction, empathy, collaboration/communication, adaptability/flexibility and creativity/innovation and established the wide acceptance among teachers that these skill sets are dependent on one another and support critical thinking through problem-solving.

When students exhibited critical thinking through problem-solving and the other components of the Profile of a Graduate they were recognized and celebrated. The Living the Profile of a Graduate award was received by dozens of students throughout the course of the 2019-2020 school year. Students were nominated for this award by their teachers. The nominating teacher described which of the components of the Profile of the Graduate the distinguished student had exhibited and consistently displayed. A letter of explanation and congratulations along with a certificate was mailed home to all recipients.

The efforts to facilitate Year III of the Strategic Coherence Plan were successful and moved PVC Middle School forward in the quest to fulfill the goals of this five year plan. Professional development for teachers established a common understanding of the intended purpose of this goal and the desired results. The outcomes were evident in the planning the teachers did, modifications that they made to curriculum and assessments and in the types of learning experiences that students were engaged in. Teachers also advocated for these goals and supported the attainment of this goal. Teachers asked for feedback through the observation process and collaborated with school administration in fine tuning lessons to better instruct students in critical thinking through problem-solving and the other areas of the Profile of a Graduate.

Goal #2: Implement and support enhancements to Math at Your Own Depth

During the 2018-2019 school year, the PVC Middle School Math Department and the school administration hosted an evening to glean feedback from parents about Math at Your Own Depth. Through the World Cafe protocol, qualitative data and perceptions were collected from parent attendees. This feedback was reviewed and a plan to make Math at Your Own Depth more understandable to parents and supportive of students of differing abilities was created. This plan became the basis for the second annual goal of PVC Middle School. This goal consisted of seven action steps or enhancements that would provide parents with information about the program, help parents to support their children in the use of Imagine Math and to ensure that students are appropriately challenged no matter where they are on the learning continuum.

Math teachers and the school administrators created a resource guide for parents to support their children at home and to promote independent learning. The math teachers identified numerous resources and online sites that were sent home shortly after the start of the school year. Parent feedback about these resources was favorable. Parents have informed math teachers that the print materials and online resources were user friendly, easily accessible and enabled them to coach their child with their math aspirations when at home. This math resource guide can be found on the PVC Middle School Math Department website, <https://sites.google.com/a/chufsd.org/pvc-math-curriculum/PVC-Math>. The resources

include books, online sites, math questions to further children's mathematical thinking and resources that will help parents better understand their children's learning styles and preferences.

The math teachers and school administration started the school year by providing every math student and their family with a syllabus of the coursework. These documents contained units of study and the concepts and skills that they would have to learn during different times of the school year. This communication was helpful to parents and students in understanding the overall flow of the class, the work entailed and how students would progress through the topics. The creation and sharing of the syllabi for 7th grade math also highlighted how students could move through the topics at a pace that was suitable for them and how they could participate in Algebra I in 8th grade.

On October 7th, 2019 PVC Middle School hosted a long-planned and anticipated event called, *The Home-School Equation: How Students Can Benefit From Parental Support in Math*. This evening is one of the seven action steps that were identified as "enhancements" to the Math at Your Own Depth approach. This evening was designed to provide parents with more knowledge about how they could support their child at home and to help them better understand how their children could utilize the program, Imagine Math, to pursue their math learning, set goals and monitor their progress.

PVC Middle School math teachers were joined by Raheela Baig of the Lower Hudson Regional Information Center, and Noah Riley of Imagine Math. The evening began with a presentation about the various features of Imagine Math. Ms. Baig and Mr. Riley introduced and reviewed how parents could log on with their children and access diagnostic information about their children's learning. Parents were made aware of the level of support that the students were afforded through the program, and particularly their child's ability to access live teacher support. The presenters explained how this type of support could be accessed, and shared the hours of accessibility each day of the week and on weekends. The presenters welcomed questions from parents and the parents, teachers and presenters had a very informative conversation about supporting student learning.

After the opening presentation, parents were offered to take part in two break-out sessions. The choices were as follows:

- The In's and Out's of Imagine Math
- The Assessment-Instruction Connection
- Accessing the Right Resources
- Understanding Your Child as a Learner

Each of the breakout options had a session-one and session-two so that parents could be part of two of the four intimate learning experiences.

As a follow-up to this collaborative event, the school administration sent out a K12 Alert communication that recounted the evening and provided every parent with the "resources" that were featured and introduced in the four break-out groups.

Over the course of the school year, math teachers and their students utilized unit and skilled-based checklists to document each student's progress in the mastery of the standards as they applied to each unit. Teachers and students engaged in discussions and check-ins with one another that helped the students to understand their progress and set goals in their math class. Parents received frequent communication about their child's progress and reminders about the mastery that needed to be demonstrated in order to be eligible for Algebra I in the 8th grade.

Math teachers utilized pre-assessments to plan the progression of the units of study. Pre-assessments were used to gauge students' understanding and knowledge of the concepts and skills associated with a unit. Teachers used this data to make instructional decisions, create strategic learning groups and to offer students the right amount of support throughout the unit. Students who demonstrated mastery on the pre-assessments were offered learning opportunities that matched their needs and level of competency. These students attended lab periods with teachers in higher grades. Students experienced more in depth and advanced learning as the 7th and 8th grade math teachers helped them to understand the connections between the math topics in other areas of the 7th and 8th grade curriculum. These students also got additional coaching in their work with the pathways of the online program Imagine Math.

Students were afforded more opportunities to stretch their math abilities with educators who guided them, set goals with them, and deepen their understanding of the concepts to develop a strong foundation for future math learning. This included opportunities for students to push ahead in their math learning by recruiting the assistance of teachers on other grade levels to serve as consultants.

Over the course of the school year, the PVC Middle School math teachers met frequently with the school administration to ensure progress was being made and for the purpose of making adjustments to instruction to best meet the needs of students. This planning and progress monitoring supported teachers in their response to students who needed more rigorous instruction, more challenging materials and to expediently identify students who needed additional support in developing the basic skills.

This goal was also shared and monitored by stakeholder groups like the Building Planning Council. Through various meetings with teacher and parent representatives, this goal was vetted and modified to ensure that it was properly implemented. The school administration provided frequent updates to the members of the Building Planning Council on the progress of this goal and how it was materializing in student outcomes. At a January work session meeting, the school administration provided the Croton-Harmon Board of Education with information about how data was being used to drive instruction in math and to help differentiate instruction. As part of the Annual Report, the PVC Middle School administration reviewed how information from state assessments, Renaissance Star reports, the math checklists and the examination of student work informed instructions and helped math educators to tailor instruction for individual students.

The work with Math at Your Own Depth will continue into the near future. With every new cohort of students, and to meet each student's unique needs, the school administration and the math department must remain vigilant. The strength of this program and the value it brings to the students will be intricately connected to how well the approach addresses the learning needs of students and encourages their growth. This will require monitoring, the persistent review of student performance data and the willingness to make adjustments. The school administration recognizes these realities and fully embraces the challenges and the work ahead.

Goal 3: Continue to build and foster a restorative culture at PVC Middle School and within every classroom.

Often middle school children make mistakes while at school and occasionally behave in a manner that violates the Code of Conduct. Conversations about how to hold students accountable and help them to take ownership of their behavior began in the spring of 2019. Teachers and administrators learned of restorative practices that can help build relationships and repair the harm done by unwanted behavior. The need for this goal was borne out of the desire to engage students in reflective thought, take responsibility and to encourage students to be contributing members of a school community that valued relationships and learning above all else.

Over the summer of 2019, John Griffiths (Assistant Superintendent) and I (Michael Plotkin, PVC Principal) designed a class for teachers that wanted to learn more about restorative practices and how they could be implemented in their classrooms. This work, to create a more restorative culture and to rethink student discipline, was advanced at the middle school over the course of the school year.

One of the first reforms that were made in order to provide students with a restorative experience was to reformat the intake sheet used by the school administration when a student has made a mistake or has misbehaved. The intake sheet was reformatted with restorative prompts that focused the students attention on how their behavior was harmful to others and themselves. In making these changes, a shift in thinking was represented.

The PVC Middle School administration began to rethink how discipline was handled. Instead of just prescribing traditional consequences (i.e. detentions and suspensions) the school leaders reviewed the circumstances in which misdeeds occurred and analyzed the level of harm that was done to the relationships between the different people involved. This shift in thinking led to a plan of action by identifying the relationships that needed to be repaired and the healing that needed to be facilitated. As more teachers were made aware of, and engaged in this thinking, a more effective methodology emerged as to how to create a strong restorative culture at PVC and an effective approach to teaching students how to foster quality relationships with others even through adversity.

There were various aspects of this work that took shape in how disagreements were resolved between students and how misbehavior and violations to the middle school's Code of

Conduct were addressed. In the spring of 2019, the middle school administration began recruiting and training students to serve their school community in the role of peer mediator. This work continued in the fall of 2019. Students completed and submitted an application indicating that they wanted to serve in this capacity. With fifteen applicants, the school administration designed and implemented several training sessions that would ensure that these students would be effective mediators.

In reflecting on the peer mediation experience from late last year, realizations were made to connect the peer mediation training to some of the tenets that were the basis of PVC's approach to social-emotional learning. It was decided by the school administration and the school counseling team that RULER strategies and the principles behind restorative practices had to play a more central role in the mediation process.

Students were enthusiastic about their participation in this annual training. The principal and assistant principal started the session by probing why the students wanted to participate in this endeavor. The student participants cited many reasons for getting involved including, "to do my part in making the school a safer and happier place." The training also helped the students to make the connection between mediation and the fostering of a restorative culture at PVC. Students spoke about how the meditations were one of several restorative practices. They contended that successful mediations "restore and mend relationships." They discussed with their groups how a successful mediation can "save a friendship," "help people co-exist" and "assist students with healing after something bad happens."

The students were keen in identifying the differences between an effective and ineffective mediation. The future mediators spoke about avoiding judgement, preventing bias, the importance of asking clarifying questions and the qualities and traits exhibited by an effective mediator. The student participants used instructional videos to learn about how to conduct the most effective mediations. After watching the videos about the do's and don'ts of mediation, the students were required to conduct a mock mediation. Using a variety of scenarios, each team practiced their mediation skills and got more familiar with the mediation protocol. Once the students had the opportunity to do several of these mediation practice sessions, they ended their training by reflecting on the experience.

Over the course of the 2019-2020 school year, dozens of mediations took place. When students had a disagreement or heated argument the school administration and school counselors asked two mediators to conduct a mediation session. Utilizing the protocol, the mediators helped the students involved to speak about their grievances and their feelings. The mediators created a safe and productive environment in which each student complainant could speak, and would be required to listen to their counterpart in the mediation process. The peer mediators assisted the students involved in finding solutions to their problems and quarrels. This process was memorialized by all parties signing a document indicating that each party would adhere to the agreement. The peer mediation process has been effective in that the disagreements and conflicts that were addressed through this process were resolved. In the more than two dozen mediations, not one case had to be dealt with further and the two parties involved had no recurrence of disagreement, conflict and no further action (aside from check-ins with both parties) was necessary or warranted.

Peer mediation and the resolution of conflict is not only a positive step in the quest to create a restorative culture, this program relies on, and fosters the critical thinking through problem-solving skills that are part of the Strategic Coherence Plan goals. Working with students to develop critical thinking skills through problem-solving has applications across all disciplines. Why not apply these skills and proclivities to conflicts/problems between students? The PVC Peer Mediation program trains students to solve problems/conflicts between students through their critical thinking skills. Students who are mediated also must apply their critical-thinking skills to solving the problems/conflicts that they are embroiled in and to navigate the social-emotional landscape of middle school. The Peer Mediators and the students served by this program, exhibit critical thinking through problem-solving in the most authentic of real-world problems; problems and conflicts that have significant meaning to them and real consequences for their lives and emotional well-being.

The growth of the peer mediation program and its application to resolving conflicts between students connects to other components of the PVC Middle School approach to social-emotional learning. Teachers and students understand the nexus between the PVC RULER approach and the peer mediation program. Often mediators used language from the RULER approach and the concepts that relate to the anchor tools during mediations. Mediators and those being mediated, recognize that the emotions of each party needed to be unpacked and spoken about. Addressing the “feelings” of each party created a strong foundation for a resolution to the conflict or disagreement. The fourth anchor tool of the RULER approach, the BluePrint, was utilized in creating the scripts used by student mediators to resolve problems between two or more students. The RULER Blueprint, was designed by the Yale Center for Emotional Intelligence as a framework to solve problems between people. The Blueprint serves as another connective piece between the RULER approach, restorative practices and the Strategic Coherence plan. The Blueprint’s main features are to examine the feelings of the two parties involved with the purpose of each party gaining an understanding of how they and the other person felt and what caused those feelings. The Blueprint also requires the two parties to take responsibility for their past responses and to come to terms with how they can handle such situations better in the future.

Starting in September 2019, the school administration began implementing restorative practices to deal with violations to the Code of Conduct. When students exhibited disruptive behavior in class or treated someone unfairly, the school administration utilized the guiding principles of restorative practices to address and remedy the situation. Through readings and research the school administration and the PVC counseling team were able to learn how restorative conferences and circles could be employed. The school administration also began creating restorative experiences for students based on the simple principles found in the Little Book of Restorative Justice (Howard Zehr). The purpose of restorative practices is to hold students accountable, give voice to students and to help all students repair and maintain relationships and their sense of dignity and self worth. In engaging in meaningful dialogue and utilizing restorative approaches, the students and staff of PVC Middle School will be able to build a stronger sense of community, strengthen empathy in students and adults and do everything possible to make things right in dealing with adverse situations.

The PVC Middle School administration got teachers involved in learning about these practices and participating in them when possible. Teachers who reported a student's disruptive behavior were asked to take part in a restorative conference. During such conferences the student, teacher, school counselor and parents were brought together by the school administration. Several questions were asked of each party involved utilizing a simple restorative dialogue protocol. The restorative conferences were effective in that they required students to consider how their behavior was harmful to others and take an active role in repairing that harm. The teachers and parents involved also played a role in supporting the student at the center of the conference and reinforcing the idea that the remedy to the problem was not about the rules that were broken but about the relationships that were damaged. While not all conferences had the same outcome, all of the restorative conferences were successful in that they helped the students and teachers involved to better understand one another and make the situation better than it was.

Another restorative practice that was utilized at the middle school this year was the restorative circle. This practice worked best with large groups of students. Using the circle ensured that everyone had a voice in addressing a situation and that the parties involved would listen to one another and consider how they can relate better. In using the circle protocol, students were honest about their actions, articulated how their actions harmed others and participated in creating a course of action that would remedy or avoid future harm. The circle protocol was such a powerful way of getting people to listen to one another that the school administration decided to use this method as a means to build better relationships and have discussions about difficult topics.

The school administration began using the restorative circle (connection circle) in other areas and as a learning and training tool for teachers. This use of a restorative circle differs from the aforementioned application in that the main purpose of the use of the connection circle is not to remedy harm or address an adverse situation, but to build a sense of community and to develop strong, empathetic relationships with others. The connection circles were first used with faculty members at meetings to unpack and discuss personal and professional hardships. Having faculty members share their struggles and the emotions that accompany them, helped the PVC faculty become a stronger team and to develop meaningful relationships between one another. After engaging the faculty members in several of these circle experiences, the faculty and school administration shifted the focus of the discussions on how this protocol could be used with students and to create a restorative culture in classrooms and throughout the school.

Providing the teachers with discussion prompts, "ground rules" and the guiding principles of effective restorative circles, was all they needed to experiment with this protocol. Teachers utilized the circles with their classes and with their Advisory groups to get to know each other better, build caring relationships and to create an environment of respect in their classrooms between students and themselves.

The restorative circle was also utilized as a format to work with students in various settings. Students that were part of the Superintendent Advisory Council utilized the restorative circle protocol to discuss changes that they wanted to make at PVC Middle School and to create an action plan for bringing about such changes.

PVC Middle School's efforts to create a more restorative culture and infuse restorative practices into how student behavior was addressed served as the basis for professional learning with colleagues from other buildings and work with the district office. The high school principal Laura Dubak and I (Michael Plotkin, PVC Principal) facilitated a discussion with forty teachers about restorative practices. This "conversation" served to make teachers more aware of the principles of restorative practices. During this gathering, Mrs. Dubak and I used scenarios to get the teachers talking about traditional discipline in comparison to restorative approaches. The group was able to clearly define the key principles that undergird restorative practices. The high school and middle school teachers were able to listen to each other's ideas and questions. The benefit of this discussion was that the two Principals were able to answer questions that teachers had about these concepts and how these practices could be applied as a school-wide approach, and as an additional tool for classroom management. Mrs. Scollins and I also worked with district colleagues to re-examine the Board of Education policy to find ways to infuse restorative practices throughout the district.

This year, the PVC Building Planning Council also learned about restorative practices and worked to put these practices into action at PVC. In working with the members of the Building Planning Council, the school administration reviewed the foundational principles of restorative practices with the group. Utilizing scenarios, the members of the Building Planning Council were made aware of how restorative practices were being put to use with teachers and students.

The Building Planning Council utilized what they had learned and their understanding of the principles behind restorative practices to revise the PVC Middle School Code of Conduct. The newly revised Code of Conduct contains more than just the traditional responses to wayward student behavior and violations to the Code of Conduct. The Code of Conduct contains restorative responses that have been used over the course of the school year.

The successful attainment of this goal would not have been complete without offering the PVC parent community the opportunity to learn about and provide input on the effort to rethink how student discipline is done and to create a more restorative culture at PVC Middle School.

The PVC School administration decided to host a Coffee Talk in January on this topic. The topic of this Coffee Talk was, *Restorative Practices: A Fresh Look at Student Discipline*. Parents were engaged during this event by asking them to recollect what school-based discipline efforts looked and felt like when they were middle schoolers. Parents read a story that was featured in the *Little Book of Restorative Discipline for Schools*. (Amstutz & Mullet, 2015). "The Turkey Prank" can be found in the first pages of the aforementioned book and served to

spark a discussion with these parents about the benefit of restorative approaches like the one portrayed in this story.

Mrs. Scollins and I asked the parents to identify the underlying principles and beliefs of restorative practices from the information that they encountered in the story. A discussion ensued exploring these principles that undergird restorative practices. The parent attendees were made acquainted with how the questions that are asked, by school leaders and teachers when dealing with wrongdoing, change when we rely on a restorative approach. It was demonstrated that the questions that guide inquiries, actions, interventions and support, change due to the shift in thinking that is focused on restorative processes.

To provide the parents with a clear picture of how restorative practices and principles are applied at PVC, Mrs. Scollins and I reviewed some of the cases in which these approaches have been used. The school administration also explained how students and teachers have been engaged in restorative conferences and circles. It was also explained how the school administration strategically selected the restorative approach to take based on the needs of the students involved and the situation.

The most important thing to note about this experimentation with restorative practices is the early signs that the PVC school culture is being transformed. When the school administration gets a report of a student's misdeeds or a problem between two (or more) students, the default thinking is not focused on how to punish the student(s) involved. Instead, this is a time in which the school administration has engaged in a review of the circumstances in which the misdeeds occurred and weigh who has been harmed. The plan of action in dealing with misbehavior and violation of the Code of Conduct is more informed by identifying the relationships that need to be repaired than what punitive measure needs to be implemented due to the rules being broken. As school administration reflects on the successes of the 2019-2020 school year, they will consider how to allow restorative and principles and practices to permeate into other areas of school life and how they can be utilized in every classroom as an effective approach to teaching students how to foster quality relationships with others even through adversity.

3. Curriculum and Instruction:

At PVC Middle School the school administration and faculty 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. The teachers at PVC Middle School are consistently engaged in curriculum review, utilizing assessments to gauge student performance and to make sound instructional decisions. The teachers at PVC Middle School, with the support and encouragement of the school administration, work 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. Curricular and instructional changes and modifications during the 2019-2020 school year reflect the goals of the Strategic Coherence Plan, and PVC Middle School's response to New York State regulations, District initiatives, and teachers being responsive to the needs of their

students. This was especially evident in the work done by the various departments and assisted by the leadership of PVC's Curriculum Coordinators.

English Language Arts:

During the 2019-2020 school year the English Language Arts department at PVC Middle School worked to make themselves familiar with the Next Generation ELA Standards and to respond to the New York State mandate to adopt and implement changes in curriculum and instructional practices to represent the transition from the New York State P-12 Common Core Learning Standards (2011) to the English Language Arts Learning Standards (Next Generation Standards, 2017). The department continues to make adjustments to their curriculum to reflect these changes. One of the many accomplishments of this department has been the modification of the standards-based report card during the summer of 2019. The ELA portion of the standards based report card has been updated to reflect the changes of the Next Generation standards in grade 5-8. Revisions to assessments and learning tasks will be ongoing and continue into the 2020-2021 school year.

ELA teachers collaborated to address the goals of the Strategic Coherence Plan, Year III. They worked together to align how district and grade-level rubrics are used to assess students in grade 5-8. ELA teachers examined learning tasks and assessments to ensure that they aligned with standards and the goals of the Strategic Coherence Plan (SCP). ELA teachers worked throughout the year to identify areas in their curriculum and units of study to ascertain how they were teaching the skills associated with critical thinking through problem-solving. They also designed new learning tasks and experiences that targeted these skills. These teachers identified examples of student work and artifacts that demonstrated student understanding and growth in this area of the SCP. The ELA department conducted a curriculum review to ascertain how the learning in grades 5-8 promoted the development of skills related to the other components of the Profile of a Graduate. Modifications to the ELA 5-8 curriculum were made to reflect the critical thinking through problem-solving goal and the instructional changes to target skills in connection to the five other components of the Profile of a Graduate. These modifications were entered into the Rubicon Atlas curriculum maps.

Mathematics:

The manner in which math instruction is approached at PVC Middle School is a model of how data-driven instruction and student ownership can be coupled to provide a targeted and responsive educational experience. Math At Your Own Depth (MAYOD) is the moniker for the various facets of the instructional approach that provides a quality math education to each child at the middle school. The MAYOD approach relies on student performance data, differentiated instruction, quality assessments and a strong teacher-student partnership to provide targeted, individualized instruction to students in grades 5-8.

During the 2019-2020 school year, several efforts were made to continually grow and strengthen this approach and to ensure that the methodologies employed were responsive to the needs and abilities of the students at Pierre Van Cortlandt Middle School. To support the math educators at PVC Middle School, the school administration met regularly with

teachers to review student performance data and make adjustments to ensure that students with different abilities were appropriately challenged. Math educators implemented pre-assessments at the start of each new unit to determine which instructional strategies would be used and how they could best address the various students' needs. The math educators also provided parents and students with precise feedback on the student's progress through the use of checklists. These checklists were used by students and math teachers to help keep track of students' progress and what mathematical skills the students had mastered. Teachers made adjustments in instruction, groupings and in how they differentiated based on the information that they gleaned from formative assessments, pre-assessments, performance data from the Imagine Math and Renaissance Star Math programs.

Math educators also spent considerable time addressing the goals of the Strategic Coherence Plan. Math teachers collaborated with other members of their department to align learning tasks, units of study and assessment with the district rubrics and to provide students with opportunities to engage in critical thinking through problem-solving. Math teachers revisited how the district rubrics were being used at each grade level and identified areas in the math curriculum to get students more familiar with the use of the rubrics in relation to the projects and assignments that they were engaged in. Math teachers also identified areas in the curriculum that promote the various components of the Profile of the Graduate and designed projects to target those skills.

In designing assessments that aligned with critical thinking through problem-solving, the math teachers utilized a backward planning process to identify desired student outcomes and how the students would demonstrate their learning. Projects that were assigned to students required them to reflect on their overall learning experiences, identify their successes and areas in need of improvement and to pursue learning goals strongly connected to the learning standards. The math department is making significant progress in their transition to the Next Generation Learning Standards. The standards-based report card has been updated in grade 5-8 for mathematics.

One of the most consequential accomplishments of the PVC Middle School Math Department was the identification and implementation of the "enhancements" to Math at Your Own Depth." The math department designed and distributed course syllabi to the students and parents in the first weeks of school. These helped students and parents to understand the trajectory of the math class and how a student should be progressing through the units of study. The math teachers at PVC utilized checklists to have conversations with their students about their progress and provide students with a greater sense of ownership over their math learning. The math department hosted an evening event for parents, The Home-School Connection, in which teachers and representatives from Imagine Math reviewed how parents can support their children at home and their individualized learning through the use of this program. While all of the math teachers participated in the planning of this event, six teachers conducted breakout groups later in the evening that addresses various aspects of math education.

This year math educators went to great lengths to ensure that they knew their students as learners and were making the necessary adjustments in instruction to meet the diverse needs of their learners. When students “tested out” of a particular unit, the department worked to ensure that these students were appropriately challenged. Students from the 5th and 6th grade, were assigned to visit math labs in the 7th and 8th grade when deemed necessary. In this setting, students who demonstrated early mastery in a given unit were provided with a more in-depth and challenging part of the 5-8 math curriculum. A high level of care and professionalism was also evident in how teachers worked with students who wanted to be in the Algebra I class during their 8th grade year. Math teachers met with students before and after school. Students consulted their math teacher during lab periods and throughout the day and received coaching on how to complete the pathways in Imagine Math. This was especially evident during the Covid-19 school closure. Math teachers met virtually with their students to provide them with coaching, feedback and encouragement at various times during the day and even on the weekends. As a result, many students that were doubtful of their ability to gain entrance into Algebra I have completed the requisite work and have developed the foundational skills to be successful in this academic setting in the coming year.

Use of Imagine Math:

This was PVC Middle School’s second year using this program to support math learning for students in grades 5-8. Imagine Math is a support program which students and teachers used to further math learning and offer students a platform to practice and improve skills. This program served an important function in that it offered students unlimited opportunity to practice and develop their skills and understanding inside and out of school. While students were provided with time during the school day to utilize the program, the vast majority of students accessed and used the program from home. Data from the program was used by teachers to create responsive instructional experiences. Teachers were able to access reports about student usage and information that helped them to identify learning trends and address conceptual and computational weaknesses. Math teachers were able to create and assign individualized pathways for students of different math abilities. Imagine math served as a vehicle for students who wished to excel in mathematics and those that needed additional support. 7th grade students used the program to prepare themselves to take Algebra I in the 8th grade. Students completed the units of study, were provided with feedback and had access to teacher coaching during their lab period, in their math class and through the “live help” feature that is part of the Imagine Math program. During the 2018-2019 school year every math educator underwent training in how to use the program and how to support students with the program. This year, the PVC teachers ran training sessions for parents on how to support their children’s math education using this program. The PVC math teachers relied on student performance data that was generated by the Imagine Math program to inform their instructional decisions, provide diagnostics on student progress and to report student growth to parents. During the Covid-19 school closure the Imagine Math program and its various features offered students with ample opportunities to practice their math skills and strengthen their understanding of math concepts. With the help and guidance of their teachers, students were able to continue their growth in math utilizing this program.

Science:

The teachers of the PVC Middle School Science Department engaged in collaborative work to address the goals of the Strategic Coherence Plan. The PVC science teachers identified areas of their curriculum that promote skills associated with critical thinking through problem-solving and the other components of the Profile of a Graduate.

Science teachers engaged their students in meaningful inquiry and projects that required students to develop investigative skills. Science teachers designed learning experiences that required students to apply the skills represented in the Profile of the Graduate to finding solutions to real-world problems. Students learned how to read effectively using content specific texts. Students learned how to cite evidence from texts to support scientific claims and evaluate their validity. Students practiced collaborating with others through experiments, group projects and learning tasks.

The Science Department reviewed student work and projects to identify artifacts and evidence that would serve as examples of how students were learning to become critical thinkers and problem-solvers. These examples were utilized by this department to improve instructional experiences, make learning more engaging for students and ensure that science instruction promoted critical thinking through problem-solving.

In the science classrooms at PVC Middle School, students were required to evaluate information through an inquiry approach. Students were taught how to make connections between different concepts and scientific phenomena and how to make observations and formulate hypotheses.

The members of the PVC Science Department have considered how the Next Generation Science Standards will align with the goals of the Strategic Coherence Plan and have begun the process of updating the curriculum maps in grade 5-8 to reflect the new learning standards and district goals.

The Science Department also held the first Regents Science preparation class in the summer of 2019. Members of this department will be offering this class to all rising 8th graders in the summer of 2020 through a virtual platform.

Social Studies:

The PVC Middle School Social Studies Department worked diligently to address the goals of the Strategic Coherence Plan and ensure that the teachers understood the implications of these goals. The Social Studies teachers utilized the *Rigor and Relevance Framework* to re-examine their units of study and to modify instruction to ensure that all of the areas of the Croton-Harmon Profile of a Graduate were present in the instructional experiences that students were exposed to. The Social Studies Department worked to identify areas in the grades 5-8 curriculum that specifically targeted critical thinking through problem-solving skills. Using student work and other artifacts, the PVC Social Studies teachers compared

these examples to the data derived from the Fast Efficient Baseline Assessments to inform their instructional approach to teaching social studies and further assess students in the six components that make up the profile of the Graduate.

World Language:

The World Language Department collaborated and worked to determine how to continue to foster critical thinking through problem-solving in their classes. World Language teachers focused their discussions and efforts on understanding and operationalizing their grade 5-8 curriculum to better support the goals of the Strategic Coherence Plan. The World Language teachers created instructional experiences and classroom routines for their students that fostered the development of skills represented in the Profile of a Graduate. These learning opportunities included lessons focused on communication, collaboration, critical and creative thinking.

World Language teachers also planned together to enhance student engagement in their classrooms-planning units of study and revising tasks to increase student ownership, choice and to afford students real-world scenarios to apply their learning. The World Language Department also ensured that students worked to develop thinking skills connected to the practice of metacognition. In their units of study and daily learning tasks, World Language teachers afforded students the opportunity to reflect on their learning experiences for the purpose of recognizing their successes and areas in need of improvement. Due to these efforts, the World Language classrooms became environments that encouraged students to be independent learners who actively pursue the learning of a new language.

Members of the PVC World Language Department served on the New York State Education Department's Languages Other Than English Standards Review Committee. These teacher's provided input and feedback to the regional committee as the group revised the New York State Languages Other Than English Standards. The PVC World Language teachers involved had valuable input to contribute. The PVC World Language teachers were involved in the creation of the standards-based report cards at PVC and worked this year to ensure that learning standards align with assessments in grades 5-8.

Fine Arts:

The PVC Middle School Art Department found success in the attainment of the goals of the Strategic Coherence Plan for Year III. The teachers were able to seize upon the many opportunities in the 5-8 Fine Arts curriculum to promote critical thinking through problem-solving with students. Art assignments and projects were designed to offer students problem-based learning experiences in which they demonstrated independence in their planning, execution and their thinking. The manner in which learning tasks were designed increased student agency by offering students more choice, opportunities to collaborate and the ability to take risks in pursuit of their creative endeavors. The assignments and units of study that students encountered in their art classrooms required them to consider multiple viewpoints, perspectives and to evaluate works of art. Students demonstrated critical thinking through problem-solving throughout the year and especially during the period of time when school was closed due to Covid-19. Students had to be creative and apply their

problem-solving skills to meet the requirements of various projects utilizing the materials that they had at their disposal at home.

Special Education:

The teachers of the Special Education Department played an essential role in providing a “support system” for the students at PVC Middle School. Special educators worked with students to ensure that they developed the foundational skills that would allow them to be critical thinkers and problem-solvers. In the development of individualized educational plans, special educators recognized the need to align individual student goals with learning standards and the cognitive and behavior proclivities of the Profile of a Graduate. In their collaboration with general educators, these teachers designed differentiated learning experiences and modified lessons while keeping the goals of the Strategic Coherence Plan in mind. In the consultant teacher classrooms, teachers worked with their partner teachers to ensure that students with different skills and learning abilities were able to engage in critical thinking and problem-solving. One of the most noticeable areas of this department’s work was their ability to assist students in the development of organizational skills and the leadership that they exhibited in applying the Response to Intervention process as needed. Through their planning and their advocacy for students, the special education teachers ensured that all of PVC’s students experienced success, growth and an environment that valued all learners.

Performing Arts (Music):

The Music Department purposefully worked with students to help them develop critical thinking and problem-solving skills and address the other areas of the Croton-Harmon Profile of Graduate. This work manifested itself in music education classrooms, concerts and in the lessons and practice sessions conducted by the choral, band and strings teachers. Music students collaborated with one another and their teachers to continually improve their abilities to play as a unit and to sight read a variety of music. Music teachers established a protocol and method that required students to self-assess their work and reflect on their performances in order to identify areas of improvement. In music class, students worked collaboratively to create original pieces of music. Students evaluated their work and made revisions to their iterations through the self-assessment process and using the feedback that they received from other students and their teacher. Students and teachers worked together to make the Winter Concert a worthwhile event and an appropriate representation of PVC students’ musical abilities and growth. Like other departments, the music teachers examined examples of students' work and collected artifacts for the purpose of aligning instruction with the distinct rubrics and to fulfill the goals of the Strategic Coherence Plan. The music department made great efforts to continue music education during the closure of school that started in March due to Covid-19 pandemic. PVC music teachers relied on virtual settings and video technology to continue their students’ learning and music experiences. The three music teachers at PVC provided video productions from the Symphonic Band, the Strings Orchestra and the 8th grade Chorus as part of the PVC Middle School Graduation program.

Innovation and Design Lab/Engineering:

This was the fourth year that the Innovation and Design Lab (InDe Lab) was open and supported learning at PVC Middle School. The InDe Lab served as a hub of creativity for PVC's students and was a valued resource for staff. The Innovation and Design Lab is a dedicated space at PVC for students to explore their creativity and innovation and develop their critical thinking skills. The InDe lab was open during lunch and recess times to all students who want to build, create and tinker. Students also went to the InDe lab after school to work on independent and school-related projects. Teachers also collaborated with the InDe lab teacher, Ms. Brennan, to infuse creativity, innovation and the use of critical thinking and problem-solving skills into the curriculum and instruction. Students in the 5th grade were scheduled for class in the InDe Lab. This was the first year that Engineering was offered to 5th graders. This class was designed by Ms. Brennan to introduce the students to the InDe Lab and provide them with a learning experience that incorporated engineering principles into various creative processes and endeavors. The Engineering class offered students an experience to utilize all of the attributes of the Profile of a Graduate in creative pursuits and problem-solving. 5th grade students were motivated and engaged in the learning by being able to pursue their interests and by being provided with choices from a menu of projects/creative venues. All projects and assignments required students to utilize their critical thinking and problem-solving skills to demonstrate their learning and mastery of the standards. Students learned of the design process and how to apply creative, critical and innovative thinking to their work and creations. Designing, building, testing and improving their work provided students with a real-world application for metacognitive thinking processes and to evaluate the engineering and design principles that surrounded their products. Students learned how to use programs like Scratch, Tinkercad and brought their creations to life through the work of their own hands and with the help of the 3D printer. Students in the Engineering class learned how to adhere to safety procedures, collaborate with teammates, experiment with various building materials and engage in numerous engineering challenges.

Design Class:

This was the first year that the Design class was offered at PVC. Every 8th grader had the class two days out of the six-day schedule cycle. This curriculum and the goals of this class were created by the Design teacher, Mr. Itter, with the support of the PVC school administration. This class was taken by every 8th grade student, in addition to their participation in the Fine Arts class. The desire encourages high levels of student thinking and engagement. This was the basis for Mr. Itter's planning and vision for this class. The students encountered project-based learning experiences that taught students how to collaborate, use critical-thinking skills, rely on metacognition, conduct research and exhibit creative and innovative thinking. This class also combined and relied on the areas of STEAM education to promote critical thinking through problem-solving. Students in the Design class examined problems and challenges in creating and improving upon designs. Students had to consider multiple potential solutions and viewpoints in their approach to problems. This was evident in the students' analysis and evaluation of what constituted an effective and ineffective design. Students applied the design process to guide their own creations and to make modifications and improvements to their initial iterations. Students were encouraged to take

risks, make mistakes, generate original ideas and utilize the design process to inform their thinking and their learning.

Google 1:1 Chromebook Rollout Year II:

This was PVC's second year of the 1:1 Google Chromebook program. Each 5th grade student was assigned a Chromebook at the start of the 2019-2020 school year. The Chromebooks were used in all of the 5th and 6th grade classrooms. The devices were stored in charging carts each night, and numbered, so that the students knew which one was theirs. The rollout of these devices and the continuation of a 1:1 computing model were made possible due to the leadership of the District's Director of Technology, Deborah August, and the PVC Middle School Assistant Principal Lauren Scollins.

Ms. August and Ms. Scollins designed a rollout curriculum that taught students how to use and care for their new device. To continue and expand upon their efforts from last year, an updated "curriculum" was created and used by all 5th and 6th grade students and teachers. The modifications made in the lesson structure, the Chromebook manual and the other supporting resources, assisted teachers in helping students to understand how to properly use and take care of their devices.

The instructional materials featured numerous lessons about how to maximize learning through the use of the Chromebook and taught the students about digital citizenship. Aside from learning about the expectations and rules associated with online behavior and caring for the device, students learned about the various features of the Chromebook. The lessons that the students experienced provided them with practice on how to support their academic endeavors and inquiry using this device. Students were taught how to use Google Drive to create new folders and files and to share information with others.

PVC 5th and 6th graders were also taught how to use G-mail and write effective e-mails. Students were asked to examine several examples of e-mails and evaluate them to ascertain which ones would be considered appropriate and professional. Students were also required to draft their own e-mails and practice self-advocacy utilizing this medium. The 5th and 6th grade teachers also modeled how students would adhere to a routine that would allow them to keep track of their e-mails and be responsible for their assignments in Google Classroom. As part of the Chromebook learning, students were made aware of online safety and etiquette and provided with opportunities to demonstrate their understanding of these concepts.

As a result of this instructional approach for the second year of this rollout, there was not one reported case of cyberbullying or online safety concerns involving the 5th grade students. Another indicator of the success of this initiative was that the Chromebooks were not significantly damaged during the 2019-2020 school year. This work will continue with the incoming 5th graders and PVC 7th grade teachers next year.

The importance of this effort to create a 1:1 computing program at PVC Middle School was made significantly evident during the days of the Covid-19 school closure. Students and

teachers were able to continue learning and communicating due to their awareness and familiarity with this technology. Google Classroom became an indispensable part of the eLearning approach and was essential to facilitating interactions between students and teachers. The training that the teachers received and the learning that PVC teachers engage students in during the early days of the 2019-2020 school year made the transition to eLearning that much easier and seamless.

4. Special assemblies and highlights:

Child Nutrition Program at PVC: This was the first 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. Starting with the ribbon cutting ceremony at PVC on September 9th, 2020, the PVC Middle School administration has worked closely with the Assistant Superintendent for Business and the food service company, Aramark, to ensure this program's success.

The focus of the PVC meal program has been to ensure that the students are provided with nutritious meals at breakfast and lunch. A great deal of time and effort was dedicated to making sure that the process of obtaining meals was expedient and effective. At the start of the school year, PVC students received lunch cards that contained their personal identification numbers. Each student at PVC Middle School received a card with this information. After a few days utilizing the PIN number and getting used to the flow of the meal lines, the students at PVC became more efficient at obtaining their meals. As the students and kitchen staff grew accustomed to the process, the wait time for students decreased significantly.

During the first weeks of service, the kitchen staff worked diligently to keep up with the demand and process the students at the register. The School counselors and administrators stationed themselves at the register to assist students. Students were made aware of the choices that were offered, what constituted a meal and the pricing of the ala carte items.

As time went on, wait time for students was reduced significantly as everyone understood the procedures. Students remembered their PIN codes or had them handy. The food service workers were more nimble and effective at their particular tasks behind the lunch counter. Students were happy with the food choices that they were afforded. PVC students and those that were involved with the School Lunch Committee provided the food service manager, Eric Nickelson, with valuable feedback. Mr. Nickelson was able to glean further information from his meetings with student groups, like the Student Council, at PVC.

Erik Nickelson and the PVC school administration collaborated throughout the school year to identify issues and to make the necessary improvements. Mr. Nickelson worked diligently to ensure that the deliveries were coming regularly and that the items received represented what the students wanted. As a result of receiving student input, more choices were offered at lunch time and a salad and deli bar was opened on the service line. The salads included mixed greens, and a selection of several fixings. The sandwich meats that students could choose from included turkey, ham, salami and other lunch meats on a bread of the students' choice.

Another facet of the food service program that launched this school year was the PVC composting efforts. In October, 2019, PVC held two (grades 5-6 & grades 7-8) assemblies that informed the students about how composting would become part of their mealtime experiences.. A representative from the Greenburgh Nature Center, Pam Miner, presented in the third floor gym. She spoke about how the students will play a leading role in sorting the refuse into the appropriate cans. She used (actual garbage) props to make her point showing the students what materials should be composted and what were waste. The students responded well to her presentation by asking reasonable and thought-provoking questions. Many of the students expressed strong support for this effort.

Later that month PVC Middle School began the quest to make PVC a composting, zero-waste school. During each lunch period, the procedures were reviewed and it was made clear how the students would lead in this endeavor. Representatives from the Greenburgh Nature Center attended each of the lunch periods, “standing guard” by each waste station and further educating students and guiding them in the disposal of their garbage. Students caught on quickly and less prompting and guidance was needed as the year went on. PVC’s lunch aides were also dedicated to this effort and continued to offer guidance and support to the students.

The Child Nutrition Program continued operating even though schools closed in March of 2020 due to Covid-19. Aramark continued to provide lunch to the community's neediest students. A meal distribution schedule was created and food was distributed several times a week to ensure that the pandemic did not interrupt or thwart the district’s mission to offer access to nutritious food to those students who benefitted from this program.

Veterans Luncheon/Croton Caring Committee:

On Wednesday, October 16th, 2019 several PVC students took part in a collaborative effort with the Croton Caring Committee and local veterans. The U.S. Army and Marine Corp Veterans arrived at PVC and were greeted by students in the Library. After brief introductory remarks, PVC students interviewed the veterans by asking them questions about their experiences in the service, about their lives after their service and about their outlook on their experiences. PVC Middle School students prepared for this event by crafting questions that they would use to interview the veterans. They did research about the different branches of the armed services and learned about the conflicts that these people had served.

The student-veteran interviews were videotaped. The video footage was edited and a final highlight video was produced. The highlight video commemorated this event and the interactions of our students with these special visitors. On November 16th, 2019 the video was shown at the Croton Caring Committees Veteran Luncheon hosted at PVC.

The Veterans luncheon on Saturday, November 16th, at PVC Middle School was planned through collaborative efforts of the PVC school administration and Carrie Sena, the Executive Director of the Croton Caring Committee. On this Saturday morning the PVC cafeteria was transformed into a festive banquet hall. Replete with red, white and blue balloons,

tablecloths and bunting adorning the doorways, local veterans and their families were welcomed to the luncheon and to PVC Middle School. The volunteers included people from the Croton Caring Committee and about a dozen students from both the high school and the middle school. Some of the distinguished guests in attendance were Superintendent, Dr. Deborah O'Connell, Mayor Brian Pugh and Deputy Mayor Ann Galleli and seventy senior citizens. As the guests arrived, they were greeted by PVC students and the melodic sound of Don Simons and Len Franco on the accordion and the guitar playing festive music.

The attendees were served lunch by PVC students and those from the high school. After lunch was served, the guests watched the video that was made to commemorate the interactions between PVC students and the veterans that they interviewed in October. The two-hour luncheon was a big success. This event strengthened the connections between the Croton community members, PVC middle school and the Croton-Harmon School District.

Sustainability:

PVC Middle School students are exposed to many lessons, problem-based projects and other learning experiences centered on developing an understanding of the environmental challenges plaguing the world. Many of the PVC 8 graders focused their Change Projects on topics that related to finding solutions to the problems impacting our environment. This year, PVC Middle School welcomed several guest speakers that engaged students in learning about sustainability.

In the last week of September, PVC Middle School was visited by Lyndsey Cohen, a Sustainability Leader, from the Greenburgh Nature Center. Ms. Cohen engaged PVC lunch aides, custodians and the school administration in zero-waste training. Ms. Cohen presented statistics regarding how refuse is handled in this region. She then made the case as to why the school should participate in composting, citing economic and environmental benefits. Ms. Cohen's presentation was candid and powerful. She explained the challenges of such a program and how to increase the likelihood of its success. The aides understood what the implications were as it relates to their duties in the cafeteria and at recess.

In October, the PVC students attended assemblies that made them aware of the benefits of composting and how composting would be part of PVC's efforts to make the Child Nutrition Program as sustainable as possible. A representative from the Greenburgh Nature Center, Pam Miner, presented in the third floor gym. She spoke about how the students will play a leading role in sorting the refuse into the appropriate cans during recess and at other times during the school day. Ms. Miner modeled how to compost and demonstrated what types of refuse goes into the different containers that were placed in the cafeteria and in classrooms. The students responded well to this presentation by asking thought provoking questions and finding out how they can help this effort. These assemblies helped to get buy-in from the PVC Middle School students.

During the first week of March, Bruce Laemmel presented to the 5th grade classes. Mr. Laemmel discussed ways that students can be environmentally friendly by reducing their carbon footprint at home and in their community. Mr. Laemmel stressed the ways that they

can reduce their footprint in several different areas. Students pondered and discussed how changes in their diet, how they used water, how they lit and heated their homes could have an impact on the environment. Mr. Laemmel provided students with data about energy use, agricultural practices and water use to drive the conversations and learning. The students enjoyed this experience because it addressed what changes they could make in their daily practices to be more sustainable and environmentally friendly.

Also during the first week of March, the 5th grade students were visited by Nicole White of the Bureau of Invasive Species and Ecosystem Health. Ms. White is the Croton Hydrilla Control Project Manager. The students were engaged in understanding what constitutes an invasive species and analyzed the potential and actual damage caused by various invasive species. Students learned how to identify various aquatic plants and animals found in the Croton River and distinguish between native and invasive species. Ms. White engaged the students in an activity that taught the students how to determine the health of waterways utilizing the same methods that scientists use. On day two of Ms. White's visit, she engaged the students in an activity that demonstrates how human behavior impacted waterways like the Croton and Hudson Rivers. The students were instructed to create an ideal "waterfront property." Students created hotels, restaurants, horse farms and other businesses. The students created an illustration of their "property" on a large index card. The cards were arranged on the banks of tabletop representation of a river. The students then assessed and analyzed the impact that these properties would have on the river. The students evaluated how that piece of property could be used in a more sustainable way. They discussed how all the "property owners" would have to agree to certain rules and regulations in order to ensure the health of the river.

Unity Day 2019:

On Wednesday, October 23rd, PVC celebrated its sixth annual Unity Day. This nationally recognized day of bullying prevention provides PVC students and staff with a reminder as to how important PVC's bullying prevention efforts are. The theme for this Unity Day was "Be a Buddy Not a Bully." The day started with an announcement indicating the meaning and importance of the day. Every Wednesday is "New Word Wednesday." On Unity Day, in keeping with this theme, the word of the day was "solidarity." During the school day a video was playing in the lobby about the importance of being inclusive and being an upstander. In the cafeteria during lunch, students watched another video about their role in keeping the school safe, supportive and including others. Students also took a pledge to report suspected bullying and to be inclusive and accepting of others.

Harry Chapin Run Against Hunger:

In preparation for this community event and to drum-up the support of students, PVC held an assembly with the race committee representatives. Like the race, this assembly is an annual event at PVC. On the last Friday in September, all of the PVC students and staff members attended this rally for the Harry Chapin Run Against Hunger. The second floor gym was packed with students during the last minutes of the school day to hear about how they could do their part to end hunger. The event representatives spoke to the students about why they should get involved and what impact their involvement could have on feeding local people and those on other continents. Many of the students and staff members ran the race

and participated in the fundraising for the organization and in support of ending world hunger in Croton and beyond.

English Language Learners Family Dinner:

On the first Monday in November, PVC Middle School hosted a gala event; the first district-wide ENL Dinner, *Noches De Amigos*. This event was planned by teachers, support staff and administrators from across the district. The evening not only went as planned, but exceeded expectations as to how many people it would attract and how well teachers and school personnel would be able to connect with the families in attendance. PVC's role in hosting this event was to set up the cafeteria with all the information tables, the large screen TV for presentations and to create a dining experience for all in attendance. There was also a child care room across from the cafeteria so that parents could attend.

Croton-Free Library Informational Event for Spanish Speaking Families:

I (Michael Plotkin, PVC Principal), along with Croton-Harmon High School Principal, Laura Dubak, collaborated with the director of the Croton-Free Library, Jesse Boudon, to provide Spanish speaking families with an informational evening. On the evening of March 3rd, dozens of families gathered in the large room at the back of the library with representatives from the Croton-Harmon School District and the Croton Free Library. The purpose of the evening was to disseminate information about what resources are available for Spanish speakers in Croton, through the schools, the library and throughout the region. Attendees learned about English classes offered in Croton and neighboring towns, how to complete the 2020 U.S. Census and other educational events at the library. The parents in attendance also provided the library with feedback of what other resources and learning opportunities would be helpful to have as part of future offerings.

Mah-Jongg Mondays:

Led by PVC Middle School math teacher, Tracey Finan, 7th grade students and staff members began meeting in November to play Mah-Jongg together. Students came in during their lunch period to learn the game in Ms. Finan's classroom. They learned the rules and strategies associated with this new game. As word got out of this "new" activity, more students became interested. In a few weeks after the first meeting, 8th grade students and other staff members joined the original group in the morning before school to learn and to play. Students converged in Ms. Finan's room at 7:15 a.m.

Ms. Finan and other staff members collaborated with Mah-Jongg players from the community and welcomed them to PVC to continue the learning and the fun. Mah-Jongg has become a hit with PVC's students and serves as another connection with members of the Croton Community.

Student Assistance Counseling Services:

During the week of October 28th, Red Ribbon Week, Ms. Millen, the Student Assistance Counselor, hosted activities in the cafeteria at lunchtime for the students to take part in. Red Ribbon Week is a national campaign to raise awareness about the dangers of drugs, alcohol and tobacco and to keep children drug and alcohol free. During the third week in November,

the students and faculty “participated” in the Great American Smokeout. Each day of the week, the Teen Leadership Council and Student Assistance Counselor shared important information in the daily announcements. These factual statements were broadcasted as part of the morning announcements, providing students with important information about the harmful effects of tobacco use and vaping. During the lunch periods of that week, Ms. Millen had an informational table in the cafeteria. Students engaged in learning about the dangers of tobacco use and the impact tobacco has on their community. One of the activities that the students took part in was the creation of “messages of support” for people trying to kick the habit of smoking or encouraging people (parents/loved ones) to consider giving up smoking and other tobacco use. During the second week of February, the Student Assistance Counselor and the Teen Leadership Council, held another week-long event-- National Children of Addiction Awareness Week. The Teen Leadership Council (23 students) made announcements each morning with an important daily message. The Teen Leadership Council members came to the main office each morning to provide facts about addiction and substance abuse and provided their fellow PVC students with information about the dangers of addiction and the struggles of those who experience addiction in their families.

DARE Graduation:

On Thursday, December 19th, 2019, the 6th grade students and teachers participated in their DARE graduation. Instead of having the students participate in a graduation-style ceremony, the students presented their research on a topic of their choice related to the DARE curriculum. Parents, classmates and other visitors flocked to the gym to see the presentations about healthy decision-making, avoiding harmful habits and about the effects of drugs, alcohol and tobacco. Police Officer Kevin Ward and PVC’s 6th grade teachers have done a great job supporting the students and helping them find success in this endeavor.

Covid-19 School Closure:

One of the most challenging times this year, and in the recent memory of our school community, was the closure of schools due to the Covid-19 pandemic. In what seemed like overnight, teachers, students and families had to transition from students attending school to eLearning. During the time period from mid-March to June 19th, every PVC teacher and staff member worked tirelessly and transformed what they did on a daily basis to meet the needs of students through eLearning.

The school administration worked diligently to further partner with and support PVC parents and guardians. Mrs. Scollins and I (Mr. Plotkin) made countless calls and had virtual meetings with individual parents to assist them in the support of their child. The school administrators and the members of the counseling team helped parents to address issues that their children and families were experiencing due to the pressures of distance learning. The school administrators and the members of the counseling team collaborated with parents and students to create at-home routines, navigate Google Classroom (and other technological issues) and assisted families with getting their child additional assistance. Numerous learning and social-emotional “plans” were created to alleviate some of the difficulties students were experiencing and to support students in their engagement and growth during the pandemic.

Communications with parents were frequent and ongoing and took many forms. Aside from calling and virtually meeting with parents, (Mr. Plotkin) created daily video messages. These messages contained important reminders and information about learning expectations and where students and parents could reach out for help. The daily video messages also served to keep students connected to the school and provide them with a starting point for their day. In addition to the video messages, a weekly newsletter with important information, announcements and links to resources was sent out via K12 Alerts. The weekly communication included information regarding eLearning, how teachers are monitoring student progress, summative feedback and reminding parents about the various real-time learning and social-emotional support opportunities available to their children.

In the school administration's efforts to communicate and connect with parents, Mrs. Scollins and I hosted virtual PVC *Coffee Talk* meetings with parents. Utilizing K12 Alerts, invitations were sent to every PVC parent welcoming them to join a virtual meeting on Saturday, April 25th, 2020. There were three sessions that were well- attended. The PVC school administration was able to address questions that parents had about eLearning, their children's experiences and to follow-up with parents at a future date. The school administration also met weekly with students from each grade. Mrs. Scollins and I set up times during the week that offered students from each grade three opportunities to meet with us, provide the administrators with feedback regarding eLearning and engage in social-emotional learning. This work with students focused on RULER strategies, creating balance between schoolwork and leisure and discussing concerns that students had. These meetings helped the school administrators to identify which students need more support. The PVC school counselors and school psychologists also went to great lengths to reach out and support students daily. They contacted students via email, and invited them to watch videos they had created on various social-emotional topics. Counselors held regular virtual meetings with students. The counseling team also met with parents virtually and spoke with parents on the telephone. The school psychologists kept in close contact with PVC's most fragile students and their families on a regular basis. The counselors and psychologists coordinated and collaborated with teams of teachers, special educators and the school administration to ensure that every child was accounted for and that the faculty members continually monitored the students' academic and social-emotional progress. The Student Assistance Counselor, Ms. Millen also established a schedule of check-ins with students who need additional emotional support. The school administration and the Director of Technology, Ms. August, distributed dozens of computers to students who needed a device to access their school assignments and to foster a virtual connection with their teachers and classmates.

The PVC Middle School At-Risk team continued to meet each week. They discussed which students were struggling and which families needed help. Through these meetings the team was able to plan interventions, discuss how they could modify assignments and how they would support entire households.

Over the course of the school closure, I made over seventy home visits to check on students who were not responding to their teachers' communications and pleas to engage in the

learning. The purpose of these visits was to ensure the safety and welfare of the students, offer the parents additional support and to explain to the families what is expected of their children. As a result of these visits, students became more engaged, regularly handed in work and took advantage of the "live" engagements offered by their teachers. These visits helped the school personnel maintain an ongoing dialogue with the parents of the most fragile and disadvantaged students.

PVC Middle School teachers worked to monitor student progress and support students socially and emotionally. PVC teachers utilized Google Classroom to provide assignments, resources and feedback. Teachers continued to provide meaningful and targeted feedback as they would during a regular school day. Teachers were mindful of how every task and assignment they required of their students directly supported learning that was linked to the learning standards for their class. In this way, teachers were able to gauge a student's progress using the learning standards and the grade-level and task specific rubrics as their guide. Teachers were able to provide students with feedback utilizing the standards-based report cards at the end of the school year.

The school administration guided the faculty and had many conversations with teachers about assessing students and providing them with accurate and goal-oriented feedback. The PVC Curriculum Coordinators and grade-level team leaders assisted the school administration in providing teachers with clarity on this topic with their respective departments and grades.

Staff at PVC have worked to support students emotionally on a variety of levels. The PVC teacher aides regularly worked with students who typically needed additional support. The aides offered students help with organization, time management and assistance with work where appropriate. The aides met virtually with each of their students three times a week either through a real-time platform (Google Hangouts Meet) or over the telephone. The PVC aides collaborated with special educators and parents to arrange supportive interactions and to provide the assistance that individual students needed.

The PVC Advisory program stayed relevant and in full swing during this time as teachers hosted *Google Hangouts Meet* and utilized programs such as *flipgrid* to check in with students about their emotional well-being and provide them with an outlet to connect. To add, Mrs. Scollins and I hosted grade-level digital get-togethers with students.

PVC Middle School made incredible progress in transitioning from "normal operations" at PVC to the eLearning system. Teachers and support staff worked well outside the timeframe of the normal school day to ensure that their students' learning and social-emotional needs were being met. This transition was not easy. There is considerable work to be done to ensure that every child experiences the education and support that our school and district believes they deserve. As the fallout from the pandemic continues to impact the school community, the PVC school administration and staff will need to make adjustments to ensure that students are engaged, supported and that they are forming strong partnerships with families.

5. Building specific professional development:

Tri-States Consortium Consultancy:

Much of the professional development experienced by the PVC faculty, related to the impending Tri-States visit in February. Having the school district and teachers undergo a Tri-States visit is a professional development experience and an experience that helps teachers take a critical look at their practices in relation to the district goals and the Tri-State indicators. Teachers were allocated time to prepare for the consultancy visit. Teachers collaborated with their departments and grade-levels to re-examine the goals of the Strategic Coherence Plan, examine student work, identify examples that related to the district rubrics and use the Tri-State indicators and essential questions to guide their future work.

Departments and teams of teachers utilized several essential questions to guide their work, inquiry and their professional learning.

- To what extent do we have a common understanding of what is meant by critical thinking through problem-solving?
- To what extent do you see students engaged in problem-solving that requires critical thinking in all disciplines and at all levels, K-12?
- To what extent has the district provided professional development opportunities that prepare teachers to create problem-based learning experiences that promote critical thinking?

Preparation for the Tri-States visit supported PVC's goals and the goals of the district.

Critical Thinking Through Problem-Solving:

Teachers at PVC Middle School took advantage of professional development opportunities in a variety of ways. They attended webinars, seminars and workshops through BOCES and other organizations. In-house professional development focused on ensuring that critical thinking through problem-solving was present and impactful on every grade level, in every curriculum and in the instruction the PVC students experienced. Faculty meetings, team meetings and after-school sessions were times in which the school administration facilitated professional learning for the faculty. Each of the professional learning experiences focused on developing a better understanding of the goals of the Strategic Coherence Plan in relation to student learning, preparing for the Tri-States Consultancy and helping teachers support social-emotional learning in their students.

Through the professional development experiences at PVC, teachers re-examined the district rubrics relating to the Strategic Coherence Plan. Teachers embarked upon the effort to explore curriculum to find additional opportunities to infuse critical thinking through problem-solving and to create interdisciplinary projects and learning experiences. Teachers engaged in cross-discipline discussions and learning to identify areas in their curriculum that could be paired with the curriculum of other disciplines. PVC teachers planned with their departments to enhance instruction to focus on critical thinking through problem-solving and to foster metacognition. The professional development that teachers experienced during the 2019-2020 school year also helped teachers make connections between the different areas of the Profile of a Graduate. In planning and making modifications to curriculum, PVC teachers accounted for the dependent relationship of the six attributes of the Profile of a Graduate. Each month the school administration focused the faculty's attention on one of

the components of the Profile of a Graduate. Providing learning materials and resources on a weekly basis kept teachers focused on how critical thinking through problem-solving supported the development of, and was supported by, the other areas of the POG. As a result, learning tasks, projects and the manner that students were assessed were able to encompass a variety of these skill sets and were guided by the attributes of the district rubrics. This work continued virtually after the closure of school.

As part of the in-house professional development experience, teachers were able to examine student work, collect artifacts that exemplified the important work that they had done with the purpose of making necessary adjustments and improvements. Teachers served as “critical friends” for their colleagues as they showcased their work and received feedback to strengthen the experience for students. Teachers and departments also met with the school administrators to gain feedback and guidance on their work and the implementation in their classrooms.

PVC teachers engaged in professional learning in examining the student performance data from the Fast Efficient Baseline Assessment (FEBA) and addressing areas in their curriculum based on the components of the middle level critical thinking rubric. Teachers provided the school administrators and Curriculum Coordinators with feedback on how to improve these assessments to better represent a student’s demonstration of their critical thinking and problem-solving skills. As a result of these learning experiences and discussions, revisions were made to the FEBA for the 6th and 8th grade and the second generation of these assessments was administered in May 2020.

Restorative Practices:

PVC faculty members also received professional development in the area of restorative practices. Teachers were made aware of the underlying principles of restorative practices and how they could be used to build relationships with students and as part of a classroom management regimen. Teachers were provided with resources and materials that highlighted the successes of these practices and how other teachers used them. Connections were fostered between restorative practices and the PVC RULER approach.

Teachers were engaged in professional learning experiences that demonstrated how they could host restorative circles with their students. The school administration and the counseling team led this effort to help teachers gain the confidence to be “circle leaders” and utilize this protocol to foster candid conversations with students. The PVC faculty was asked to contemplate a guiding question to focus their learning: How would conducting restorative/community circles benefit students and ourselves? PVC teachers also engaged in cross-building conversation with their high school colleagues in learning about restorative practices and considering how they could be implemented. One of the most valuable professional learning methods in this area was inviting teachers to attend a restorative conference or assist in the design of a restorative task in response to a student’s violation of the Code of Conduct or a problem that they encountered. This professional learning provided the impetus for the future collaboration between the school administration, the

faculty and the Building Planning Council to modify the PVC Code of Conduct to reflect restorative principles. This work was done in January 2020.

RULER:

Another component of the professional development experienced by all members of the PVC Middle School faculty was the continued learning centered on emotional intelligence. An antecedent of having students engage in RULER lessons and learning experiences, was the further training of the PVC teachers. Professional learning took place at faculty meetings, during after school sessions and on superintendent conference days. The PVC RULER team helped to plan and lead these professional learning experiences for their colleagues.

A key component of this professional learning was to revisit the four RULER anchor tools with teachers and explore how they could be used with Advisory groups and the students in their class. Teachers were engaged in activities that taught them how the Mood Meter could be used as an instructional tool and as the centerpiece of building a positive and supportive classroom culture. Faculty members were also engaged in model emotional intelligence activities that could easily be modified for use with their students. Each teacher at PVC set RULER goals for their students and used RULER techniques to exemplify the PVC RULER mantra, Emotions Matter in their classes.

The results of supporting PVC teachers in this endeavor were evident in the PVC classrooms, in the emotional vocabulary that students used and displayed on the walls of the middle school. Often students referenced their “feeling words” when describing why something was not working for them or in explaining a problem they were having. The school administration could recommend different RULER techniques to deal with strong emotions and the students were familiar with their suggestions. Teachers developed their own unique techniques and used the Mood Meter with their classes to check-in with their students. Teachers created their own RULER activities that helped students to explore their feelings, rely on strategies to respond to strong feelings and to create a school environment that valued emotions. Every teacher at PVC Middle School had a colleague who served as their RULER buddy. This helped teachers keep each other focused on the PVC school charter and stressed the importance of feeling happy, safe and respected.

Emergency Response and School Safety:

This year the PVC Middle School administration continued to include school safety and emergency response training in the professional development experience for teachers. One of the key areas of this professional learning was understanding the purpose and nuances of the Incident Command Model. In order to do this effectively, teachers were involved in the facilitation of the emergency management drills. Through their participation, teachers practiced responding to “All Calls,” learned how to use sector maps and got accustomed to utilizing a walkie-talkie. Teachers also received practice on how to use the emergency pull boxes. The inclusion of the teachers in this training allowed them to experience these procedures and protocols firsthand and take part in analyzing the effectiveness of each drill. Participation in these trainings acquainted PVC teachers with local police. Village of Croton-On-Hudson Police, PVC teachers and administrators debriefed and made recommendations for improvements with the district’s Altaris consultant.

Teachers were also trained in emergency response procedures and protocols through the use of table-top scenarios. Portions of the PVC faculty meetings were designated for this professional learning at the recommendation of the Building Emergency Response Team. The use of these scenarios required teachers to think about how they would take on a leadership role to ensure the safety and welfare of the students and deal with the aftermath of any emergency. The school counseling team and the school administration also took part in School-Based Threat Assessment Training. This training focused the support staff and administrators on proactive protocols that would allow school personnel to identify, assess and manage threats with the goal of resolving problems prior to escalation.

Professional development in this area helped to build capacity with teachers and support staff to be effective contributors to emergency drills and measures. The more professionals in the building who know and understand these measures the better. Being part of a drill and having an active role in its execution is very different from being a passive participant. Teacher training, building capacity and active participation communicates that school safety is everyone's responsibility.

G & R Inclusive Group:

This was the second year that PVC teachers worked with Jennifer Turner of *G & R Inclusive Group LLC*. Ms. Turner visited PVC four times this year to work with teachers. The purpose of her visits are to help teachers involved in co-teaching partnerships strengthen their planning and engage their students utilizing a variety of innovative instructional strategies. Ms. Turner observed teachers and coached them in how to strengthen their partnerships for the benefit of all of the students in the class. The teachers met with her after their observations to discuss how to further individualize instruction, effectively co-plan and how to support students utilizing different pedagogical techniques.

The goals that teachers worked on this year with Ms. Turner were as follows:

1. Develop co-teaching partnerships that promote a differentiated, evidence driven classroom environment and utilize embedded specialized instruction.
2. Decrease the distinction between the special educator and general educator through the sharing of instructional responsibilities and to maximize the areas of expertise of each member of the partnership.
3. Utilize strategies and various instructional models to create a blended learning experience that responds to the needs of all of the learners in relationship to the mastery of standards.
4. Create, grow and support, functioning and effective teacher partnerships and teams.
5. Support teams in the understanding of, and in their support of, IEP/504 goals to inform planning.

Working with Ms. Turner has helped teachers to develop stronger partnerships and helped teachers to understand the power of parallel planning and co-teaching. The coaching sessions and the follow-up discussions with Ms. Turner has helped the teachers better understand the potential that exists in a teaching partnership. There is evidence that

teachers are giving serious consideration to the types of learners in their class when planning. There is abundant evidence in the classrooms of strategic grouping and parallel teaching as the distinction between the general educator and special educator has decreased due to the instructional models being used.

6. Building specific programs and committees:

PVC Advisory Program:

The Advisory experience at PVC Middle School this year has been guided by the school goals related to RULER. Over the summer the PVC RULER and Advisory teams met and created the hundred-page Advisory manual replete with lessons to support Year II of RULER learning.

Each month was given a different theme. Each theme or component of the RULER acronym was explored, discussed and delved into by the students and advisors that month. Every faculty member at PVC serves as an Advisor for a group of 12-15 students. They lead these lessons and utilize the lesson options in the manual as a guide in their preparations. While some advisors use the lesson options presented in the manual, many of the advisors have designed their own lessons based on the suggested ones. Advisors also share their ideas with their colleagues prior to the advisory dates.

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 eleventh 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. It has also helped to create a positive culture at the school, a culture that values a holistic approach to educating students deeply rooted in a middle-school oriented philosophy. PVC Middle School could not have rolled out the RULER approach without the existence and wide acceptance of the PVC Advisory program. Continuing to pursue the school’s RULER goals, the entire Advisory curriculum for 2019-2020 was focused on addressing the RULER acronym and building a culture at PVC Middle School that exemplifies the slogan, *Emotions Matter at PVC*. The Advisory program is a 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. Other schools in the region have sent representatives to observe the PVC Advisory lessons and inquire as to the success of the program.

The Advisory meetings continued during the months in which the school was physically closed. The PVC faculty met with their students more frequently and relied on the RULER strategies to support students through the adversity that they experienced during the Covid-19 school closure.

PVC Advisory Topics for the 2019-2020 School Year

Theme: Emotions Matter at PVC

<i>Month</i>	<i>Theme/Topic</i>
September	Meeting 1: Team Building Meeting 2: Building trust & respect through the School Charter
October	Meetings 1 & 2: Recognizing Emotions
November	Meetings 1 & 2: Understanding Emotions
December	Meetings 1 & 2: Labeling Emotions
January	Meetings 1 & 2: Expressing Emotions
February	Meetings 1 & 2: Regulating Emotions
March	Meetings 1,2,3-Student Choice
April	Meetings 1 & 2: Emotions Matter Mindfulness
May	Meetings 1 & 2: Meta-cognitive Moment

RULER Program:

This was the second year in using the RULER approach (with students) as part of the social-emotional learning at PVC. Starting with the opening day of school, it was made known that this work was important and that emotions matter at PVC Middle School. The lionshare of Advisory lessons were dedicated to an in-depth exploration of the five components of RULER and helping students develop a deeper understanding of the anchor tools. In year II of this endeavor, the effort to extend RULER strategies beyond Advisory was a major component of the school goals. Each member of the PVC faculty had their own RULER related goal. Many RULER related messages were displayed in classrooms and throughout the school. The PVC faculty received professional learning in this area throughout the year. Moving into next year, the RULER committee will be assessing the progress of this approach and developing Year III goals. These goals will be focused on how PVC Middle School will expand on the accomplishments of Year II and further promote the RULER approach throughout the school culture. One of the key features of PVC’s RULER goal for 2019-2020 was the inclusion of parents and families. From the opening day Coffee Talk, the school administration seized upon opportunities to collaborate with parents and provide them with information about how they can support the RULER work at home with their children.

FLEX Program:

This was the second 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 and 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 did drop-ins when they needed help or to take a break from their regular schedule. Students 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 this space during the last month in which the school was open. During the month of March, approximately seventy (70) students visited the FLEX room.

7. Communication and parent involvement:**Student Support:**

Grade level teams and departments 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 this summer. 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.

Communication increased after the closure of school due to Covid-19. 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. 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. During the Covid-19 school closure there was an unprecedented amount of information being communicated with families.

Back to School Night Restructuring:

On Monday, September 23rd, 2019, PVC hosted the 7th and 8th grade Back to School Night. This was a well-attended event. It was estimated that two-hundred parents attended. This Back to School Night was formatted differently than in the past. In past years, the 7th grade, 8th grade and split teams made team presentations to the parents of their students. After a general presentation, each subject teacher got a few minutes to speak about their class. This year the evening was formatted so that parents would follow their children’s schedule and go to their children’s classrooms. This change was made due to the feedback received by the school administration from parents last fall. It was expressed that this experience could be

made more intimate and that time with their child's teacher at this event was important. Further consideration will be given to how the school administration can continue to make this experience worthwhile for parents and teachers.

PVC PTA:

The PVC Parent Teacher Association collaborated with the school administration to host numerous events at the middle school this year. During the first week of school, the PTA and PVC hosted a Luau breakfast for the community. All were welcomed to eat breakfast on Friday, September 7th, and gather as a school community. The PTA collaborated with the members of the PVC faculty to hold student nights (Friday Night Stripes) in October and February. June's event was cancelled due to the closure of school. Friday Night Stripes offered the students the choice of activities to engage in on a Friday evening. At these events, students could participate in team sports, badminton, yoga, dance, Dungeon & Dragons, arts & crafts and several other activities. These events were well-attended and the students had a great deal of fun joining their teachers and peers in games and other fun endeavors. The PVC PTA held their annual book fair this year. This was done virtually through Scholastic Books. The PTA also supported the 8th grade graduation experience this year. The PTA Executive Board served as a sounding board for ideas related to the drive-in graduation. The PTA also provided each graduating 8th grader with a t-shirt commemorating their moving up.

RULER:

One of the actions steps of the PVC annual goal #3, was to recruit parent assistance in the teaching of emotional intelligence. The RULER plan called for parents to be involved and to support their children utilizing the RULER approach at home. From the first Coffee Talk, the PVC Middle School administration began educating parents. Through subsequent daytime and evening meetings, parents were made aware of the four anchor tools and the strategies that they could use at home with their children. Parents were encouraged to create a home charter with their families and carry-on the discussions at home.

As part of this campaign, the school administration created a parent resource guide and launched the PVC RULER webpage. All of the RULER resources, including the RULER parent guide can be accessed at <https://sites.google.com/chufsd.org/pvc-emotions-matter/>. The work to attain this goal continued after the close of school in March 2020. The school administration created videos that provided parents and students with information about the four anchor tools and how they could be used. The videos were interactive and encouraged parents and students to engage in discussions about the RULER concepts and provide their insights to the school. The feedback that the school administrators received from parents and students became part of future videos and lessons. As part Mood Meter Monday, the school administration engaged the community with interactive videos about the Mood Meter, mixed emotions, the Meta-Moment, dealing with strong feelings, recognizing strong feelings in ourselves and others and being an emotional detective. This work will continue into next year and into the foreseeable future.

Coffee Talks:

This was the second 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. The topic of the 2019-2020 Coffee Talks were as follows:

- RULER and The Profile of a Graduate
- How Critical are Critical Thinking Skills?
- RULER: Meta-Moment
- RULER at Home
- Restorative Practices: A Fresh Look at Student Discipline
- The Virtual Coffee Talk

For each Coffee Talk engagement that was held, the school administrators produced a screencast 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 at <https://www.chufsd.org/domain/422>

Connections with Parents/Households:

The school administration is proud of the manner in which it communicated with the community and how they pointed out milestones in the students' experiences at PVC. From the start of the school year, Ms. Scollins and I 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 at the end of the year. The school administration shared technology tips with parents and provided them with resources as to how they could support their children in eLearning. The school administration was diligent about communicating information to ensure that parents were well-informed about what was happening at PVC Middle School and during the period when students were engaged in eLearning. These communications came in the form of information about vaccinations, notices about exam cancellations, expectations for eLearning and opportunities to engage in discussions with the teachers of PVC and the school administration.

8. Building Planning Council:

Building Planning Council (BPC) met monthly at PVC Middle School. The 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 2019 and 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 BPC engaged in learning about restorative practices. The BPC also gave considerable thought as to how restorative practices and principles can be represented in the PVC Code of Conduct and further inform how the school responds to damaged relationships and problems that students encounter. The BPC reviewed the Code of Conduct and discussed the limitations of punitive measures to respond to undesirable behavior. As a result of this group's learning and thinking, the PVC Middle School Code of Conduct was revised to reflect a restorative

outlook and restorative practices. The other topics that this group addressed and provided guidance on was Math at Your Own Depth, Critical Thinking Through problem-solving, the Child Nutrition Program and eLearning.

9. Growth Opportunities for the 2020-21 School Year *(please include areas that need improvement)*:

Pierre Van Cortlandt Middle School has made great strides this year. 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 2020-2021 school year, the school administration and faculty will continue to build on the successes of the 2019-2020 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 in actual and virtual classrooms and (4) fostering a positive school climate 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 2020-2021 school year:

1. Strategic Coherence Plan, Year IV: 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. Monitor Math at Your Own Depth
5. Continue to support faculty with professional learning experiences targeting goals of the Strategic Coherence Plan and relating to the Profile of a Graduate
6. Review baseline assessment data on critical thinking and set goals from the 2020-2021 school year and professional learning to support these goals.
7. Use data from Achieve 3000, Imagine Math and other programs to target interventions and Tier I instruction.
8. Implement protocols for "instructional rounds" and provide teachers with feedback from informal observations.
9. Continue to support and foster a learning and growth-oriented environment and culture for students and staff.
10. Support teachers and students in their attainment of learning goals in-school, through eLearning or through a combination of both.
11. Support teachers and staff in professional growth in the areas of blended and distance learning.

Croton-Harmon Union Free School District
Principal 2020 Year End Report

Building: Croton-Harmon High School	Principal: Laura Dubak																								
1. Enrollment and demographics:																									
<p>During the 2019-2020 school year, 494 students were enrolled at Croton Harmon High School. The following shows the breakdown of students based on sex and reported ethnicity as per E-school data:</p> <p>Female: 206 Male: 221 <u>Total Students:</u> 494</p> <p>White: 86.4% Hispanic: 19.2% Black: 4.9% Asian: 5.3% Multi-racial: 3.0% Pacific Islander: 0.2% American Indian: 0.2%</p>																									
2. Building goals and progress:																									
<p>ESSA Categories:</p> <p>Graduation Rate As of June 2020 98.5%</p> <p>Career Readiness Credentials (CDOS) 5 students earned CDOS credentials at CHHS</p> <p>Suspension Data 2019-2020 13 Out of School Suspensions 4 In School Suspensions</p> <p>Absenteeism 2019-2020:</p>																									
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade</th> <th>Opening Enrollment</th> <th>Pupils Added</th> <th>Registration</th> <th>Drop Outs</th> <th>Closing Enrollment</th> <th>Total Absences</th> <th>% Attendance</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>105</td> <td>2</td> <td>107</td> <td>0</td> <td>104</td> <td>434</td> <td>97.708069</td> </tr> <tr> <td>10</td> <td>128</td> <td>1</td> <td>129</td> <td>0</td> <td>128</td> <td>634</td> <td>97.259682</td> </tr> </tbody> </table>		Grade	Opening Enrollment	Pupils Added	Registration	Drop Outs	Closing Enrollment	Total Absences	% Attendance	9	105	2	107	0	104	434	97.708069	10	128	1	129	0	128	634	97.259682
Grade	Opening Enrollment	Pupils Added	Registration	Drop Outs	Closing Enrollment	Total Absences	% Attendance																		
9	105	2	107	0	104	434	97.708069																		
10	128	1	129	0	128	634	97.259682																		

11	123	2	125	0	125	634	97.169769
12	129	2	131	0	130	723	97.906422
UGS	5	1	6	0	5	14	98.444444
Total	490	8	498	0	492	2439	97.251645

School Goals and Progress Points:

Goal 1: All faculty members will engage in inquiry designed to enhance their practice related to critical thinking. By the end of the year, faculty will have experimented with a new strategy related to critical thinking in their classes, added a new critical thinking task/experience to their curriculum, will have revised a task/experience, and will have engaged in ongoing, interdisciplinary inquiry groups around a common area of interest.

During each faculty meeting, CHHS teachers engaged in protocol-based discussion of professional texts and resources that led to implementation of strategies to increase critical thinking through problem solving in their classes. While engaging in this ongoing inquiry, teachers were supported in gathering evidence for the tri-states visit and spiraling work that had been introduced previously such as the Rigor and Relevance Framework and critical thinking rubrics.

The room 213 active learning space was completed this spring and the library active learning space is currently in production to be ready for the 2020-2021 school year. The vision for both spaces is to embrace active learning models and be able to broaden teaching and learning strategies and curriculum to increase critical thinking through problem solving. Teachers have been involved in professional development related to active learning spaces through BOCES this year to support the use of these spaces.

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.

In the second half of the year, CHHS students completed the Challenge Success survey given during the first 2 weeks of March. A team of teachers, building administrators, and counselors along with the Challenge Success team met this spring to disaggregate the data from the students around the areas of:

- School perception, health, and stress
- Sleep
- Academic integrity
- School support and engagement
- Homework and extracurriculars
- Parent expectations

- Possible school changes

The survey results will set the foundation for future planning around the student experience at CHHS and continue our work on school culture.

This year, CHHS students and administration planned for the first annual “Tiger Bowl.” The Tiger Bowl included signing up to play in a flag football tournament after this year’s homecoming football game and brought together students across all grade levels.

CHHS held several other new spirit events including a lunchtime backyard games event, Halloween photo event, and holiday photobooths.

Goal 3: Focus on the student experience and student wellness by promoting a safe and inclusive environment for all students.

In an effort to set the tone for the first day of school for the freshmen and provide them with a warm, welcoming introduction to CHHS, we worked with the PTSA to start the day with a welcome breakfast for all of our freshmen and their big buddies before they went on to their first day of school orientation. We are planning for this event to become a regular tradition for our incoming 9th graders going forward.

Early in the year we continued the work of the Culture of Respect Task Force, most visibly with the poster campaign around the building. The posters were a visible reminder of our cultural expectations but also were discussed in principal’s coffees and CHAP classes as part of our larger work on the student experience at CHHS.

The CHHS Faculty participated in cultural competency training with Stephanie Carnes this winter where we learned about skills and strategies for working with students from many different backgrounds, including our ENL students.

CHHS is working with the National Student Clearinghouse to maintain data on college persistence in addition to post-graduate survey data to track our students over time.

In March, CHHS had a “stress less” week that entailed a variety of activities and opportunities for students and staff. It was an opportunity to focus on reducing stress and anxiety, increasing wellness, and enjoying conversation and connection with one another. As part of this week, we had a guest speaker come in to work with our students in a series of workshops around mental health and wellness. Here is an overview of how the program: [JCK Foundation Workshop Overview](#). All students experienced a workshop titled “The Building Blocks of Mental Wellness.” Later in the day, the juniors and seniors had a more in-depth workshop with the “Legends” talk and breakout groups that dealt more specifically with mental health continuing into the postsecondary world. Research shows that mental health supports are one of the most important factors students need to consider when thinking about college and postsecondary plans and at the same time is often not even a consideration for students as they consider where to go to college (which connects to our work with Challenge Success).

While we were out of the building, CHHS revised its CHOOSE program to allow seniors the opportunity to participate, despite few of them being able to participate in internships. Instead, students were able to engage in passion and legacy projects, some of which will have lasting impacts on our school. All of the projects can be viewed on our [CHOOSE website](#).

3. Curriculum and Instruction:

All freshmen were enrolled in P.A.S.S this year as a full year class after the previous year's pilot. The class allowed students to focus on their personal growth, social-emotional skills, problem solving tactics, goal setting, effective communication, dialectical behavior therapy lessons and techniques, and mental wellness and health.

This year, we ran our new electronic music course that was supported through a CHEF grant. We had 18 students engaged in the program. They had a wonderful experience learning about and creating music in a new way and we are looking forward to seeing the program grow in the future.

This year, the special education department held a breakfast to invite faculty and staff across the school to share information about caseloads and build connections around their work and meeting the needs of our students. We found that this event created time and space for faculty to connect with another in support of our students in a very positive way.

CHHS students had some new opportunities for real world learning experiences such as two of our science teachers who created a multi-year research project on assessing pollinator biodiversity (materials provided through a CHEF grant). This study involved setting up insect traps, inventorying plants, determining the type of insects collected, and massing the insects. Our citizen scientist students sent their data and samples of insects to the scientists at Teatown Lake Reservation and the New York Natural Heritage Program's Empire State Native Pollinator Survey.

Several of our students in our history classes were once again been invited to the Holocaust & Human Rights Center Institute on Human Rights in March. In addition, for the first time, 4 of our students were asked to be presenters for one of the workshops. It is a wonderful opportunity for all of our students and particularly exciting to see our students invited to take on a leadership role this year.

2 of our 10th graders participated in the Area All State Orchestra Concert at SUNY Purchase.

One of our 11th graders was selected to go to this year's Students Inside Albany Conference. Each year the League of Women Voters rivertown chapter sponsors two high school students from our area to attend this state-wide conference.

After many months of preparation, we had our Tri-States visit this year where groups of students, teachers, and administrators from CHHS were part of the interview process and the

consortium visitors saw 21 classes across our building alone. Our faculty benefited greatly from the shared process of preparing for the visit and is looking forward to reviewing the feedback and taking our next steps together in conjunction with our work with Challenge Success.

This June, we had our first ever virtual science research symposium. Ms. Light-Donovan organized a fantastic event that provided our students with the platform to share their work, gain feedback, and be celebrated in a new, engaging format.

This year we also held our first ever virtual AP art show. While the format was different, the incredible work showcased by our students and Ms. Burger was exceptional. Throughout the year, students and their work were also highlighted in one of our display cases and celebrated each morning over the morning announcements as well.

This year, the AP exam format changed significantly as a result of school closures and curriculum coverage. Although the exams were optional this year, nearly all of our students opted to take them anyway and did extremely well. Results will continue to come in throughout the summer due to late testing and Collegeboard related technology issues, but our students performed well above the NYS averages in nearly all subjects.

4. Special assemblies and highlights:

This year, CHHS had 4 National Merit Commended Scholars, 3 National Merit Competition finalists, and 1 National Hispanic Recognition Program recognition. CHHS also recognized 7 seniors who earned NYS Seals of biliteracy as well.

We had a great day for our first pep rally and ribbon cutting for the beautiful new floor and bleachers on October 11. Also during our fall spirit week, on October 10 the spirit club hosted a games/luau themed activities for students to have fun during lunch. The PTSA and booster clubs helped us out with gear and decorations like balloons and orange leis to add to the atmosphere. Most importantly, the students really enjoyed spending time with each other, showed some school pride, and had fun during spirit week.

In March, CHHS had a “stress less” week that entailed a variety of activities and opportunities for students and staff. It was an opportunity to focus on reducing stress and anxiety, increasing wellness, and enjoying conversation and connection with one another. As part of this week, we had a guest speaker come in to work with our students in a series of workshops around mental health and wellness. Here is an overview of how the program: [JCK Foundation Workshop Overview](#). All students experienced a workshop titled “The Building Blocks of Mental Wellness.” Later in the day, the juniors and seniors had a more in-depth workshop with the “Legends” talk and breakout groups that dealt more specifically with mental health continuing into the postsecondary world. Research shows that mental

health supports are one of the most important factors students need to consider when thinking about college and postsecondary plans and at the same time is often not even a consideration for students as they consider where to go to college (which connects to our work with Challenge Success).

This March also had our spring spirit week. We worked with our PTSA to develop spirit wear/CHHS gear that we have not had in the past so that students were able to purchase gear online. In addition to our pep rally, backyard games, and other events, you could see the school spirit all around in our new spirit wear.

In the second half of the year, we were able to complete the Challenge Success survey that was given during the first 2 weeks of March. A team of teachers, building administrators, and counselors along with the Challenge Success team met this spring to disaggregate the data from the students around the areas of:

- School perception, health, and stress
- Sleep
- Academic integrity
- School support and engagement
- Homework and extracurriculars
- Parent expectations
- Possible school changes

The survey results will set the foundation for future planning around the student experience at CHHS and continue our work on school culture.

In collaboration with colleagues at the middle and elementary school, CHHS worked with the Croton Free Library to host an informational meeting to provide resources and opportunities for Spanish speaking families in our community. After an earlier event for ENL students and families this year, this event continued our communication and partnership with all of our families in the District.

CHHS worked with student leaders in the Student Faculty Congress to roll out digital announcements at CHHS and this is both a highlight as well as another way to promote school spirit and connectivity. Every day students now receive a text message and email with a link to the daily announcements. The morning announcements are still read over the PA system, but this is a way that students can reference, find links, remind each other of upcoming events, celebrate success, etc. Another positive result of this is more paper reduction without having pages and pages of individual announcements thrown out each day.

This February, we had a presentation on sustainability by Chandu Visweswariah that continued the work on recycling and composting that we began with the Greenburgh Nature Center earlier this year. Chandu's presentation was aligned with the goals of our District Sustainability Committee and he engaged students in ways that helped contribute to the

larger conversation about sustainability. The goal was to continue our learning and work around sustainability that was introduced at the beginning of the year by the Greenburgh Nature Center and to provide students with a better understanding of the local and global issues, insights as to how they can impact our carbon footprint in addition to and beyond waste, recycling, and composting.

CHHS partnered with the PTSA on a 2-evening interview event for our upperclassmen. Community members led training workshops on the first evening and then students participated in mock interview sessions on the second evening. The event was extremely successful and is another event we plan to continue in the future.

This winter, all students went to the auditorium for a preview of *Into the Woods*. Similarly to how we have pep rallies for sports, we wanted to promote spirit around the arts in our school. This school wide event helped to showcase the talent of our students, build excitement, and support one another — all prime ways to demonstrate school spirit and reach more students.

CHHS held it's Hall of Distinguished Graduates event on Monday, November 25. It was a very special day at CHHS where we inducted Julio Garcia (class of 1989) and Allyson Seeger (class of 2002). Students from our building planning council introduced the graduates and then took them around to visit classes and see the building as well as joined them for breakfast and lunch. The graduates made speeches for the entire student body in an assembly and shared some thoughts including how they pushed outside of their comfort zones when it came to thinking about post-secondary plans and college as well as how they seized opportunities that they were passionate about when they were in high school that turned into a career. The students were very excited to spend time with the graduates and the teachers enjoyed having them visit their classes as well.

The STAR (Students Together Against Racism) Club held a book discussion of *Between the World and Me* by Ta-Nehisi Coates. Several students from the club planned and facilitated very thoughtful questions about the content and the style of writing. We are considering how to broaden the impact of these kinds of discussions and possibly even invite the community to be a part of it as a community book read.

Throughout the fall and winter, building administration, class leadership and class advisors for the junior and senior class met to plan for a red carpet pre-prom event and mandatory busing for prom. We crafted a plan that met the goals of safety and also for inclusivity and school spirit. Although we were not able to actually hold the event this year due to school closure, this work has laid the foundation for a bright future when these kinds of events are possible again. The work of the class leadership, advisors, and building administration as well as partnering with our community (Croton Community Coalition and the CHHS PTSA) brought the planning to life and we look forward to seeing these events come to fruition soon.

5. Building specific professional development:

The CHHS Faculty participated in cultural competency training with Stephanie Carnes this winter where we learned about skills and strategies for working with students from many different backgrounds including our ENL students.

In our continued work towards our strategic coherence plan and the critical thinking through problem solving aspect of the profile of a graduate, the CHHS faculty engaged in extended inquiry group professional development this year. The year began with teachers reflecting on their personal next steps for learning about and implementing critical thinking in their classrooms that were used to create groups around similar topics of inquiry related to critical thinking through problem solving. Teachers spent the bulk of the year working in these groups and implementing ideas in their classrooms that came out of their interdisciplinary conversations and planning.

This year CHHS created a plan to gradually replace older technology in classrooms with new flatscreens and provided training to teachers who are utilizing the new screens. 3 screens were already installed this year with another 3 to be installed this summer. This is part of a gradual technology replacement plan in the building that will continue in cycles.

In January, we had additional building specific professional development. CHHS teachers had choice in a variety of workshops, conversations, and sessions they could attend including a th grade teacher meeting to discuss transition and support for our 9th graders, critical thinking inquiry group planning for our share fair, and a conversation about restorative approaches that was co-facilitated with our middle school colleagues. This session broadened our conversation about restorative approaches in and out of the classroom to focus on what kids experience every day and what we need to better understand schoolwide.

Many 9th grade teachers met in January and continued to meet for follow-up sessions. We have strong support structures in place for our students individually and social-emotionally and we wanted to take our transition planning to the next level by looking at how we can align practices in 9th grade classes across content areas to support the transition. These conversations were followed by learning walks where CHHS teachers visited 7th and 8th grade classes and then the following week where PVC teachers visited CHHS 9th grade classes. The essential questions for the learning walks were:

- *How can students benefit from the collaboration between high school and middle school teachers?*
- *What practices do you see in the classroom that are effective for students in their transition?*

From there, we crafted 4 immediate action steps and this group will continue to work together to support our 9th graders as they transition to the high school.

The science department put together a plan to attend the National Science Teacher Association conference in Boston this spring. The strands to this year's conference are very much aligned with the Next Generation Science Standards:

- The Long View: Building a Lifelong Passion for Science;
- Learning Science in All Spaces and Places: Near and Far;
- Thinking, Acting, and Communicating Like Scientists: A Focus on Disciplinary Literacy
- Aligning the Lenses: Authentic, Three-Dimensional Measurement of Student Learning

Students need opportunities to see real-world connections and explore science-based careers, so this conference allowed for teacher collaborations with business and industry, community groups, and informal science institutions to strengthen learning opportunities for all students, helping to make science relevant to students in their everyday lives. The conference was cancelled this year, however, we intend to continue this work when the conference is reinstated.

6. Building specific programs and committees:

We had our CHAP activity fair on October 8. We have 34+ clubs and activities in addition to all of our sports teams. This year we had 2 new clubs form and 2 clubs restart that have not been running for several years including a chess club, a fashion club, a revamped journalism club, and a women's issues club. Club involvement was strong this year and we were able to maintain connectivity for students through holding virtual club meetings through the spring.

Although we are still on the waiting list to join the Anti-Defamation Leagues' No Place for Hate Program that we applied for in October 2020, we brought together a committee to work on the foundation of the program. The committee believed applying for the program would support our growth in the high school and agreed that we wanted to move towards becoming a "No Place for Hate" school and possibly also utilize some other programming for different needs through the ADL. We met several times throughout the year and identified students to invite to join us as well. We are looking forward to pursuing this in the coming year.

CHHS is forming a Challenge Success Committee that started this spring to analyze the student survey results and will continue to work on understanding and improving the student experience at CHHS in alignment with our school goals. The work of Challenge Success really challenges assumptions and community notions about what it means to be successful, what makes a "good" college, family dynamics and messaging, the way schools are structured to reinforce and in some cases create what we don't actually want for our students/children. One of the frameworks the organization introduces is the SPACE framework:

- Students' schedule and use of time
- Project and problem-based learning
- Alternative and authentic assessments
- Climate of care

- Education of parents, students, and faculty about well-being

CHHS embarked on action research around the implementation of restorative approaches beginning this winter. We implemented ways of thinking about supporting students and the relationship of learning and support in the disciplinary process. We have been actively learning, implementing, and tracking/analyzing our results. We look forward to expanding on our restorative practices work by broadening our committee in the coming year.

We finalized plans to be able to live stream athletic events in our main gym this year. The equipment has been selected and we look forward to implementing this in the near future.

CHTV continued to create regular broadcasts for our students throughout the year. This even continued while we were learning remotely and the broadcasts created a sense of togetherness for our community. It was impressive to see students in the video production classes pull together broadcasts remotely and expand their skill sets.

CHHS engaged a group of staff members in a remote learning grading committee to put together a plan to support our remote learning in a way that recognized the challenges that students faced moving rapidly to remote learning this spring. The group collaborated and sought feedback to devise a system that would “do no harm” and would allow students to also see the efforts of their hard work.

CHHS is proud to have 2 new active learning spaces that came together with feedback and planning from several staff members. Teachers involved in some of this planning participated in BOCES workshops around active learning spaces and we now have our fully furnished active learning space (room 213) ready for the upcoming year and this summer, we will finalize the active learning space/library. We look forward to seeing how this work will transform other spaces in our building and shape pedagogy and possibilities.

7. Communication and parent involvement:

CHHS hosted monthly principal’s coffees. Coffees were filmed and shared with the community in weekly updates for parents who were unable to attend. Some coffees were held in the morning, others prior to evening events, and others virtually at the end of the school year. Topics included planning for end of year events, vaping and substance abuse, the college process, school quality survey results, restorative approaches, Challenge Success, and course selection.

Weekly letters were sent to families by the principal every Friday that included celebrations, upcoming events, and information for families. We collected most announcements and information to be included in each weekly update to streamline communication and house all of the pertinent information in one weekly email from the high school.

CHHS rolled out digital announcements daily via the Remind app to students’ phones/emails in addition to hearing them over the PA system. All district wide pertinent K-12 alerts as well

as periodic CHHS-specific emails were sent/forwarded to student emails to increase transparency, connectivity, and communication for the students.

A weekly bulletin/email is sent to all staff and faculty, similarly to the weekly family emails. Teachers and staff also receive the K-12 alerts that are sent weekly to families. These loops of regular communication served to keep all members of our school community informed and connected as well as to have a predictable place to find any pertinent information they need.

CHHS continues partnership with our incredible PTSA to support our students. This year we worked together on a variety of events and initiatives including the senior interview night, spirit wear, the incoming freshmen bagel breakfast, junior and senior pre-prom events, and parent committees to support graduation and end of year events for seniors while we were out of the building. The level of parent/community involvement, especially for the end of year event planning, was incredible.

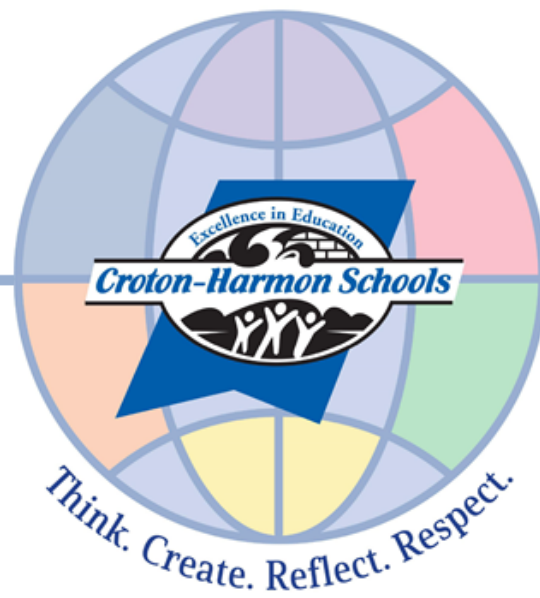
8. Building Planning Council:

This year the CHHS building planning council worked on two main topics - attendance and the student experience - while also regularly serving as a focus group to provide feedback around school safety, planning for school events, changes to the grading portal, etc. The larger discussions the council worked on included analyzing the current attendance policy and exploring possible recommendations. The CHHS BPC also spent the second half of the year delving into the work of Challenge Success and reading and discussing white papers produced by the organization to begin thinking about the student experience and what success means at CHHS and in our community. This work will be continued in the upcoming school year.

9. Growth Opportunities for the 2020-21 School Year (*please include areas that need improvement*):

We have had a busy year here at CHHS with much accomplished. The work we started this year has provided opportunities for continued work in several areas that we have already been actively working on as well as highlighted some new areas we would like to strategically move towards:

- Exploration of a 9th grade teaming structure
- Approaches to credit recovery for students
- Restorative approaches
- Utilizing Challenge success data
- Curriculum/course offering revision for anti-bias education and civic engagement
- Exploration of interdisciplinary and transdisciplinary courses



Croton-Harmon

Union Free School District

Curriculum Coordinator Reports

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CET	Department: ELA	Coordinator: Stefanie Liss
CROTON-HARMON PROFILE OF THE GRADUATE		
<p>How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p>Flexibility/Adaptation</p> <p>K-4 teachers are always modeling flexibility and adaptation throughout the school day. As social/emotional circumstances arise, as elementary teachers we need to deal with these in a positive manner, while also maintaining structure for the other students and their learning.</p> <p>In the area of ELA, students often use programs such as Raz-Kids or Lexia. We model flexibility and adaptation by creating schedules to show young children how we can share devices. In addition, sometimes these devices need troubleshooting or do not work when we want them to. Here we teach children to become flexible in changing their activity for the time being.</p> <p>Children are always practicing flexibility and adaptation when it comes to book choice. Students across grade levels choose books, at times based on interest and based on levels. Certain books may not be available that week, so students practice being flexible by making alternative choices. This is also true when given choices for books clubs/character clubs.</p> <p>Students in the younger grades work in literacy centers or work with choice boards. Teachers give choice, however may put a cap on the number of students in a group (i.e., 5 students per center). Children need to be flexible and choose other activities for that time being, knowing they will get a turn at the other centers another time or day.</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> <p>Lastly, eLearning has for certain taught our students to become flexible and adapt to new ways of learning!</p> <p>Initiative/Self-Direction</p> <p>We are constantly teaching students to take initiative from both an academic and social standpoint. Students often work in groups or with partners (reading or writing partners, literacy centers, book clubs, etc.) and have to work on being an individual as well as a team player during these times.</p> <p>Reading and writing partners practice accountable talk so that they know how to initiate conversation and respond in a meaningful and appropriate manner. They also need to learn how to be good listeners and speak off of what their partner may be saying.</p>		

Students take initiative and self-direction when working with choice boards. They have the ability to choose which activities they want to work on first and keep track of the activities they have completed independently.

Oftentimes, in book clubs or character clubs (as well as other group activities) students have roles to take on as a group member. Students take self-direction to know how they are as a group member and take on these roles accordingly.

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

Critical Thinking/Problem Solving

Many of the wonderful things our teachers and students are doing in the area of Critical Thinking and Problem Solving were highlighted during our TriStates visits. 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. For example, students in 4th grade create an iPhone for the character Eduard Tulane based on the story The Adventures of Edward Tulane, which is used as a 4th grade read-aloud.

In the area of speaking and listening, first grade students engaged in a google meet and did a directed drawing with them of a shark underwater. The directions involved had the kids make a shark, some plants, and a few fish. However, by the end of the activity students had added bubbles, starfish,

jellyfish, a hammerhead on the shark, etc. This is a prime example of how students show creativity and innovation from such a young age.

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

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. This year, students at CET have created posters to remind others to wash their hands. Others have written books that are now on loan at the CET library.

Students have learned how to communicate through new platforms, such as Padlet, Seesaw, Google Classroom and virtually through live Google Meets.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

The K-4 teachers have continuously promoted critical thinking through problem solving in a variety of ways. At the elementary level we are not only teaching critical thinking for problem solving from an academic standpoint, but also from a social/emotional and developmental standpoint. As elementary teachers we are building the foundation for students who will become critical thinkers in middle and high school.

All of the grade levels at CET promote critical thinking through problem solving through response to literature writing prompts. Grades K-2 response to literature prompts based on read-alouds. 3rd and 4th grade respond to read-alouds, but also respond to prompts based on reading that they do independently.

Some highlighted activities that K-4 teachers have done to promote Critical Thinking through Problem Solving are:

Grade K- Literacy Centers, Dr. Seuss week, Alphabet books, discovering ck (through eLearning),

Grade 1- Literacy Centers, Choice Board Activities, Character Clubs in Reading, Animal Books (through eLearning)

Grade 2- Novel Studies, Biography Museum, Choice Boards, Vocabulary-Words of the week

Grade 3- Iditarod Study- persuasive essay on which musher students think is going to win

Grade 4- What do you know about the character project, using symbolism and music to tell a story, Edward Tulane iPhone project, STEM activities based on read-alouds

Enhancement- Analyzing and creating new solutions to a story

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

Across the grade levels, we continued to develop activities in the area of ELA that encompass Critical Thinking for Problem Solving. We discussed a blog post entitled [62 Great Critical Thinking Questions](#) from the website [weareteachers.com](#). Reading through these questions provided for great conversation in our TriStates mission to help our students grow in becoming critical thinkers and problem solvers. It was nice to see how many of these questions we did ask on a regular basis to help promote Critical Thinking. Additionally, it gave us ideas for other types of questions we could be asking our students.

FUTURE PLANS

What are your goals for 2020-21?

1. More professional development opportunities for eLearning (Google Classroom, Slides, Manipulating PDF and PDF editor, Google Meets).
2. Discovering new ways to assess or keep up with student reading levels through eLearning. While we have been able to conduct reading lessons and provide activities for students, it is difficult to know their true reading levels at this point in time.
3. Discuss what each grade level does to teach grammar and punctuation and research if there are any programs that we could use to help with this.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CET	Department: Math	Coordinator: Patricia Lynch
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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: This area is evidenced in both our Initiative/Self-Direction and Critical Thinking/Problem Solving work as a committee. We discussed how the math block is utilized through the grades. If students think that understanding is only built through a whole group lesson, then they wait before activating what they know to begin to solve flexibly and independently. Students need independent Math work in order to think critically about strategies. We discussed at length the need to be conscious of the wait time needed to strategize - collect ideas - plan solving - plan models - the goal is to get students to be independent at this - the goal is not to just complete the problem in a whole class setting. This strengthens the student flexibility and adaptation needed in Math.

Initiative/Self-Direction We discussed our problem-solving framework that spirals through the grades. As students prepare to solve problems, we discussed how we need to communicate strategically how to be a self-directed learner. We discussed how important it is, at times, to allow students time to complete work independently. Too often the hard thinking needed to initiate problem solving is left to the teacher. More specifically, going from 'not knowing' to 'understanding' is learning. By articulating that it is OK not to know, it is OK to struggle when working. We discussed the stamina and focus that is needed by students.

Critical Thinking/Problem Solving We discussed a problem-solving framework that spirals through the grades. We have always had a framework of RDW (Read Draw Write) but we went deeper into how students model their thinking. Sometimes in education, less is more. And in the case of mathematics, taking a streamlined approach by focusing on fewer, more flexible models and manipulatives can be precisely what is needed to help all students reach benchmarks. In a workshop facilitated by Greg Tang, teachers had the opportunity to experience firsthand the concrete, pictorial, and abstract (C-P-A) modeling structures that aid in reaching all students. Through a focus on place value, whole number operations, fraction foundations, and word problems we cultivated strategies to foster success for all of our students.

Empathy Math is a process. We communicated to our students that we are not looking for quick answers. We value the learning process. As a result, we are communicating that we value each student's individual critical thinking/problem solving. We value math discussions that give voice to all our students. We communicate that students should value their growth in Math.

Creativity/Innovation We have added several new learning formats to our math block this year. The Brainiac subscription was used in many ways. For example, students were able to model their thinking using a double number line to compare fractions and decimals or to model their 'start-with/get to' addition and subtraction thinking. Our TangPlus subscription allowed students and

teachers to generate novel application problems and to build problem solving strategies. Our math modeling work was evidenced in student work. For example, area model skyscrapers for multiplication, geometric art, fraction comparison charts.

Communication/Collaboration We incorporated more small group work this year as we introduced the Greg Tang games and more center work. Our collective training with Greg Tang and the Family Math Night brought together our collaborative efforts to put family involvement, problem solving and fun at the center of our work.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?
In all grades:

- BOCES Workshops
- Math Curriculum Leader Turnkey
- New Software and existing software training
- CHEF grant for small group math games and manipulatives distributed to all classroom teachers
- Use of ZEARN notebooks and Exit tickets
- Math program comparison of Eureka and recent publications from other sources
- Steve Wyborney's resources
- TangPlus resources
- Review of pacing guides
- Review of K-4 problem-solving framework
- Review of Next Gen Math Standards and Crosswalks timeline
- Rubicon Math Map updates
- Cross-Building Meetings
- Attending professional development with both CET and PVC teachers

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

We would like to continue to attend Professional Development Sessions to delve deeper into number sense and reasoning as applied to problem solving. We want to incorporate more 'Math Talks', reasoning, problem solving, number sense, math routines as part of our district 'Critical Thinking' initiatives. We want to differentiate math instruction further to support all learners yet engage students together in math tasks that require critical thinking.

FUTURE PLANS

What are your goals for 2020-21?

We articulated our goals and philosophy (below) when we were formulating the CHEF grant. We are still deeply involved in the process and anticipate that these will be ongoing goals.

Our Philosophy:

The world is constantly changing and we must change with it. Our elementary Standards-Based Mathematics Curriculum is carried out mainly through the EngageNY platform which has been repeatedly recognized as a top program nationwide. We are utilizing the EngageNY Modules with fidelity. We understand that although the modules are gaining traction throughout the country as the top math program, we need to ensure we are always reflecting on our district's values, mission and 'Profile of a Graduate'. Our goal is to make our math block more fun, efficient, and memorable.

C.E.T. teachers often wrestle with two historically competing philosophies of teaching mathematics. One philosophy embraces the importance of creating play-based environments, where children learn by exploring and engaging in play. The other emphasizes the need to prepare students to meet state and national mathematics standards by focusing on specific skills. However, C.E.T. teachers know these two philosophies are not either-or and that learning happens during purposeful play, exploration, as well as in a traditional lesson structure. Past research and practices of math activities, although engaging in their own right, have not always been the best use of instructional time as the emphasis, alignment and outcomes of the activities can vary quite a bit.

We must begin to create more opportunities for our students to explore mathematical ideas in interactive and playful ways that directly enhance mathematical reasoning, number sense, application. Our 'Croton-Harmon Profile of a Graduate', and critical thinking in particular, is a dynamic framework to examine our practices, student understanding and application. We are keenly aware that math is much more than learning procedures and memorizing rules and that instruction on the elementary level should not resemble a cyclical lecture/worksheet format.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CET	Department: Science	Coordinator: Reni McManus
CROTON-HARMON PROFILE OF THE GRADUATE		
<p>How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p>Flexibility/Adaptation-Teachers took the Science 21 curriculum and made it their own. They modified lessons to fit the needs of their students. Student choice is also evident in Science 21 units. The end of unit design challenges allow students the choice of what challenge to complete, as do the engineering strand lessons.</p> <p>Initiative/Self-Direction - Teachers shared what they were teaching and offered suggestions on websites, activities and challenges to other teachers. We all looked more closely at Discovery Education (website) to see which videos and photographs would support our curriculum. Each grade level has multiple options for students to take what they've learned and apply it in a way that makes sense for them. An example of this is when first graders research and choose a human problem to solve using biomimicry.</p> <p>Critical Thinking/Problem Solving - Teachers have shared different sites to help solve the problem of teaching science remotely and keeping students engaged at home. STEM challenges are a great way for students to solve problems and think critically. These are usually done in groups in the classroom, but can be done at home. The Science 21 curriculum includes engineering challenges and lessons to meet the NGSS Engineering Strand on each grade level.</p> <p>Empathy- When solving Science 21 design challenges, students are often asked to think of the needs of others to do so. Teachers had students complete Earth Day Activities and solve problems relating to the Hudson River , both of which encourage students to show empathy. Students at CET are learning about recycling and composting through the Greenburgh Nature Center.</p> <p>Creativity/Innovation - STEAM challenges were completed regularly in the classrooms. Science 21 has a unit in each grade where students have to create or design a solution. Third graders are asked to rate the effectiveness of a design solution for a natural hazard (storm shutters/hurricane, water collection billboard/drought). They are then challenged with redesigning the current solution to make it more effective.</p> <p>Communication/Collaboration- Teachers collaborate with each other in sharing their teaching tips and modifications for new units. They are eager to help their colleagues with suggestions, and bring classes together. Teachers connect with parents in their monthly newsletters, and grades have sent out parent information/at home suggestions for taking the science units a step further at home. Students regularly collaborate with each other to solve problems in school. This is part of the science curriculum. Students solve coding challenges as small groups, so they must communicate with each</p>		

other, take turns talking and programming, and ultimately come to a consensus on the course of action.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

Critical thinking through problem solving is embedded in our Science 21 units. They are hands-on and focus on solving problems; like a Kindergarten unit that culminates with students making a “sunbrella” type solution to shield an ice cube from the sun’s rays and keep it from melting. Second grade’s design challenge revolves around how the student could make a model of a plant structure that disperses the plant’s seeds around the forest and that also is attractive to a certain animal and meets its needs. Each grade level has real-life problems to be solved. These engineering lessons in the new Science 21 units focus on critical and creative thinking to solve problems. In the library, the Hudson River unit had students learn about the problems that the Hudson faces (trash, PCB’s watershed pollution, etc.) and invent new solutions to solve these problems. Using technology, students are thinking critically when they debug their program to solve coding challenges.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

The amount of hands-on, real life problem solving that students are doing in science has increased in the last few years. Critical thinking through problem solving has been a focus at CET and is evident in our science units and STEM challenges, and the overall atmosphere of learning in CET. Going through the Tri-States process confirmed that we are on the right track moving forward with critical thinking and the Profile of a Graduate.

FUTURE PLANS

What are your goals for 2020-21?

The committee’s goals for 2020-21 are to continue to map and revise the new Science 21 units. We would like to make additional connections between STEM challenges and curriculum. Our goals are to add more online science resources to what we currently use with our students. We have been sharing many online resources (like Mystery Science) this spring but would like to compile others. 4th grade teachers will be trained in 20-21 with new Science 21 units aligned to new science standards.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CET	Department: Social Studies	Coordinator: Ruth Galotto Sullivan
CROTON-HARMON PROFILE OF THE GRADUATE		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p>Flexibility/Adaptation Social studies instruction is continually revised and adjusted to meet the diverse interests of our students and to satisfy the requirements of the Profile of a Graduate. Teachers also work to use different entry points for social studies instruction. There are times when various levels of texts are used. Sometimes, a teacher will use a piece of art, a film, or a classroom simulation to provide entry into social studies content for all learners. Artwork and other artifacts are particularly useful to study cultures and the change over time that is explored in fourth grade (i.e., Colonial America and the Revolutionary War). Classroom simulations can be used to compare density in a rural, urban, or suburban community. This year, fourth graders participated in a powerful simulation as they voted on preferences for a longer school day with a longer recess or a shorter school day with a shorter recess. Students were separated into groups representing different American states and the result was determined based on our congressional representation formula. This simulation was designed to emphasize the importance of Census 2020. Also, our students demonstrated great flexibility as they adapted to distance learning.</p> <p>Initiative/Self-Direction Many grade levels continually developed choice boards for social studies learning. Some examples include community studies, habitat studies, and landform studies. Students demonstrate initiative and self direction as they navigate their choices. As we transitioned to distance learning, the use of choice boards increased.</p> <p>Critical Thinking/Problem Solving Students were engaged in critical thinking prompts like Problem Based Learning Activities such as creating a mascot for Thanksgiving and issue based mock voting with outcomes determined by the practice of apportionment used by the American government. First graders explored critical thinking through the use of community choice boards. Second graders explored critical thinking through the development of business proposals for rural, urban, and/or suburban communities. An example would be that a tractor store would be a good fit for a rural community.</p> <p>Empathy The third grade Kindness Club was started this year. They participated in random acts of kindness and various forms of outreach. These included a special Veteran’s Day Assembly and various activities celebrating a week of kindness. We participated in monthly REACH assemblies. CET students collected canned food for the Croton Food Bank . Students in 4 Strattner provided outreach to Skyview Nursing Home. During distance learning, many students showed empathy as they wrote letters and designed cards for essential workers and</p>		

residents of nursing homes. They also designed rainbows to display in their windows. Some teachers designed slideshows with photos of students and their rainbows.

Creativity/Innovation Students demonstrated creativity and innovation through various projects. One example is the Hand in Hand project where students design a hand with symbols reflecting their family's culture and then select which symbol is the most important and write about why they selected it. Students continued to show creativity and innovation through social studies projects that were posted on Google Classroom and Padlet. Examples of this include "My Yard is a Park" video tours and maps and design of a new American symbol.

Communication/Collaboration Students throughout CET spend their days communicating and collaborating as they work with partners and in small groups to complete projects, experiments, and play educational games. Often, they collaborate across grade levels in Buddy Classes. Older students work with their younger peers to solve challenges and create art projects. Students are often asked to reflect how well their group worked together and how they might improve. As we transitioned to distance learning, students developed the ability to communicate and collaborate using Google Meets, Google Classroom, and Padlet. As the weeks continued, they became increasingly independent with these tools. As you scroll through the classroom postings, you can read how they helped each other with questions about projects and activities. They also commented on each other's projects. Some students came up with their own project ideas and posted them for others to participate. These included origami activities and Harry Potter inspired projects.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

Our students are continually asked to think critically and problem solve. The music department integrates social studies content into grade level performances. Students work together to create song and dance routines that form a cultural show. There is also some discussion of symbolic props. Planning, rehearsing, and presenting these performances requires critical thinking for all participants.

Our third graders participated in the Red Trunk program. The Red Trunk contained a wealth of artifacts representing the lives of children in Oaxaca, Mexico. Students were asked to describe each artifact. They were then asked to infer the purpose or use of each object and draw conclusions. This was similar to a current day archeological dig.

Third and fourth grade students used Storyworks magazine for ELA and social studies instruction. This magazine offers high interest materials and will often present a debate over an issue. Students were given graphic organizers to help them plan persuasive writing in response to these debates. An example of this is an issue that described the pros and cons of emojis. Students were asked to write a persuasive letter to an aunt convincing her to use emojis.

Students also delved into a study of a particularly unique aspect of American culture, the Iditarod. Students were immersed in literature about Balto, Alaska, and dog racing. They used critical thinking to predict the winner and to follow that particular musher as they raced across Alaska. The students maintained momentum as they read a mile per minute to keep up with our own Iditarod.

Classes at CET participate in daily read aloud lessons. This is often the time for the teacher to model his or her own critical thinking and to guide students to develop their critical thinking. An example of this is *The Wild Robot* by Peter Brown. This story teaches the theme that there are many different kinds of families. Families may have members who do not look like each other and may not even be of the same species, but that does not matter. Love and loyalty are what matters. As this novel is read aloud, children are encouraged to think critically about this powerful theme.

Our students worked hard to think critically and problem solve as they transitioned to a completely new model of instruction, distance learning. We are very proud of their effort and success as we worked together to flatten the curve of Covid-19.

The following is a list of activities and programs used for social studies instruction during our distance learning:

- Many students were asked to complete a Covid 19 Time Capsule. This time capsule contained many directed response journal activities regarding this historic pandemic. Students were strongly encouraged to save these projects because they can serve as a primary document for future research and writing.
- Students demonstrated civic responsiveness by writing outreach letters to grocery workers and first responders.
- Students watched science videos about rainbows and designed rainbows to hang in windows. This was cited as a way to build community.
- Storyworks, Readworks, and RazKids were used as resources to integrate social studies in ELA activities.
- Brainpop Jr. and Pebble Go were used for social studies lessons and prompts.
- Social Studies Curriculum Group shared the free online lessons from Second Step.
- For Women's History Month, third graders were given Women's History links from National Geographic Kids. After reading through these links, students were asked to post Women's History facts in Google Classroom.
- Third grade classes learned with theme weeks that connected science and social studies (ex: rainforest and rainforest people).
- Second grade classes participated in theme weeks using Studies Weekly. These weeks alternated between science and social studies themes.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

We continued to develop work on Critical Thinking Through Problem Solving. We discussed and developed Problem Based Learning Activities (PBLs) as an authentic way to teach this. A third grade example is when students were asked to design a mascot of Thanksgiving. Students reviewed mascots from other holidays and discussed the significance and symbols of Thanksgiving. They were then asked to work cooperatively to design a mascot, give three character traits with supporting evidence, and write a backstory. A fourth grade example is when students were learning about the U.S Census. They explored the concept of apportionment. Students were divided into representative American states. They discussed the issue of a shorter school day with a short recess and a longer school day with a long recess. The issue was resolved using the concept of apportionment used by the American government.

FUTURE PLANS

What are your goals for 2020-21?

- Link voting to a topic of civic importance
- Develop outreach to help our community recover from the pandemic, possibly to help Croton Food Bank and/or Croton Caring
- Develop strategies to help with sustainability
- Continue our roles as Stewards of the Hudson

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CET	Department: Support Services	Coordinator: Debra Gagliano
CROTON-HARMON PROFILE OF THE GRADUATE		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p>Flexibility/Adaptation: In our roles as special educators, the crux of our practice is to be flexible and adaptive to our students’ specific learning needs. This year we continued to develop and implement creative ways for our special education students to access the curriculum and meet their goals. We promote their ability to be flexible and adaptive by exploring resources, tools and strategies to help them succeed. An example of this was our work researching options for flexible and adaptive seating options for students and implementing them in the classrooms. We developed a Special Class to support a student population with a unique set of needs. The multidisciplinary support team worked cohesively to focus on functional, social emotional and academic skills within developmentally appropriately thematic units. Each provider played a role to support the academic, communicative, motoric, social emotional, and behavioral needs of our Special Class students.</p> <p>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 engaged in multidisciplinary conversation and planning sessions to promote these initiatives and help our students be self-sufficient and own their learning. By scaffolding our supports in a way that ensures success and builds on previously learned skills, students have positive learning experiences. An example of this was our development of sensory walks to provide students a way to stay regulated and engaged in learning. Hallway spaces were created to include movement breaks, mindfulness activities and the Zones of Regulation. Students were able to utilize this space throughout the day.</p> <p>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.</p> <p>Empathy: With the guidance of our School Psychologist and Social Worker, we have worked, not only as a curriculum team, but as a school, to address the social emotional needs of our students. Promoting respect and empathy has been a focus at CET though assemblies and lessons within the classrooms. The Second Step program is implemented in each classroom to provide students with opportunities to explore a variety of social situations and increase their social emotional intelligence. Addressing these lessons at the classroom level promotes the sense of classroom community and fosters relationships between peers. By creating a counseling room, we were able to provide a safe space for students to develop their social emotional skills and receive the guidance and support of our School Psychologist and Social Worker.</p>		

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. The support staff worked to make plans to improve and “Rethink Recess” by brainstorming creative ways to increase social opportunities at recess. Considering equipment options, creating activities spaces and materials were ways in which we worked to foster relationships and creativity.

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 are invested in the ICT model. We participated in professional development with the G&R trainers to enhance and optimize our service delivery. This small group and individualized support has allowed teachers to problem solve issues within the classroom and fine tune the “dance” between the general and special education teachers. 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.

CRITICAL THINKING THROUGH 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. We have individualized and tailored strategies and tools for students to use to solve problems and demonstrate skills. We created and utilized checklists, rubrics and self-assessments for students to develop self-awareness and problem solving skills.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

Participating in the Tri-States was a positive experience. We mostly collaborated with our grade levels to submit evidence during this process. Through the submission of evidence in the various indicator areas, we were able to reflect on our own work and identify areas of our practice that exemplified these indicators. We felt it was particularly helpful to explore our work relating to assessments, metacognition, curriculum, instruction and professional development.

FUTURE PLANS

What are your goals for 2020-21?

We would like to continue to promote critical thinking skills, problem solving skills and independence in our Special Education students. We hope to have more opportunities to work with the Special Education departments in PVC and CHHS to collaborate with our SpEd colleagues and strengthen the continuum of services. We hope to continue our work finding innovative assessment and intervention tools and methodologies.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: PVC	Department: English	Coordinator: Maryann Zabbia
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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?

Critical Thinking/Problem Solving

- Shared how we promote, instruct and assess critical thinking/problem solving in different grades
- Studied the district rubrics and how we assess skills in our grade level and content area rubrics
- Modified or tweaked current tasks in order to promote critical thinking/problem solving
- Designed new tasks that better encourage critical thinking/problem solving
- Aligned our instruction, tasks, units of study and assessments to the required skills
- Collected examples from student work to use as exemplars and models of critical thinking/problem solving

Flexibility/Adaptation

Initiative/Self-Direction

Empathy

Creativity/Innovation

Communication/Collaboration

- Teachers agreed to focus our work under one common Essential question: **How are people changed by their life experiences?**
- We used as evidence: Research skills work, answers to problem solving tasks, student writing and students writing goals, novel reflections, reader responses, literature discussion/questions/inferences, paragraph writing, summarizing, book talks, discussion/reflection as per Next Gen standards

We examined the characteristics of POG, studied our units to determine where we are teaching and assessing these traits, designed new units or modifications to units to develop the skills further, and modified rubrics to be sure that they clearly reflect rigor and POG language. We also used Rubicon Atlas as a way to check alignment of these skills across the grade levels.

We created a [vertical alignment for PVC English](#).

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

We continued to develop our Student centered or LATIC style units that involve problem based learning at every grade level. Teams continue to improve and refine units similar to the Change project in 8th grade , the Teenage Identity unit in 7th grade or the Newberry Unit at 6th grade.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

- Identifying and coordination between gap/transition years and grades-alignment of skills and tasks
- Using common rubrics/organizers (The Writing Revolution resources)
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- Collaboration across disciplines - e.g., Soc Studies and English collaborate on writing practices.

FUTURE PLANS

What are your goals for 2020-21?

- Support for students with their skills, stamina, content knowledge.
- Identify students of concern, especially those who were off the grid during distance learning
- Will need a plan for remediation next year.
- We may have students with significant learning gaps as a result of distance learning and need to plan formative assessments for September as well as plans for differentiated instructional groups to make up those gaps.
- Continue to study the Next Gen learning standards - we have revised our report card to reflect the new changes and language of the standards. We are going to be assessing new skills and standards, so we will need to examine our current tasks, study units, assessments and rubrics in order to align them to the revised standards.
- We also hope to continue planning and sharing our instructional units using *The Writing Revolution* strategies by Judith Hochman.
- We will continue to use the district rubrics (Critical Thinking, Metacognition and Presentation) to inform our classroom practice further, and align our instruction, tasks, units of study and assessments to the required skills.
- This will be our ongoing work and we need time for it next year.
- We also need time to plan for varied instruction that may result from the COVID or any related closings or remote learning.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: PVC	Department: Math	Coordinator: Jenny Rescigno
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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?

★ **POG during COVID-19**

(from March 18th to the present) Due to the current conditions of the COVID-19 pandemic, teachers have transitioned to online learning experiences. This shift in education has proven our ability to think flexibly, and adapt curriculum at a moment’s notice, provide empathy to families in need (and to each other), be creative and innovative in the assignments we make and in the tech problems we troubleshoot, and to communicate and collaborate now more than ever with each other and with community members. As a department, we are constantly discussing the effectiveness of on-line tools (what worked, what didn't, was there something that worked for all learners, etc.). We want to make potential on-line learning more seamless and accessible to all students. How can we be creative with our resources? We have also created opportunities for students to show self-direction and initiative by assessing their learning and advocating for their needs when necessary. Students have also shown the POG qualities when persevering through this unprecedented time.

★ **Continued Implementation of District-Created Rubrics**

Teachers updated and refined rubrics used in the classrooms, using the district-wide rubrics holistically or specific columns that applied to the assignment task. The implementation of the rubrics clearly addresses the profile of a graduate, as they focus on metacognition, presentation and critical thinking.

★ **Support Program - Imagine Math**

This program allows students to have differentiated instruction that is directly tied to data, but also allows teachers the flexibility of creating and assigning their own work to students. Through the flexibility and adaptability of the program, students are able to take initiative and have self-direction with math concepts at their own level. The way the program breaks down problems into procedures and steps, allows students to think critically and problem solve more effectively. Even a “simple task” like making sure units are written as part of the answer allows students to make sense of the problem and ensure accuracy.

As a department, we wrote and shared letters to parents to inform them about the online program and any new updates along the way. This is an example of communication and collaboration among the district with community members to ensure transparency.

★ **Daily lessons/on-going unit plans**

Teachers incorporate critical thinking/problem solving, creativity/innovation, communication/collaboration, flexibility/adaptability, empathy and initiative/self-direction whenever possible in their own classrooms. The math department encourages students to be reflective learners, advocating for themselves when the need arises in an inclusive and diverse environment

(the whole

basis for Math at Your Own Depth). Students learn from each other as well as through teachers and resources available within the school.

★ **Informing Community about Math at Your Own Depth**

The department continues to share information with the Croton-Harmon community regarding the Math at Your Own Depth program and the resources available to help students succeed with math at PVC. PVC teachers and administrators held a “Resource Night,” where parents were able to choose various presentations about resources available to their children and to them. The questions and discussions at each presentation incorporated key components of the Profile of a Graduate.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

- ★ The department has continued our discussion on ways to develop critical thinking and problem solving in our classrooms and in our content area.
- ★ The assessments and rubrics are varied at each grade level, as they include both formative, summative and performance based ways to evaluate student learning and critical thinking.
- ★ We use backwards design when creating assessments and use our knowledge of critical thinking to determine what assessment methods would effectively measure these standards.
- ★ We embed aspects of innovation, creativity, flexible thinking and open-ended problems as a part of our curriculum.
- ★ As a department, we use district definitions and language directly from the district-wide rubrics.
- ★ Math projects integrate critical thinking and problem solving skills.
- ★ Students self-assess/reflect on their progress throughout each unit to gain a better understanding of how they learn and how they can improve moving forward.
- ★ Teachers provide specific, thoughtful and timely feedback to help students grow during each unit.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

- ★ Through the Tri-States process we were able to identify opportunities where students engage in problem-solving through critical thinking in our disciplines K-12. However, I think we can focus on creating more interdisciplinary connections for our students and focus our work on being able to clearly articulate these k-12 connections as a cohesive faculty.

FUTURE PLANS

What are your goals for 2020-21?

- ★ To prepare for the uncertain educational landscape that awaits us in September.
- ★ To work on transitioning to the Next Generation Math Standards.
- ★ To understand and apply Tri-States feedback to our department goals.
- ★ Continue to communicate with the community about Math at Your Own Depth program.

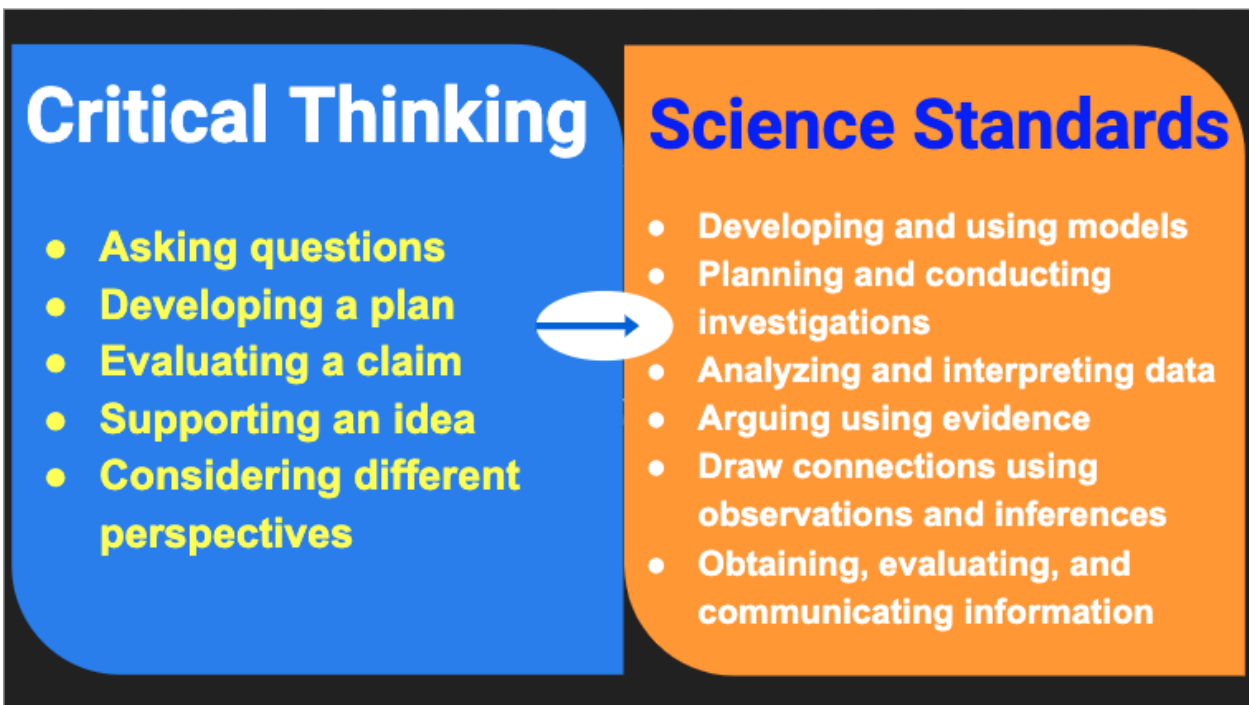
Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: PVC	Department: Science	Coordinator: Noah Gallagher
CROTON-HARMON PROFILE OF THE GRADUATE		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p>The science department has worked diligently to examine the current curriculums (grades 5-8) and using the POG as a ‘lens’, have begun looking at areas, topics, and lessons that can further support and reinforce the characteristics of the POG.</p> <p>For example:</p> <p>This year in 7th grade, students took on the Independent Science Investigation (a project that fused important processing skills learned in class, critical thinking) to plan and investigate around any topic that interested the students. This project required deep, analytical thinking, flexibility, and student initiative to complete.</p> <p>7th graders also (for the first time) used their time out of the classroom (as a result of the Covid-19 crisis) to complete the Rube Goldberg Challenge. Students were given a problem to complete (washing your hands) and worked carefully using resources from home to build and design a machine that could accomplish this task. This project connect to many of the attributed of the POG including:</p> <ul style="list-style-type: none"> - Critical Thinking - Flexibility / Adaptability - Creativity / Innovation <p>I can speak for the department when I say that while the work we were able to accomplish during our department and curriculum meetings occasionally seemed exhausting and stressful, it gave a critical lens through which to evaluate our own work through.</p>		
CRITICAL THINKING THROUGH PROBLEM SOLVING		
<p>What are some things you and your department did to promote critical thinking through problem solving?</p> <p>The science department worked tirelessly to compile evidence of Critical Thinking in our lessons for both the continued improvement of our instruction and for Tri-States visit. Teachers within the department discussed, shared, and improved lessons and activities that engaged students in critical thinking. This afforded members of the department an opportunity to collaborate and discuss ideas relevant to the evidence and for future topics.</p> <p>The science department also took an active role in helping to generate ideas for questions related to our FEBA.</p>		

TRI-STATES CONSORTIUM

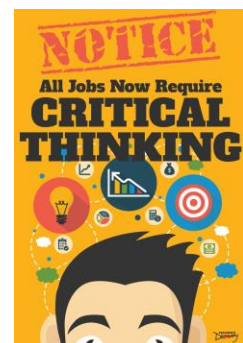
What identified areas of growth were informed by the Tri-States process?

The science department had a long discussion of how much the definition of critical thinking (*the process of continuously asking questions while acquiring knowledge, developing a plan, evaluating a claim, supporting an idea, and considering different perspectives to revise and enhance one's thinking*) directly relate to the basic scientific processing skills AND the Science Learning Standards for 7th and 8th grade:



The PVC Science Department has begun work to establish 'common language' in each classroom for students better to identify when they are thinking critically. To do this we began generating posters for the science department.

The poster below was printed and hung in several science classrooms @



PVC.

[PVC Science Poster Ideas](#)

FUTURE PLANS

What are your goals for 2020-21?

The science department will continue to:
Update our curriculum maps to reflect current practices, lessons, and topics

Ensure students are actively engaged in critical thinking through problem solving, by finding ways to align lessons and content to standards (NGSS)

- Liv Environment waits to see what the “NEW” REGENTS looks like

Examine how “3D” our lessons are and revisit the importance of

- Practice (doing)
- Cross Cutting Concepts (big ideas)
- Disciplinary Core Ideas (content specific information)

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: PVC	Department: Social Studies	Coordinator: Sarah Wellman
CROTON-HARMON PROFILE OF THE GRADUATE		
<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 most recently in our shift to distance learning due to COVID-19. 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 or learning and content skills.</p>		
CRITICAL THINKING THROUGH PROBLEM SOLVING		
<p>What are some things you and your department did to promote critical thinking through problem solving?</p> <p>Our work to prepare for Tri-States brought more cohesion to the vertical articulation of critical thinking and problem solving. The discussions around lessons, units and artifacts helped us to see where we were aligned and where gaps remained. This then informs our practice immediately and in the upcoming year to support the skills necessary to participate in critical thinking and problem solving and in the skills necessary to convey that. The curriculum departments/coordinators reviewed the FEBA data and participated in revising that to gather data more effectively on where students stand in regards to critical thinking. Therefore the conversations and work in reviewing lessons and units informed our lessons and plans in addressing critical thinking in the classroom.</p>		
TRI-STATES CONSORTIUM		
<p>What identified areas of growth were informed by the Tri-States process?</p> <p>In our Tri-States work it became apparent that our previous work with Tri-States had resulted in strong assessments and rubrics. In conversation as a department and in selecting artifacts, we identified areas of growth in the transition from 6 to 7. In the elementary grades there are also more opportunities for interdisciplinary work, and that is something in the secondary grades that would be good to develop. Working with the rigor and relevance framework there are also opportunities to push the units and projects more towards real life situations and applications.</p>		

FUTURE PLANS

What are your goals for 2020-21?

The goals for 2020-21 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.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: PVC	Department: Support Staff	Coordinator: Marisa Gendron
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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

Our department has to show on-the-spot flexibility and adaptability to meet the diverse needs of our students. At times, we will make lessons and plans ahead of time, that have to be changed in the moment. We are constantly collaborating with teachers in an effort to help them adapt their instruction to the students' current levels of understanding, as well as their learning styles. In addition, we have to be flexible ourselves as we work across various grade levels, content areas, and in different settings.

Initiative/Self-Direction

A large part of our job is supporting students with organization and life-skills. We work to make our students become more independent. Whenever possible, we try to build in opportunities for student-choice, which allows students to be more self-directed and develop initiative. We build self-advocacy and strengthen their skills through scaffolded instruction with checklists, visuals, notes, behavior modifications, rubrics, etc., all of which help them to become more independent learners.

Critical Thinking/Problem Solving

Our department continued to work closely with grade-level and content area professionals. Most of us are able to attend grade level team meetings, which allowed us to collaborate across content areas. In addition, we all 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.

Empathy

Within our department, we work to build empathy with our own students, the general education students, and the faculty and staff. We serve as advocates for individuals with special needs. In doing this, we build empathy skills for our colleagues and the entire school population.

Creativity/Innovation

Our teachers created LATIC-style units, STEAM/STEM activities, INDE lab projects, and used a variety of modalities and platforms to reach our students. This was especially apparent during online learning, as we worked to reach our struggling population and immersed ourselves in new technology- Google Classroom, FlipGrid, Padlet, EdPuzzle, etc.

Communication/Collaboration

Each spring, we participate in annual review/CSE meetings with the parents of all special education students. While doing online learning, our department served as the “point person” for some of the building’s most at-risk students. We communicated regularly with students through Google Hangouts, emails, and phone calls. We also worked with parents to meet the students’ needs remotely. We constantly 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.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

The PVC support staff worked closely and collaborated with content area teachers and our grade-level colleagues. Many of us served as team members for specific grade-level meetings, which allowed us to be further involved in curriculum development and decision-making. All of the special education teachers work in a CTS classroom, so we were able to support the general education teachers and worked 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.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

The Tri-States process allowed us to work collaboratively as a department on common assessments and learning. We had a chance to look at another’s lessons and assignments, which provided opportunities to share our teaching practices. Our department collaborated with the Social Studies department at PVC and we examined one another’s work. It allowed another department to see how diverse our students’ needs are in the various programs and settings that we all teach within.

FUTURE PLANS

What are your goals for 2020-21?

Our goal each year is to ensure that we continue to meet the needs of all of our students and utilize special education programming to the best of our ability. We will be welcoming some new department members at PVC, so another goal is to acclimate them to our building, department, and district. In addition, we will have to meet the educational, as well as social-emotional needs of our students as they readjust to the school setting in September or online learning, if it continues.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: PVC	Department: World Language	Coordinator: Maria Ault
CROTON-HARMON PROFILE OF THE GRADUATE		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p>Flexibility/Adaptation 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 show not only 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"> ● Developed online learning opportunities - videos, posts, games, drawing activities, writing tasks, reading comprehension activities, listening assignments, assessments and more. ● 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. <p>Initiative/Self-Direction As a department, we work diligently to encourage self-motivation in our students. We do this by:</p> <ul style="list-style-type: none"> ● Providing choice ● Using authentic tasks ● Assisting with goal-setting ● Conferencing with students ● Involving students in rubric development and use ● Promoting self-assessment <p>Critical Thinking/Problem Solving 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>Empathy 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.</p>		

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 understand that producing language is about practice, not perfection. We also promote tolerance, acceptance and appreciation of cultures, through visits with students from other countries, trips to restaurants and abroad, and more.

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.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

Specific activities are listed below. In terms of assessment, we also promote critical thinking. We are using ongoing assessment that is standards-based. Students know what is expected of them and can think deeply about their own work and what is necessary to reach the desired outcomes. Frequent and timely feedback also helps promote this goal.

- Reading and listening comprehension activities - students read/listen to a passage that includes unfamiliar content and answer questions or respond to what they have read/heard
- Hot seat - one student sits in front of the board, a clue/picture is presented and the other students have to help the student figure out what is on the board
- Sentence strips - students receive pieces of sentences and are asked to construct their own
- Video sequencing - students are asked to sequence the parts of a video short
- Speaking - students converse with teacher in an authentic situation using circumlocution strategies and prompts to navigate the conversation (Please repeat, I don't understand, etc.) so it is comprehensible and appropriate
- Character Mapping - students identify characters from videos or stories using physical, descriptive, and personality expressions.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

While critical thinking through problem-solving definitely happens in the World Language classroom, it's an area that we can discuss more within our department and with our students. Since it looks so

different in our content area, it is important to revisit the conversation about how we are encouraging it in our classrooms - not because we lack it, but because we must recognize and label it.

FUTURE PLANS

What are your goals for 2020-21?

We will focus on the transition back to school. There will be a lot of discussion about how to reenter the classroom in a way that is productive and positive. 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.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CHHS	Department: English	Coordinator: Noel Schoenleber
CROTON-HARMON PROFILE OF THE GRADUATE		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p>Flexibility/Adaptation</p> <ul style="list-style-type: none"> ● The English Alt 9-10 and English 11 Escape Room activities require students to think on their feet and change course in response to clues. ● 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. <p>Initiative/Self Direction</p> <ul style="list-style-type: none"> ● 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. ● 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>. In addition, students facilitate these discussions. ● 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>. ● Students in English 9 take part in an independent reading assignment. At the beginning of the year, each student signed up for a presentation date sometime between November and May. They then had to manage their time to read a book on their own outside of class (any genre of their choosing) and prepare a presentation for the class. <p>Critical Thinking/Problem Solving</p> <ul style="list-style-type: none"> ● English 9-12 Research Papers demand critical thinking. ● Synthesis essays, such as the English 10 <i>Midsummer Night’s Dream</i> essay on the effects of love, require students to develop a position on an issue based on multiple texts, as well as to acknowledge and refute a counter-argument. <p>Empathy</p> <ul style="list-style-type: none"> ● English 9 unit on <i>Of Mice and Men</i> explores the theme of how misfits are often unfairly shunned by society. ● 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. ● We have added literature by American authors of color, as well as global literature, to our curricula in order to foster cultural understanding. <p>Creativity/Innovation</p>		

- Students in English 10 create their own performances staging scenes from *A Midsummer Night's Dream*, employing blocking, costume, set elements and language use to demonstrate their understanding of Shakespeare's work.
- 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.

Communication/Collaboration

- Students in AP Language developed a list of book recommendations and reviews, as they wanted to share suggestions for independent reading while we've been in confinement.
- Students in English Alt. 11 work together on "Whodunnit"- style puzzles to develop a persuasive tone and organize a thesis statement.

CRITICAL THINKING AND PROBLEM SOLVING

What are some things you and your department did to promote critical thinking?

English 9

- For the Research Paper, we require students to take and develop a position on an issue, but also to engage critically with different perspectives by rebutting a counterargument.
- For the synthesis essay in the *Of Mice and Men* unit, students read and annotate four texts. These texts explore the challenges faced by various characters in the book. Each of these characters faces significant challenges and discrimination, and none succeed in achieving their goals. Since the 1930s was the time the term "American Dream" first entered circulation, students are invited to consider whether the society depicted in the book allows different characters to pursue their dreams, or whether the system is rigged against them. Students were invited to build their understanding of the idea of the American dream, as well as historical social context that affected African Americans, women, and disabled people at the time. Students then synthesized the evidence into an argumentative paper.

English 10

- Prior to reading *Oedipus the King*, students engaged in a pre-assessment activity that prepared them to anticipate possible themes. Students were given five questions and were asked to answer by circling whether they agree or disagree. After selecting a choice, students needed to provide a distinct reason as to why they agree or disagree with that statement. Students broken into three different groups engage in a "Speed Dating" activity where they will have a chance to speak with five different people about a different topic. Throughout their discussions, after they have stated their stance/reasoning on the topic, they must pose a critical thinking question to their peers. Five examples of questions are provided to students. (Honors students must come up with their own critical thinking questions and have them approved by the teacher the night before.) Questions surrounded the main idea of how the topic at hand has impacted or may impact society. Based on discussions, students in the end will come together to brainstorm possible ideas of themes they may anticipate throughout the tragedy.
- After completion of the *Animal Farm* unit, students in English 10 are asked to write a synthesis essay responding to the question, "Is peaceful protest the best way to achieve freedom?" Prior to writing the essay, students will engage in a close reading of six different texts. During each close reading activity, students engage in a variety of small group, as well as large group discussions about the power of protest and which tactics are most effective in achieving the goal of freedom. With the information gathered from a variety of different texts, students

must form and draft a well developed claim while distinguishing their thoughts from opposing claims.

- While reading *Things Fall Apart*, students research creation stories across different religions and cultures. Students create their own graphic organizer as they analyze similarities among symbols and themes in the stories they chose to research. Stories span different time periods and are told across the continents. Students present their stories and findings in small groups as we discuss the cultural value and importance of creation stories.

English 11

- Students in English 11 worked on a research paper that asked them to compare the content of their text to a related issue. For instance, a student wrote about how hysteria has impacted people at different times in history in different parts of the world. Students also compared the experiences of black soldiers during the Vietnam era to those of the Civil War era.
- In order to prepare for the research paper, students in English 11 engaged in “Speed Debating” and reviewed rhetorical appeals. Students were given a position and then had to debate with a peer.

English 12

- At the conclusion of our reading of *Dawn*, by Elie Wiesel, students examined how literary elements come together to create a theme. Students were responsible for tracking the literary elements of internal conflict, external conflict, foreshadowing, symbolism, flashback, and point of view as they read. Then students had to figure out what themes the novel conveyed using quoted evidence for each of the literary elements. Students demonstrated their learning by creating a poster, and students did a gallery walk in which they provided written feedback on the content and form of their peers’ posters.
- As a culminating project for the Cultural Close Up unit in English 12, students selected a work of fiction or a memoir to read that gives insight into another culture. Each student in the class read a different book and they chose a presentation date in April. Students were responsible for reading the work on their own and creating a 10-15 minute presentation based on their reading and their research. The presentations were posted on Google Classroom, and students gave feedback to their peers on the content and format of the presentations. Students also wrote a 5-page paper researching how the culture in the novel impacts the characters. They had to find a minimum of four sources in addition to the book. Students were able to choose a book that was interesting and challenging based on their reading level.

TAP English

- Students in English 11 Alt wrote a research paper in which they had to take a position and distinguish their claim from an alternate/opposing claim. Students in English 11 also worked together on “Whodunnit” - style puzzles to think further about persuasive tone and organizing a thesis statement.
- Students in English 9/10 Alt wrote a research paper in which they had to take a position and distinguish their claim from an alternate/opposing claim.

AP English Language and Composition

- For timed Rhetorical Analysis Essays, students are taught to apply the critical vocabulary they learn by annotating a text with appeals, modes, and devices. This helps them to recognize rhetorical patterns an author employs and to identify textual evidence to support the strategies they choose to analyze. To introduce the Synthesis Essay, students read and annotate seven texts on an issue. They collaborate in small groups to identify an assigned

text's position on the issue and to identify strong evidence to support it. Then they engage in a discussion about the issue in which they adopt the persona and viewpoint of their assigned text's author; they have to enter the conversation with other groups/authors and respond to different perspectives persuasively.

AP English Literature and Composition

- In order to prepare them for timed Question 1 and Question 2 essays, students are taught to annotate texts, looking for such elements as figurative language, specific types of diction, and tone. This inculcates the habit of thinking critically about a source as it's read, thus preparing students to support their written analysis of a source with specific references to textual elements.
- As a part of our analysis of Toni Morrison's *Beloved*, students work in groups to analyze motifs in the novel such as color, scars, and the significance of naming. Using specific evidence they have selected from the novel, they determine the significance of both the individual pieces of evidence and the importance of the motif in the novel overall. They then present their information to the rest of the class.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

- We implement district rubrics, such as the presentation rubric for the English 12 Cultural Close Up Project.
- We have added more complexity to essays. For instance, the English 9 Of Mice and Men essay was originally a close adaptation of a Regents Argument essay. Now, students read and annotate four texts. These texts explore the challenges faced by various characters in the book. Each of these characters faces significant challenges and discrimination, and none succeed in achieving their goals. Since the 1930s was the time the term "American Dream" first entered circulation, students are invited to consider whether the society depicted in the book allows different characters to pursue their dreams, or whether the system is rigged against them. Students were invited to build their understanding of the idea of the American dream, as well as historical social context that affected African Americans, women, and disabled people at the time. Students then synthesized the evidence into an argumentative paper.
- We have added more metacognitive elements to our major assignments, such as guided self-revisions between the rough and final drafts of papers and reflections after students finish the research paper.
- Prompted by a question during the Tri-States visit, we will identify an overarching essential question for each core English course. For example, in English 9, it will be: What is the appropriate relationship between the individual and society?

FUTURE PLANS

What are your goals for 2020-2021?

- To modify instructional practices in order to meet the potential need for social distancing.
- To create an AP Language unit on Kazuo Ishiguro's novel, *Never Let Me Go*.
- To develop and implement the Creative Writing course.
- To identify an overarching essential question for each core English course.

- To continue to learn about the NYS Next Generation Learning Standards and make curricular and instructional adjustments, as necessary to meet these standards.
- To develop curriculum suitable for TAP English 11/12, a new combination class offered to Juniors and Seniors in the TAP program.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CHHS	Department: Mathematics	Coordinator: Susan Dudman
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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 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.
- 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.
- The math department works with the science and social studies departments in the cross collaboration of certain concepts.
- Every member has had to be flexible and adaptable during the 3rd and 4th marking periods as part of the remote learning due to the pandemic. The math department has worked to support students and help them to adapt to the ever changing world of learning at home. They have helped students learn how to be distance learners through videos, Google classes and, when needed, one-on-one instruction for those who had difficulty adapting to the new learning. Teachers have had to find new and unique ways to teach and help the students understand the intricacies of math.

Initiative/Self-Direction

- 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.
- 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.
- The 3rd and 4th marking periods are all about students taking initiative and having self direction. It has forced students and teachers to think outside of the box when approaching learning. Since leaving school in March 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.

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.
- For the last year the school district and the math department have been preparing for the Tri-States visit with the focus being Critical Thinking. We have been doing FEBAs in many of our classes and sharing the results among colleagues. We have been using the results with the thought of improving both students' critical thinking skills as well as how we use the FEBAs to track students' growth throughout their four years in the department.

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.
- In the 3rd and 4th marking period we tried to show students how we need to treat each other in these times where the world is struggling. As a department/school district we have encouraged students to see how other individuals are in need and how to treat each other with respect. We have taught them that it is ok to ask/give help to others in times of need. Through many group meetings we have encouraged them to voice concerns and come up with solutions.

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 3rd and 4th quarters students have had to become creative and innovative with how to learn. No one method of presenting material works for all students. During Google meets students have had to brainstorm other ways to learn, complete and understand materials. Many of our Google meets have been used to figure ways to help each other and ourselves do the best possible job of remote learning.

Communication/Collaboration

- Students are taught and encouraged to use study groups for studying and brainstorming.
- Teachers are constantly using technology that encourages the flow of ideas and information for the student, the parent and the teacher.

- The 3rd and 4th quarter have been a time where communication has become an integral part of our lives. With remote learning, teaching and learning have taken on a different set of obstacles. Students have had to face one of the hardest components of learning which is the ability to voice what they don't know. Teachers who have in the past used body language to read a student have to rely on other methods to find out what students know and don't know. We believe that students and teachers have become better collaborators as a result of this hardship.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

In the math department we have 18 different courses that we run (some every other year) and many of these classes use similar critical thinking and problem solving

Classes Based in Algebra

- The Algebra 1A class spent time studying statistics of players on various major league baseball teams. After collecting, interpreting and studying their data, they were asked to create the class "Dream Team". Unfortunately, the season has been postponed, so they were not able to see how the team performed in real life.
- In Intro to Algebra the students are presented with the "Granny Problem" which is an open ended problem where students are required to determine "the strength value of each participant of a tug of war" and then use that information to make decisions which will help figure out who will win the war.
- The Intro to Algebra class also does a project where students travel around the world and learn about finances as well as converting money and keeping to a set budget.
- In Algebra 2/Trig students look at exponential equations with the application of interest and its effects on a student's personal finances.
- In Trigonometry and Pre-calculus we use trigonometry to determine where objects could be as well as how much force it would take to move an object.
- In Calculus and AP Calculus students are presented with multiple real life situations in which they must come up with a "realistic" solution.

Geometry Based Classes

- Students are asked to prove geometric statements using theorems, postulates and definitions using a logical sequence.
- When presented with a variety of situations, students are asked to give reasonable and clearly thought out conclusions based on mathematical facts.
- Geometry students are asked to create their own study guides as a way to transition them to being independent learners who take responsibility for their own learning.

Elective Classes

- Students are offered the opportunity to become certified JAVA programmers (Last year 12 students were fully certified to go into the workforce as programmers of JAVA).
- AP Statistics students take an oral exam where they solve problems and answer questions that are given to them in the moment.
- Business Math students must research, evaluate and choose a variety of investments that they predict will be the most profitable. They participate in a “Fish Tank” where students actually try to sell their products.
- Computer Science students develop efficient algorithms to solve real world problems; ex: creating seating charts, lunch menu programs and a calculator.

As a department

- Several of our members have taken the district workshops on Critical Thinking, Assessment Development with critical thinking and rubrics with critical thinking as a main component
- We adopted the Webassign and Delta Math programs
- As a department we worked on rephrasing questions that required students to think more critically
- Students were encouraged to think and provide different methods to solve given situations
- Students used peer review to learn how to critique and accept constructive criticism
- More open ended questions were presented to students

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

- The math department has always shared ideas and concepts well. One of the areas that came to light was instead of just sharing between all of the courses on a level that we should be sharing critical thinking assessments vertically. This way as a department we could determine strengths and weaknesses and see areas that need improvement.
- We would also like to create assessments that are multi- disciplined between science and math or math and english.

FUTURE PLANS

What are your goals for 2020-21?

- Complete all standards in Rubicon
- Create a map for the Algebra 1A/B two year course
- Work on more cross building alignment of vocabulary and methods
- Develop more common assessments
- Investigate different methods for remote learning
- Find different methods for online assessments
- Develop Performance (or Project) Based Assessment (PBA)

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CHHS	Department: Science	Coordinator: Jamie Rooney
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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

- 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.
- Ecology students were given the opportunities to choose a topic of their own interest within a topic, e.g., renewable energy. We had studied the basics of the various types of renewable energy together, but then students were invited to choose an area of focus and the type of presentation (slides, paper, cartoon/graphic novel, children's book, scientific study, letter to a government official, etc.). While all students were required to read at least three articles and incorporate the relevant content into the Introduction and body of their project, one student could focus on a one page Science News articles, while another could be designing and carrying out a survey on personal growth towards changing their habits to practice sustainability in their daily lives, etc. Working with special ed teachers and aides is enabling students to develop projects that are especially meaningful to them.

Initiative/Self-Direction

- APES students engaged in seven month long student centered research projects on environmental topics of their choice. Students were required to take initiative during this project with multiple options available. For example, this year depending upon the topic chosen, student groups designed their own experiments, created surveys for data collection, conducted field research, compiled data from multiple resources in a unique way. All groups will share virtual posters with the Croton-Harmon Community via Padlet.
- Physics - the students are given a question to investigate. They come up with a design of the experiment, put together the equipment and conduct the experiment they've designed. They analyse the collected data and draw the inferences and conclusions.
- Earth Science/Forensic Science: In our hands-on labs and activities students have to collect, analyze and interpret different forms of data. The methods they use to go about collecting, analyzing and interpreting this data vary greatly depending on how the students decide to go about the activity.

Critical Thinking/Problem Solving

- Animal Physiology- Using NOAA's Data in the Classroom, students used real-time ocean data to explore today's most pressing environmental issues such as coral bleaching and climate change. Students used real data to investigate the consequences of rising sea surface temperature on coral reefs. They also considered the importance of coral reefs in their own lives.

- Regents Chemistry - in chemical bonding the students derive the rules of bonding
- AP environmental Science and Regents chemistry students engaged in the practice of scientific modeling.
- Physics - students first perform an experiment: collect and record observations and then derive formulas from the collected data. The students do not receive a reference table, the students develop it as they progress through the course.
- Working with students in Earth Science to get them to understand concepts and how to apply those concepts to new and different situations.

Empathy

- AP Environmental Science students developed empathy for humanity as they learned about environmental justice issues around the world.
- Earth Science: Through the lens of resources and Environmental issues students gain an understanding of how other people are affected/impacted by our decisions on these issues.
- Forensic Science: Through the topics of this course the students gain a better understanding of what our First Responders go through on a daily basis.
- Ecology: Throughout most of the school year, students were able to work in small groups with guidance from teachers and aides. During elearning, google.meets have helped to encourage students to brainstorm ideas and offer suggestions to one another.

Creativity/Innovation

- Animal Physiology - Students researched a species of fish that live in the Hudson River. They have to teach the other students in the class about the fish and then design an exhibit for that fish species to be added to the Norwalk Aquarium. Requirements for the tank had to mimic natural conditions for the fish species. Students also had to create displays for aquarium guests to read to learn more about the fish species.
- Chemistry - students work on creating questions for tests and quizzes that are used in class.
- AP Biology - Students worked beautifully in groups designing games representing accurate models of the immune response in a variety of living organisms.
- Earth Science - Students create presentations about the different mineral resources that we use in our daily lives and present them to the class.
- Forensic Science - Students work to create a crime story and then create a crime scene within our classroom. After setting up their crime scene then they go and investigate another group's crime scene to see if they can "solve" the crime.

Communication/Collaboration

- AP Environmental Science and Animal Physiology collaborated on the Save the Pollinators Project. Malaise traps were set out in the fall at Teatown and Spencer Field. Insect count data was shared between both classes for insects collected this and last year as well.
- Forensics: The students used google slides and presented about a chapter in the textbook they were interested in
- Students working on research projects on resources and in Earth Science and then presenting them to the class.

- Earth Science: All labs in this class are done while working with at least one lab partner which I make sure to switch up periodically throughout the year. My goal is that by the end of the year everyone will have worked with almost everyone else in the class at least once.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

- SCIENCE RESEARCH- Students choose a topic of interest for which they are truly passionate, and as they navigate their way through the process of developing a testable hypothesis, designing a protocol, and analyzing their data, they receive feedback from their peers who are a combination of first, second and third year students. The modeling that occurs as older students model for younger students is remarkable. All of the components of critical thinking are at play here when students present to one another: *cognition*-presenters are held accountable for clearly explaining how they plan to/have interpreted and analyzed their data; *strategy*-presenters must present the logic behind their own student-generated research questions, methodologies, analysis, conclusions; *perspective*-are there factors the presenter hasn't considered? It could be a potential bioethical issue or a mistake in designing a protocol in which certain variables are not held constant; *justification*-how does the presenter determine whether the hypothesis can be accepted or refuted? Is the evidence compelling? If it has been analyzed accurately, are the inferences that are made ones that can be supported?
- AP Biology: Many CHHS students have had little to no experience in designing their own lab experiments. The new AP Biology curriculum stresses the value of inquiry based learning. There are suggested lab topics but no required labs. For example, the College Board provides a protocol for measuring the rate of photosynthesis. Students learn the technique but then work with a partner to ask a question that may be answered by measuring the rate of photosynthesis. There is an infinite variety of ways to design a study, yet students often rely on ones that can be googled. Helping them reconnect with the open curiosity they had in kindergarten is a tall order, but an important one.
- AP Chemistry: Students have to design and carry out experiments using inquiry-based learning to apply their lab skills and their knowledge of chemistry to come to a valid conclusion for various labs.
- Earth Science: By teaching the students different concepts in science and how they can be applied to different situations in our curriculum, they are led to thinking critically about how things interact in the real world. Then through our labs, quizzes and tests, they are then assessed as to how well they can apply these concepts to new and different situations.
- Students accessed NOAA's Data in the Classroom in Animal Physiology. Students used real-time ocean data to explore coral bleaching, and developed problem-solving skills employed by scientists. Students used real data to investigate the consequences of rising sea surface temperature on coral reefs. They also considered the importance of coral reefs in their own lives.
- See also, examples listed under the "profile of a graduate" section.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

- Our students have a diverse choice of critical thinking opportunities in science courses
- We need to start sharing critical thinking assessment vertically within the science department so we can see strengths and weaknesses as a department.
- We would also like to have more opportunities to create multidisciplinary critical thinking assessments with other departments, especially with math and english.

FUTURE PLANS

What are your goals for 2020-21?

- To continue to learn about the NYS science learning standards and make curricular and instructional adjustments by attending conferences and participating in professional development
- Infuse more opportunities for STEM
- To successfully navigate whatever the “New Norm” is when we get back to school next year

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CHHS	Department: Social Studies	Coordinator: Lauren Maiolo
CROTON-HARMON PROFILE OF THE GRADUATE		
<p>How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p>Flexibility/Adaptation</p> <ul style="list-style-type: none"> - There have been significant curriculum and testing changes for many of our core classes this year and in the last couple of years. As a department, we have worked individually and collaboratively when possible to address these changes. In many cases, this has meant developing new lessons, assignments and assessments. Global 9, AP World, US History Regents, AP COGO, specifically have seen drastic changes and needed much adaptation and adjustment. - Of course, with distance learning there have been examples of flexibility and adaptation every day. As a department, we quickly came together to decide best practices and to help each other to succeed in this. - Additionally, we offer opportunities for student voice and respond to student feedback & requests accordingly. We do this formally through things like written reflections and Google Forms. <p>Initiative/Self-Direction</p> <ul style="list-style-type: none"> - Department members have participated in much professional development throughout the year. Some examples include; an online class for “Teaching Students with Anxiety Issues”, US Regents Civic Literacy Workshop (grading and prep), an online class on “Civic Education” and Critical Friends. - During “online learning” we have come together to arrange department meetings that were in addition to already scheduled time and have increased our collaboration time significantly. <p>Critical Thinking/Problem Solving</p> <ul style="list-style-type: none"> - We have been adapting lessons and assignments to address the eLearning setting and working to incorporate weekly opportunities for critical thinking and problem solving. Students are still completing “current event” assignments where they are asked to recognize “enduring issues” and reflect on their significance and possible solutions. Students are also still completing modified versions of research assignments. - The department continuously aligns projects and assignments with the CHHS critical thinking rubric. *See the “critical thinking” section below for even more information on department work in this area.* 		

Empathy

- Regular emails or calls to students and parents not participating in class or, more currently, in eLearning.
- Emails to parents and students to check-in, raise concern, express pride, appreciation, understanding during class and during eLearning.
- Communication with appropriate school staff, like counselors and special education, to address any student concerns.
- One on one live meets with students and parents in need during online learning.
- Live meet check-ins offered to classes on a weekly basis.

Creativity/Innovation

- Even prior to online learning our department members aspired to find new, creative and innovative things to incorporate into the classroom. With online learning, we are doing this daily as we work to navigate through very new territory. We are all learning about how to use new apps and platforms and going through various forms of training. To offer students consistency and a feeling of some normalcy, we have tried to maintain certain practices like the use of Google Classroom pages and the completion of current event assignments. To address new student needs and innovate accordingly, we have all filmed instructional videos to help students navigate through a new technology tool or to help them through an assignment or to provide feedback. We have used new platforms like “flipgrid” to allow students to present a current event assignment or some other work, and Padlet or other apps to facilitate collaboration.
- When school was in session, members went through formal and informal training on new technology opportunities. For example, training on use and best practices for new flatscreen computers and exploring the possibility for integrating more video presentations.
- Students are often offered choice in the ways that they complete certain assignments or projects and are encouraged to innovate in the process.

Communication/Collaboration

- Research assignments at every level created and implemented in collaboration with library teacher, Pam Morrison. With online learning, we have moved the development of the global 9 project to an online setting and have had numerous live meets with 9th grade teachers, the librarian, and the special education teacher. We even took initiative to schedule a live meet with 9th grade English teachers in order to discuss upcoming research and writing assignments that they would be offering so as not to overburden our students.
- Wednesday collaborative meetings used for building and strengthening work in shared courses.
- Continued development of the Global 9 Honors program to address needs of current student population and shifting expectations.
- Development of a new Global 9 research paper to reflect “enduring issues” and the new state assessments.
- 9th grade teacher and administration meeting.

- Communication/collaboration with SPED and Flex teams to ensure students are meeting goals/standards
- Collaboration on US 11 final project
- Collaboration/communication with mentor to prepare for CHOOSE (of course this was only in the beginning stages before we left for online learning)
- Our students have opportunities to collaborate with classmates continuously through our implementation of lessons that require group work and through various projects completed in each class.
- Weekly live meets with teachers and students offer opportunities for communication and collaboration.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

- Our department's focus has long been on teaching critical thinking skills to students through the use of historical thinking skills and reasoning skills in writing. We use a variety of historical & modern content to drive these practices while making it clear to students that the skills are the focus. Students in each class and at every level are taught to sharpen argumentation skills by crafting claims in writing, completing research assignments and projects, participating in class debates, etc. Additionally, students "source" documents and critique arguments in order to recognize and analyze potential limitations. By doing so, they are increasingly prepared to "problem solve".
- We have strengthened the practice by working together to increase alignment in areas like vocabulary used with students and collaborating on how to define effectively what it is that we are asking students to do. For example, we discussed the need for students to be familiar with alternative vocabulary that they might come across in other classrooms or outside of school, like saying "thesis" or "claim", and so we decided to make an effort to point out these connections and overlaps whenever possible.
- Additionally, we are offering even more assignment opportunities based in research and tied to modern "enduring issues" that align with our recent state curriculum and exam changes. For example, 9th grade students have been asked to use historical examples of an enduring issue to analyze how they are being used to help solve or inform on a current example of the issue. Students have the opportunity to sharpen their skills by analyzing examples of problem solving and to provide their own original ideas in an attempt to problem solve.
- As outlined in the Tri-States submissions, each teacher in the department has several specific examples of assignments and projects that are based on promoting critical thinking through problem solving.
- Members of the department also participated in a variety of professional development focused on this topic. Some examples include participation in the Tri-States Cohort, completion of the online class, "Infusing Rigor into the Classroom", participation in online webinars and tutorials and completing readings focused on transferring these skills meaningfully to the "distance learning" setting.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

By participating in the Tri-States process once again, we were able to recognize our department's improved alignment in both course skill work and student feedback over the last few years. It provided us with an opportunity to reflect and celebrate our achievements in critical thinking, as well.

FUTURE PLANS

What are your goals for 2020-21?

We are interested in working together to create a new Social Studies elective that could be added to the classes that we offer in rotation. Additionally, we would like to continue to have time to focus on critical thinking through problem solving and on collaborating to strengthen our department's alignment in these areas.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CHHS	Department: Support Services	Coordinator: Kelly Ingraham-Friedman
CROTON-HARMON PROFILE OF THE GRADUATE		
<p data-bbox="203 436 1328 468">How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?</p> <p data-bbox="203 506 496 537">Flexibility/Adaptation</p> <p data-bbox="203 548 1528 846">Flexibility and the ability to adapt is a strength of our department. As special education teachers, being flexible and able to adapt is an important part of what we do in resource rooms. We are highly structured and organized, but we must be flexible. Student needs are so diverse, and at times unpredictable. We must be able to meet them where they are at. Our students may struggle to adapt to new school buildings, schedules, teachers, transitions, or tasks and skill expectations. We work to build our students’ confidence in their ability to adapt to their academic environment and demands, as well as with content teachers in order to bring flexibility into their classrooms to meet students’ needs.</p> <p data-bbox="203 894 1528 1161">The ability to be flexible and adapt was especially evident during the transition to distance learning. As a department, we worked to help students develop independent work schedules that met their ever-changing academic, familial, and personal needs. As teachers, we saw parental outreach and ongoing communication increase as we sought to bridge the gap between the home and school environment. Much like our students, we had to make decisions on the fly as to where our energy and resources were most needed on any given day. Overall, our department worked hard to maintain the connections that were developed with students before the building closure.</p> <p data-bbox="203 1209 516 1241">Initiative/Self-Direction</p> <p data-bbox="203 1251 1528 1476">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 data-bbox="203 1556 646 1587">Critical Thinking/Problem Solving</p> <p data-bbox="203 1598 329 1629">Tri-States</p> <p data-bbox="203 1671 1490 1860">Executive Functioning: The majority of our students need support in this area. This includes paying attention; organizing, planning, and prioritizing, starting tasks and staying focused on them to completion; understanding different points of view; regulating emotions; self-monitoring; etc. Students are supported in this in a variety of ways, from focused IEP goals, to accommodations and modifications.</p>		

Empathy

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 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 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. Here are some examples of the work we've done in this area prior to eLearning:

The RISE Program avails students opportunities to go out into the community. Students attending the Tech Center can take CTE courses and correlate them with our Vocational Class. Students take various classes based on interests and work on independence and self-advocating skills needed for post-secondary employment. The program is supported by classroom teachers as well as Transition Coordinator. The students continue to work and choose job sites of their interest and are supported in the best possible way.

Special Class English implemented an Escape Room.

Since eLearning we have developed methods of connecting with our students in a variety of new ways. Utilizing tools such as Google Hangouts, phone conferences, instructional videos, and Google Docs, we have implemented a variety of strategies to meet our students' needs during the transition to distance learning and the adoption of eLearning and its various phases. During eLearning, special education teachers have also seen their roles increase as it relates to supporting our students socially and emotionally.

Communication/Collaboration

As per students' IEPs, both direct and indirect consultation is required. 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 make any modifications that may be necessary for students to achieve success, etc. Case managers serve as an advocate for students on their caseload, the point person for students, and as a liaison between teachers, other support staff, and parents. We also encourage our students to communicate with their teachers and advocate for themselves as they work towards becoming more independent learners. Resource Rooms themselves are a collaborative setting where students will often work together to study for tests and quizzes and share study strategies, successes, and problem-solve struggles with their peers.

Since eLearning, our department has maintained communication and collaboration with content area teachers, guidance counselors, and other service providers. The special education teachers have joined Google Classroom pages for each of their students' classes in order to preview assignments and track assignment completion. We have also participated in weekly "at-risk" meetings to identify which of our students are struggling with assignment completion and discuss what steps have been taken to bring these students back online. This collaborative effort has yielded positive results for supporting our students.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

- Students used calendars to prioritize assignments and assessments in order to develop time management skills.
- Students engaged in lessons designed to evaluate sources and identify bias in various media outlets.
- Students worked in groups to discuss current event articles and how they relate to enduring global issues.
- Students worked with resource room teachers to identify and locate supplemental resources (textbooks, online study aides, videos, etc.) to support their learning of new content-area material.
- Students engage in reflection through 1:1 check-ins with resource room teachers
- Students play an active role in developing their IEPs
- Students work with classroom aides and Transition Coordinator at job sites as well as at Tech Courses with data being collected.
- Students reflect on job experiences and share thoughts/presentations on what they're accomplishing at each site
- Students and families are supported by the ETP Program which allows them to get paid while at a job site through Westchester County.
- Students are given problem solving activities in which they identify solutions to situations that arise at a work site.
- Students continue to focus and identify goals for themselves in which they need to improve upon.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

- There are vast and diverse opportunities to build students' critical thinking skills within resource rooms, special classes, and CTS classes.
- For students who struggle with executive functioning we could create IEP Goals. Accommodations and/or Modifications may be used to support students enroute to developing stronger, independent, problem solving skills and abilities.
- We are in a position to assist colleagues in creating multi-disciplinary activities, as we see and work in all the "silos".
- Accommodating different learning styles requires problem solving and critical thinking on our behalf.

FUTURE PLANS

What are your goals for 2020-21?

- Right now our goals are focused on our students' immediate, and anticipated, needs as they relate to eLearning. We need to be able to meet them where they are at, wherever that may be, and move them forward. Here is what we are looking at:
 - Academically: How can we assess students' learning needs after distant learning (content as well as skill and habits)?
 - Socially/Emotionally: How can we support students and families in the transition out of (and back into?) eLearning, possibly into hybrid learning, or back into live learning?
 - Communication: This is essential. We really need a way to be able to call families, and have that reflected. We are missing opportunities because families do not recognize the incoming numbers as Croton so they don't answer, and then there is no call-back number as well.
- Once back into the building, and we have addressed the aforementioned academic, social, and emotional needs of our students, we hope to engage in additional, collaborative, problem-solving, opportunities with our department as well as with other departments.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building:	Department:	Coordinator:
CHHS	World Languages	Susan Bree

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. Every member of the CHUFSD has had to display flexibility and adaptation during the latter part of the year, when schools were shifted into emergency remote instruction mode. We have worked tirelessly to support students as they adapt to learning under these very different and less than ideal conditions. We have helped students to adapt their organizational skills, learning styles, and collaborative skills; have reached out to them and encouraged them to expand their self-advocacy skills to meet the needs of this situation; we have supported them and tried to coach them to understand their own needs and find a balance between staying motivated and putting too much pressure on themselves under very difficult conditions. With this considerable support, some struggling students are beginning to cope better and learn to navigate and function in this new learning environment; and students who had fewer initial difficulties in working under “distance learning conditions” have had opportunities (sometimes prompted by teacher surveys, sometimes on their own) to assess their own learning needs, then to reach out and make suggestions/requests to meet those needs better.

Understanding that students were having a difficult time engaging in certain kinds of work via distance learning, we invested some time into developing “high engagement” activities that are indirectly curriculum related and are designed simply to keep students engaged in the eLearning process. Culture videos (some in the target language that function as listening comprehension activities and some in English that function as culture content) have been particularly appreciated by students. A “slang photo project” in French that is to be sent to our colleagues in La Rochelle also got quite good participation. We periodically survey the students to get their input into the kinds of activities they find most engaging and adapt our lesson planning periodically to include them.

Speaking in more general terms, language acquisition fosters flexibility and adaptability in several different ways. Firstly, language learners acquire cultural competence: students need to become adaptable to different social and cultural norms in order to function well in the target language. Even the most basic tasks can require adjustments of social behavior in order not to create misunderstandings or problems. In our classes students regularly learn about, discuss and make cultural comparisons between practices and norms in the target community and their own community so they can come to the understanding that doing things differently does not mean doing things “wrong.”

In addition, language acquisition fosters “tolerance of ambiguity”. Engaging with another language always requires “guesswork”, “filling in gaps” for what one does not already know, adapting one’s current language practices to meet the rules of the new language. Almost the first thing students learn is that languages are different and follow different lexical and syntactical rules: overgeneralizing

English patterns onto a target language can lead to error and confusion. Part of the language teacher's job is to give students an appreciation for differences and a tolerance for ambiguity.

Initiative/Self-Direction Although emergency remote instruction is about as far from ideal as possible in terms of learning, it has forced students into an assessment of their own abilities to self-direct (albeit under very stressful conditions). A lack of motivation seems to be the largest obstacle to initiative, and teachers have taken the opportunity to encourage students to change their perspective a little in order to remain engaged. Since CHHS has gone to a pass-fail grading system for the second semester, teachers have asked students to consider their work during this time as an opportunity to practice, get feedback and improve their skills without the pressure of worrying about the grade they might receive, to focus on the skills they will need to move into the next level, and even to take a few academic "risks". Some students have commented that this can feel "liberating" or "freeing" and does at times help them re-engage with work.

Critical Thinking/Problem Solving The focus on Critical Thinking, particularly in the latter part of last year and the beginning of this year (in preparation for the Tri-States visit in February) encouraged the department to try out different FEBAs in class and to share best practices as we prepared evidence for the visit. We put some emphasis on incorporating more **interpretation (reading, understanding, making use of information in a text to create a suitable response)** into assessments. We restructured more of these towards the more "give and take" model of AP interpersonal writing tasks. For example, in Spanish 2, in class writing assignments are often set up as writing to a pen pal. This year, several teachers collaborated to create "responses" from the pen pal in order to allow students to see key vocabulary and structures in a more immediate context (e.g., an immediate response to their own work rather than just in a textbook) and respond in their turn in a more "authentic" way.

Partly as a result of our focus on critical thinking, the department has also increasingly focused on student self-reflection over time. Department members model how to use **cognition** (analysis of own work), **justification** (identifying elements of work that meet/exceed standards), and **strategy** (making plans to improve work or skills moving forward) as part of different assignments and examine student reflections to gauge progress in this area over time. We have even found ways to do this via screencast during emergency distance learning, showing students how to use google forms, look over their work and self-assess with an eye to improving future performance.

Finally, making comparisons and connections and considering different cultural **perspectives** is always a high priority with language departments. Asking students to respond to cultural information (video, readings, contact with native speakers, etc.) is a common task in our classes and through class discussion and student reflection (in particular) students are constantly comparing their own perspectives with those of the target culture. This work forms the basis of preparing for the AP cultural comparison (presentational speaking).

Empathy We have modeled empathy for our students throughout the school year, but never more than at this point during the quarantine. Many students have expressed appreciation for our ongoing efforts to reach out, touch bases, monitor their stress levels and take this into account when creating assignments, and ensure that they are OK.

In general, however, language classes present a natural opportunity for students to develop empathy because they are so collaborative: students continuously work in pairs or small groups to practice and they have to lean on one another to make the connections they need to succeed. Because speaking is done mostly with and among students, and since when they are speaking to one another they need each other in order to accomplish the task, students have to develop empathy in order to negotiate meaning amongst themselves and come to a kind of “consensus” for the conversation to be successful.

Creativity/Innovation When students produce language (beyond just repeating formulas), either in speaking or writing, we say that they are “creating with language”, simply by combining and recombining what they know in order to express original thoughts. This is the expression ACTFL uses to describe the skill that an intermediate speaker of language has, and that students are training to develop and refine starting from novice level. This process of producing language is therefore inherently creative. Each time that a student has to express meaning, they are effectively solving a problem, finding a way to use what they know in order to interpret what they hear or read and respond appropriately and effectively. Because students are second language learners, they also have to be creative in their ability to “make up for what they don’t have”: they need to circumlocute around words they don’t know and grammatical structures they haven’t yet learned. Every interaction in a foreign language is an exercise in problem solving and creativity as students negotiate meaning and express original thought.

Communication/Collaboration Communication is the main goal and purpose of language learning. NYS makes this crystal clear in its learning standards: there are only 2 for language learning, and the first of these is : “Students will be able to use a language other than English for communication.” ACTFL, too, makes this clear by establishing “communication” as the first and most important of its 5 “C’s”. Every task in a language class is a communicative one... and it is also a collaborative one because language learning is exclusively interactive. One cannot learn language alone, and when communicating students are continuously negotiating meaning, either with a text or with another person (or both). Simply by engaging in course work students are developing communication and collaboration skills of various kinds.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

Some examples include:

1. Interpretive reading: Reading and interpreting texts, Working out the meaning of unfamiliar words in context and justifying response (cognition, justification)
2. Student self reflection, using standards or standards-based rubrics to assess their own work (justification, strategy)
3. Interpersonal work (speaking and writing) Students need to interpret what a text/their interlocutor says and use their communication skills to respond appropriately. In upper level courses an increasing emphasis is also placed on cultural appropriateness (cognition, perspective). Students do “interpersonal work” in class, but also in more authentic ways when

in communication via email, text and social media with their “corres” as part of exchange programs.

4. Exchange programs Students need to use all their skills (interpretive and communicative) as well as their cultural understanding in order to function in the target community for extended periods of time (up to 2 weeks) (cognition, strategy, perspectives)

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

Through sharing of model assignments, we have expanded and aligned several kinds of assessments/assignments done in different language classes:

1. Student reflection work. We now more consistently model what self-reflection looks like, and give students more opportunities to practice analytical skills and plan out how to improve ongoing or future work.
2. Interpersonal writing tasks. We shared examples of these with each other, and began to “migrate” similar tasks from upper level classes down into lower level classes as well.

FUTURE PLANS

What are your goals for 2020-21?

These are going to depend on the situation in the fall of 2020-2021: just adapting to potential changes in instruction regarding social distancing, etc. is going to take considerable thought and planning.

However, several colleagues and I have noted that use of google classroom has been an effective way to provide certain kinds of homework assignments and other resources to students. This and others among the new technology tools we have been forced to learn very quickly may turn out to be a valuable supplement to instruction even as we return to in-person teaching. As long as they supplement (rather than replace) in person teaching, they could be useful in terms of providing organizational support to students, allowing them a variety of different ways and modes of engaging with material, and enriching the classroom experience.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: K-12	Department: Art	Coordinator: Wendy Armstrong
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate?		
<p>Flexibility/Adaptation</p> <ul style="list-style-type: none"> ● <i>(from March 18th to the present)</i> Due to the governor's order to shut down NYS (NY PAUSE) in response to the Covid-19 pandemic, our Dept. moved curriculum to online learning experiences, aka "Distance Learning" through the following diverse web based platforms: <ul style="list-style-type: none"> ○ Grade-level/Class web pages ○ iMovies ○ Padlet ○ Google slides ○ Google Meet and Hangout for individual meetings when needed ○ Google Meet for screen recording videos ○ Google+ Community sites ○ Screencastify videos ● Students displayed the following skills and behaviors that promote learning in regards to flexibility and adaptation: <ul style="list-style-type: none"> ○ Resilience and risk taking ○ 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.) ○ Exploring new ways to share artwork ○ Further support fine motor skills building (e.g., drawing, painting, origami, etc.) ● In addition, our Dept. maximized the use of the above web based platforms in providing feedback for students though google classroom, padlet, email, etc. for those students who participated <p>Initiative/Self-Direction</p> <ul style="list-style-type: none"> ● Students maintain, distribute, collect, and organize art materials and artwork ● Choice in use of tools & materials in order for the students to challenge themselves and become more independent thinkers, problem solvers and creative risk-takers ● Choice of specific projects with the use of choice boards especially while distance learning ● 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 ● Students learn from each other on how to communicate effectively regarding the artistic choices of that student artist and offer any insightful comments using the Art vocabulary specific to that project. ● Advanced classes use a 6 step process for most projects (i.e., "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. 		

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.

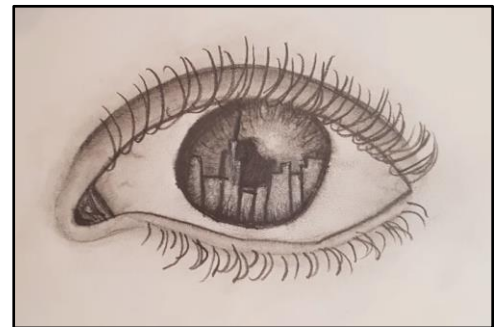
Empathy

- *(from March 18th to the present)* During the shut-down due to the Covid-19 pandemic, communities from around the world displayed images of hope and assurance using visuals such as rainbows and/or hearts. CET & PVC students were challenged to create or post within a window at home similar visuals and/or words of hope:
<https://cetfourthgradeart.weebly.com/window-art.html>

Student examples (2nd gr. and 5th gr. student:)



- Projects were created to give platforms for expression of difficult emotions such as fear and anxiety.
 - Such as in 8th grade Eye Am Watching You, where students showed their fear of the future of our world.
 - Such as the “Quarantine Challenge” that was taken on by many High School art students, in which students expressed their emotions about social distancing and being at home.
 - Studio in Craft students worked on creating 1000 origami cranes as a means to ‘wish’ for healing in our world. Each student had to create 20 cranes (which would produce over 1000); eventually, these will eventually be strung together and hung in the school.



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

- New lessons-K-12
 - Help to grow our curriculum
 - Share with team
 - To make sure there is no overlap K-12
 - To get feedback from colleagues
- Theme-based projects use interdisciplinary and/or Art curriculum and/or NYS Art Standards as inspiration
- Transparency with rubrics and assessments via Google Classroom and Rubicon Atlas
- Recently, a stronger collaboration was formed between CET Art and school counselor Robin Wooley in regards to the new NYS K-12 Guidance curriculum. There is now more emphasis on presenting and exploring possible career choices for students in the second grade art project, “What I want to be when I grow up” self-portrait challenge. Students discuss a long list of possible careers, pause to reflect on the lesser known and define (e.g., archaeologist, marine biologist, paleontologist, etc.) and likewise the order of promotion (e.g., need to be a police officer before becoming a detective, a teacher before becoming a principal, etc.). Students also research the necessary tools, uniform and setting of their chosen career that they wish to depict within their self-portrait.
- Art department meets regularly via phone and Google Meet to
 - Discuss curriculum
 - Progress
 - Share strategies - what’s working, what’s not
 - Technology platform collaboration
 - Motivation of student strategies
 - Evaluation
 - Etc.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

- Innovation, creativity and adaptability are a natural part of art curriculum
- Began creating grade-level assessments that reflect critical thinking, metacognition and presentation rubrics
 - Using district definitions and rubric language
 - We will continue this next year
- Art Department uses open ended problems with room for flexible outcomes
- Created project and problem based lessons/LATIC

- Students use digital media to create varied imagery
- Process-oriented guided-learning
- Students self-reflect on rubrics and teacher and student feedback
- Students reflect to “find the right tool for the job”
- Rubrics used that increase student understanding of learning outcomes
- Using specific, immediate, actionable and thoughtful feedback
- Updated and revised the AP Art & Design curriculum to reflect the changes made by the College Board
- Expand the art curriculum to include the 8th grade Design Class

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

- We reflected on areas that students had opportunities to engage in problem solving that required critical thinking
 - We reflected on curriculum K-12 and on individual lessons to make sure we were addressing these issues. Creating artwork often requires critical thinking, and we were pleased that many of our lessons contain this specific type of cognition.
 - Highlights of critical thinking in the artmaking process:
 - Planning: creating thumbnails & preliminary sketches
 - Early creation stage: creative & critical problem solving/decision making in order to express and depict specific elements & principles of art and interpretation
 - Continuing the creative process: constant self review and reflection; early critique with peers & teacher
 - Finishing the artwork: formal peer & teacher critique, self-reflection
 - Finalizing artwork: evaluation & assessment

FUTURE PLANS

What are your goals for 2020-21?

Necessary adjustments needed to begin the 2020-2021 school:

- Ascertain which skills and concepts need to be reviewed (e.g., clay or darkroom skills)
- Need time to organize and hand back student artwork (especially transporting artwork: 4th gr. to PVC, 8th gr. to CHHS)
- Reflect upon the lessons and strategies that were used during distance learning

Become more familiar with the new New York State Learning Standards for the Arts

- Continue Atlas Mapping- district goals
 - Continue to revise and collect assessments and rubrics
- We would like to bring in guest artists to demonstrate and share their work with us as well as our students so that we can increase our own knowledge and increase student knowledge of working artists

This year we proposed, presented and were approved to begin a digital photography program at CHHS. Next year will be the pilot year for that course.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: CET, PVC, and CHHS	Department: Music	Coordinator: Michael Katzman
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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: CHHS select chorus performing “Java Jive” as a virtual choir and currently assembling a district wide virtual choir performing Seasons of Love in response to scheduled concerts being cancelled. Due to broken instruments/students not having instruments, differentiated instructions were provided so students could complete assignments. Third and fourth level video production students will complete five virtual broadcasts from their homes and a total of fourteen broadcasts for the school year. First and Second level video production students are going to complete one screenplay and an accompanying narrative film remotely.

Initiative/Self-Direction Choral students making videos at home to submit for inclusion in virtual choirs shows evidence of initiative/students recording sight singing assignments making multiple attempts to submit for assessment. Students reached out with questions so they could complete assignments. Included new music technology into lessons: SmartMusic, Sight Reading Factory, Breezin’ Thru Theory, etc. which allow students to become more independent learners. All fourth quarter video productions are done remotely. All students must record and light their own performances and transfer files to their group folders and assign editing roles to complete projects.

Critical Thinking/Problem Solving : Students listen to performances of themselves and others and make constructive criticisms using criteria of pitch, tone, tempo, dynamics and blend. Students in PVC General music classes were composing using the Ukulele, and more recently using Soundtrap online software. Composition involves critical thinking and problem solving in all aspects from making choices about melody, harmony, instrumental, timbre, texture, etc. Students self-assessed and corrected mistakes during their video submissions.

Empathy: Weekly mental health “check in” with students.

Creativity/Innovation: Virtual Choir performances definitely show evidence of Creativity/General music classes composing polyrhythmic “beats” using Soundtrap as well as compositions with multiple parts. Students showed creativity with different video production techniques to make assignments more individualized.

Communication/Collaboration: For the winter concert at CHHS, S. O’Brien and Michael Katzman collaborated on a performance of Hallelujah Chorus from Handel’s Messiah. PVC General Music-Students routinely collaborate on projects such as composer biographies, drumming compositions, ukulele compositions, and soundtrap compositions. M. Katzman, S. O’Brien, M. Horton, J. Zantay, L. Dwyer, and J. Parkhouse created a virtual performance to demonstrate virtual collaboration.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

We focused on collecting evidence of how we use critical thinking skills in almost all aspects of our practice as music educators from having students listen critically to themselves and other musical performances with an eye towards improving their overall performance to composing original work which as stated above, calls into play so many critical thinking skills.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

The Tri-States process basically just made us all focus on those things we are already doing as educators in the realm of critical thinking. It enabled us to examine our practices and think about all of the different levels of learning that those practices address.

FUTURE PLANS

What are your goals for 2020-21?

If we are able - to perform outside of school more often with choral groups

For the Choral groups to continue to further their growth musically focusing on musical skills like sight singing, ear training, overall tone and blend

Band - retention of students and building up the groups will be a focus. Multiple students have dropped band due to feeling overwhelmed during quarantine.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: District	Department: Health, PE, Home & Careers & Media	Coordinator: Kerri Tracy
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team’s efforts further the work of the Croton-Harmon Profile of the Graduate?		
<p>Flexibility/Adaptation</p> <ul style="list-style-type: none"> ● At CHHS, students were given the choice of a <i>Sports-Based Pathway</i> or a <i>Fitness-Based Pathway</i> for their PE curriculum this year. This empowered the students, gave them a sense of ownership, and increased participation levels immensely. This also modeled the way physical fitness can be flexible/adaptable to your interests and abilities. ● PVC PE incorporates many activities where students are given a challenge and need to work together as a team to solve the challenge. There is a lot of trial and error which not only incorporates flexibility/adaptation but communication & collaboration as well. ● PVC Health encourages student driven paths to learning; all learning experiences provide choice in relevance to the individual, to their developmental stage, to their connection to real-life situations. As the students’ interests change throughout the year, so the curriculum changes to meet them where they are at the time in middle school. ● PVC Home and Career Skills students need to demonstrate flexibility and adaptation when cooking as a group and sewing in pairs with the machines. 		
<p>Initiative/Self-Direction</p> <ul style="list-style-type: none"> ● At CHHS, through the Sports Medicine course, students complete a final research project with the topic of their choice. They prepare a presentation, using the district’s presentation rubric, to teach their peers about the selected topic. ● Fitness Friday at PVC (formerly Wellness Wednesday) continues to be a success and allows the students choice and to see how Health & PE are related. Students remain motivated to meet various challenges for their own fitness/wellbeing. The activities include mindfulness pursuits, team building games, dance, yoga, or more traditional sport activities. Through e-learning, we’ve been able to continue these options by providing sample videos to help motivate participation. ● PVC PE has a geocaching unit where students learn how to use a compass and read a map. ● Throughout the e-learning process, CHHS Health & PASS completed tasks like the “Handle Your Stuff” Chart where students tracked their personal progress with caring for their overall wellness during this difficult time. Students reflected on it after, and shared that it helped them to develop a routine for managing themselves and e-learning. ● PVC Health began the e-learning adventure with a “Health For Yourself” BINGO challenge where students selected various wellness tasks to complete to earn a BINGO. We will wrap up the e-learning adventure with a self-care calendar where students will participate in 30 days of positive body image and self-worth boosting activities. ● Home and Career Skills 6th grade students have taken on the initiative of no sew projects. 		

Critical Thinking/Problem Solving

- Students in high school Health learned how the enduring issues they analyze in Global can be incorporated into their health and wellness through the Food Inc project where they connect an enduring issue to our food industry.
- PVC students in 5th grade Health class throughout the year have “walked” across America again! Students tracked steps for 30 days, adjusted and reflected on the goal, determined a way to reach their final destination and the lengths they would go to arrive there. What bridges would I cross over because of bodies of water? What terrain would require a different route? What states will I cross in the continental U.S.? These important questions deeply connect the 5th grade Geography curriculum.
- PVC students in 8th grade Home and Career Skills class evaluate personal interest, hobbies and skills to identify possible career paths and college paths.

Empathy

- PASS was able to dive deeper into the DBT curriculum this year, focusing on social-emotional growth and incorporating empathy into the skills. At PVC, our department continues to incorporate YALE Ruler into our curriculum and also lead the middle school in its incorporation into the school culture. Our CET members are a part of the committee for bringing it to CET.
- In 8th grade, the students participate in a cyber crime case through Johanna’s media course.
- PVC Health students in 8th grade conclude their time in Health class with the Inspiring Empathy Learning Experience; researching a non-communicable disease or condition, seeking testimonial accounts of how daily living is impacted and considering what their life would be like with a chronic diagnosis.
- In 8th grade Home and Career Skills advisory, the students participated in several activities focusing on social-emotional growth, YALE Ruler, Mood Meter, and Self Concept.
- During e-learning, PASS Students learned about The Blackfoot Nation and their view of self-actualization and community actualization. Students then considered things they have learned from the quarantine that they would like to continue post-quarantine (pace of life, helping each other, etc.).

Creativity/Innovation

- At PVC, Jessica has been working with the INDE Lab program to bring creative and innovative project based learning into her Stress Management Skill. Jessica has presented and shared with fellow health educators at the state and local level. The Health Heroes google classroom continues to be a venue for sharing, networking. Health Heroes 4 Virtual Learning, Teaching and More will be May 26th and will have 40 participants.
- At PVC, students also develop creativity & innovation through the animation they create in Johanna’s media course. The focus is digital citizenship which also helps develop empathy.
- CET PE allows for multiple opportunities for creativity and innovation through their Drumming for Fitness unit where students create their own routines and perform them in front of the class.
- At PVC, Jocelyn has been working with the INDE Lab program to bring creative and innovative project based learning into her Kitchen Equipment/Gadgets lessons. The students had to design and create their own kitchen tool.

Communication/Collaboration

- In 7th grade Media, the students develop a PSA to raise awareness of the media's influence on culture. Student's learn not only how to communicate through their PSA but also when sharing & presenting to their peers.
- CET PE has revitalized our Project Adventure course and has students work together to solve challenges like the "Whale Watch."
- PVC Health students complete Peer Review Roundtables for each project. Students share work with a small group of peers for feedback and reflection.
- PVC PE students work together in small groups to evaluate their classmates' performance and help improve their skills through assessments.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

- CET:
 - Physical Education - students in grades K-4 participate in a unit called Drumming for Fitness. In the final three classes of the unit, fourth graders work in smaller groups and are given two classes to come up with a routine for a song. On the final day, they present and are assessed by their peers. They are given questions about their work and assess themselves and their group members as well.
 - PE - In another activity called Rescue, students need to move from one side of the gym to the other using various props etc. This activity has a great deal of reflection and problem solving built into this lesson. By the end, students describe what they did, how they responded to various challenges and what they might do differently. This lesson requires teamwork, listening, trust and honesty. The students need to work together to solve the activity. Commands like no talking, only one person can talk at a time, etc. are given to increase or decrease the challenge.
- PVC:
 - Health - see above - student's participate in Walk Across America project.
 - Media - 7th grade students debate the affirmative and negative sides of hot topic issues in the media industry that impact our lives: 1) Exposure to a great deal of violent media (video games, movies, TV, etc.) causes children to grow up to be more aggressive adolescents and adults in real life; 2) Digitally editing models in magazines and in videos should be banned; 3) Advertising and consumerism are good for society; and 4) Women's and men's sports should be equally represented in the media. Students often have to argue against personal biases and learn a great deal through problem solving and researching multiple perspectives.
 - PE - students participate in a problem solving unit (i.e., Mission Impossible game) where they need to work together in groups and encounter problems they need to overcome by working together as a team. Observation, team work, communication, and decision making skills are tested in the activities provided in this unit.
- CHHS:
 - Health - students analyze their wellness at the start of the course through the 6 Dimensions of Wellness. They create a collage celebrating their strengths and then identify a need. Students then create a SMART Goal project where they have to come

up with a plan to help resolve their needs (ex: getting more sleep). Each student creates a plan that is unique to them and then has to try it out and adjust it if needed.

- P.E. - Several students who chose the “Fitness-Based Pathway” designed and implemented their own personal fitness programs after identifying areas of weakness that catered to their individual needs
- PASS - Students learned about the benefits of breaks and a tool called Wellness Way for elementary students. Students were challenged to work in small groups to create a Wellness Way for high school students. Their project has to be realistic and applicable to high school students.

TRI-STATES CONSORTIUM

What identified areas of growth were informed by the Tri-States process?

The Tri-States process was very meaningful for our department. We had two members attend the Tri-States training in October and serve on the Tri-States Committee. This was helpful because it allowed our department truly to understand the Tri-States process.

Through our preparation for the Tri-States visit we learned even more about each other’s curriculums and it allowed opportunities to continue aligning our K-12 curriculum. Taking time to hear about the projects/tasks others are doing not only informs our curriculum but in the way we disseminate the information in our curriculum to our students. When you know what the prior teacher has taught, the language and terms they use, etc., it allows you to help make those connections for your students. For example, knowing how PVC Health teaches about Stress Management, as mentioned above, allows the HS Health teacher to create a PBL that makes connections to their prior knowledge.

FUTURE PLANS

What are your goals for 2020-21?

We are planning on continuing to align our curriculum. We had very meaningful discussions this year on what our vision for a K-12 program looks like. We discussed the difference between physical activity and physical education. We look forward to continuing this work.

As a department we plan on continuing to help not only our classes develop their health and wellness but the district as a whole.

The high school P.E. program will have some exciting changes that were presented to the student body on “Course Round-Robin Day” by Melissa and Ben. The students will have more choice, as Melissa and Ben have completely revised the curriculum and designed a new format for incorporating fields such as CPR, Athletic Training, Injury Prevention, and Sports Medicine.

We continue to develop the PASS Curriculum and plan on having students use their social-emotional skills to go down to CET and teach mini lessons on what they have learned at the end of the year.

We also plan on continuing to present at state and local conferences & workshops.

Croton-Harmon Union Free School District
Curriculum Coordinator 2020 Year End Report

Building: PVC	Department: Special Education	Coordinator: Glenn Klugherz District Special Education
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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 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 finding the appropriate placements and supports for these students. In addition, we are always trying to create ways to improve the support that we provide to students in the district and for students to return to the district.

Initiative/Self-Direction :

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.

Critical Thinking/Problem Solving:

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.

Empathy:

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 very much in touch with their emotions and currently demonstrate this quality. In other cases, these students are developing the capacity to monitor their own emotions and 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.

Creativity/Innovation:

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.

Communication/Collaboration:

Many of these students have developed the ability to work collaboratively and have furthered this ability over the last school year. What is very impressive is that some of these students had significant struggles in this area and have made significant progress.

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 2020-21?

During the 2020-2021 school year, I plan to continue to monitor these students' progress and growth. I intend to participate with 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 2020 Year End Report

Building: District	Department: Guidance	Coordinator: Tanya Thibideau
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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

- At CHHS, our 9th graders take a learning styles assessment. It provides them strategies on how to study based upon their style of learning. We encourage students to try 2-3 different strategies that they are not already incorporating in their daily studying to see if they find it effective.
- At PVC, the counselors deliver lessons on self-regulation, managing emotions and developing coping skills and strategies.
- At CET, Robin delivered 2 Kindness assemblies to grades K-2 and 1 for grades 3-4

Initiative/Self-Direction

- We see this occurring in our many transition activities we provide students as they are moving up to PVC from CET, or to CHHS, or out of high school. The activities encourage students to become independent learners and self advocates.
- At CHHS, students take a self assessment in 10th grade called "Do what you are?" which is like a Myers Briggs personality test. It provides students, based upon how they answered the questions, a print out of their personality traits, careers that match the traits and colleges that offer majors that suit those careers.
- At CET, Robin started a self-referral system for 3rd and 4th graders. (She had over 30 students self refer prior to COVID closure).

Critical Thinking/Problem Solving

- CET and PVC's adapting the RULER approach to social-emotional learning. RULER anchor tools cover many areas, one of which is problem solving.
- This often occurs in post-secondary planning at the high school; through college search lessons and the college essay writing lesson we conduct with seniors.
- As counselors, we assist students daily with problem solving, working one on one with them.

Empathy

- Empathy is innate in our daily practice as counselors working with our students and their families.
- PVC counselors facilitate a peer mediation program.
- The RULER program also focuses on empathy (program starting at CET and is already established at PVC).
- PVC has started connection circles as well as other restorative justice practices amongst students this year.
- Through the REACH for Character program at CET, the theme for "A" is Acceptance. Robin delivered a "Buddy Bench" lesson to all 3rd graders.

- CHHS counselors made a “Senior postcard” and are planning on writing a personal message to each senior to congratulate them on their graduation since we cannot do so in person due to school closure. We will be mailing these out a week before graduation.

Creativity/Innovation

- At CHHS, students are given the opportunity to take courses that we do not offer through 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.
- Through the REACH program for Character at CET “E for Effort”, Robin posted 2 “Thinking Thursday” virtual lessons (these lessons happened during our closure) on staying positive and making a “positive poster” and making a “Busy box” for “Things to do when you are bored.”
- CHHS students have the opportunity to take classes at the BOCES Tech center.

Communication/Collaboration

- K-12 School Counselors are members of RTI, At-Risk Committees, the Committee of Special Education, and building level emergency response teams.
- We communicate regularly with families through K-12 alerts.
- CHHS has extensive information for students and parents on the Guidance website.
- CHHS has a comprehensive information guide and calendar posted on the website for grades 9-12.
- CHHS hosts many different parent evening workshops, including an annual College Symposium that includes admissions professionals presenting on different college and admissions related topics, 2 financial aid events, and an evening for 9th and 10th grade parents.
- College Admissions rep visits. Every year approximately 75 or more colleges visit CHHS to speak with interested students.
- Through the REACH for Character program at CET, the theme for “R” is Respect. Robin held a school wide “Start with Hello” assembly and delivered grade level lesson personal space and respecting self and others.
- Since the COVID closure we have been communicating with students in many different ways in addition to individual contact: At CET Robin has been delivering 2 weekly lessons: Mindfulness Mondays and Thinking Thursdays, PVC has been holding grade level google meets and TikToc Tuesdays and CHHS has been sending weekly grade level emails.

CRITICAL THINKING THROUGH PROBLEM SOLVING

What are some things you and your department did to promote critical thinking through problem solving?

As a K-12 department we created the Guidance Advisory Committee this year, as per new state mandates, to review our K-12 Guidance Plan. This committee meets 2x’s per year. The committee includes the K-12 counseling staff, administration, parents, and students. Our focus this year was looking at data from the student quality survey and the senior exit survey.

TRI-STATES CONSORTIUM

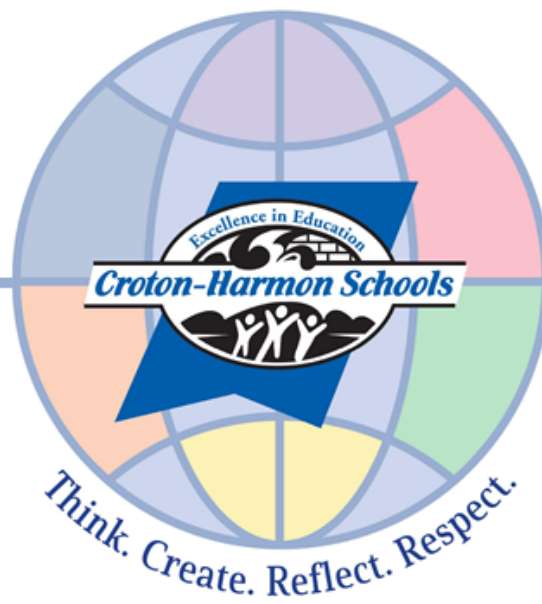
What identified areas of growth were informed by the Tri-States process?

As always, we saw that we are much different than the academic departments. Some of our work isn't as clearly defined as the academic areas. Even though we promote critical thinking through problem solving, at CHHS much of it is done through individual work with students and not necessarily through formal classroom lessons.

FUTURE PLANS

What are your goals for 2020-21?

- Our goals have shifted since the COVID closure. We have been discussing as a K-12 department the social emotional concerns our students may have returning to school since the closure, including stressors about academics, health, what our day will look like, etc. We predict spending time helping students transition back to a “new normal”.
- To continue to work on Career readiness and awareness using programs like Naviance at CHHS and Xello at CET and PVC.
- To be given the opportunity to participate in professional development to enhance our knowledge of Naviance at CHHS and Xello at PVC and CET, especially since Xello is new to PVC and CET.
- To continue to build upon our new individual ACPR (Academic and Career Review Plans) meetings grades 6-12, where we meet with every student in that grade to conduct an academic and career/interest review.
- To continue our K-12 Guidance advisory committee, reviewing our K-12 Guidance plan with administration, colleagues, students and community members.



Croton-Harmon

Union Free School District

Co-Curricular Activity Reports

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CET	Name of Club: Broadway Kids	Advisor: Marlena Horton Ana Maria Strattner
Frequency and Duration of Meetings: Throughout the entire school year.		# on roster: 125 # of regular participants: 125
<p>1. Description/Purpose/Goal of This Club:</p> <p>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. The students create a stage flat in *Art class, create choreography, and determine their props and costumes. The students also learned an opening and closing number to perform as a large group.</p> <p>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 e-learning, the classes only began discussing the flats, they never actually were able to start them. The full production did not happen due to e-learning.</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.</p> <p>Critical thinking- Students have to interpret the music they are given, read the music and the lyrics</p> <p>Creativity- They are always showing me their creative side! They help create interpretation and choreography for the music.</p> <p>Empathy- 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.</p> <p>Flexibility- The students also show flexibility by switching voice parts, rehearsal times, or when technology fails and we need to improvise. Also, they show a lot of flexibility with e-learning and not having the physical show.</p> <p>Initiative- They took initiative researching their individual shows, some even went to see them on Broadway! Many found videos and watched them to immerse themselves completely in their show.</p>		

Communication- 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.

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

- Worked as a team
- Created choreography
- Designed a costume
- Learned songs through live and e-learning instruction
- Practiced choreography independently

*Though the performances did not happen this year, the students worked for months preparing for the show. They are invited to submit videos of themselves performing their songs so we all can celebrate together.

Croton-Harmon Union Free School District
2020 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 Thursday Throughout the entire school year.		# on roster: 24 # of regular participants: 24
<p>1. Description/Purpose/Goal of This Club:</p> <p>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>Critical thinking- Students have think about ways we can be kind and make a difference</p> <p>Creativity-They showed their creative side decorating birthday boxes, creating signs for our events and coming up with new ideas to help people</p> <p>Empathy- The students showed amazing amounts of empathy helping with the Veterans. The way they spoke to them and helped them was amazing to see!</p> <p>Flexibility- 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>Initiative- They took initiative researching what organizations to raise money for and deciding some activities/events to do</p> <p>Communication-They communicated their opinions for what our goals were, created posters and morning announcements for upcoming events</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Created a Veterans Day Celebration for all local Vets, included an assembly, flowers, and breakfast ● Did “kindness grams” for multiple grades-leaving a “be kind coin” on every student’s desk ● Prepared birthday boxes for local group homes 		

- Sold hearts to raise money for animals affected from the Australian wildfires
- Had the students go to local businesses asking for donations for raffle prizes
- The students learned how to have a fundraiser and put together a raffle basket night
- Hosted a staff breakfast
- Hosted staff snacks
- Gave each student a be kind sticker for kindness day
- Polled students asking how the principals helped them-created a booklet and gave them to both principals

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CET	Name of Club: 4th Grade Chorus	Advisor: Marlena Horton
Frequency and Duration of Meetings: Every Tuesday 7:40-8:15		# on roster: 44 # of regular participants: 44
<p>1. Description/Purpose/Goal of This Club:</p> <p>The 4th grade chorus members learned how to sing in tune, blending their voices with the other members. They have learned to read choral music and sing in two-part harmony, singing the soprano and alto voicing. We have worked on concert etiquette from what to wear, how to stand and appropriate behavior. They learned about working in a large ensemble to produce a product we are all proud of.</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.</p> <p>Critical thinking- Students have to interpret the music they are given, read the music and the lyrics</p> <p>Creativity- They are always showing me their creative side! They help create interpretation and movements for the music</p> <p>Empathy- The students performed at Unity day, understanding and demonstrating what empathy is</p> <p>Flexibility- The students also show flexibility by switching voice parts, rehearsal times, or when technology fails and we need to improvise</p> <p>Initiative- They come right in and get prepared to begin rehearsals. They begin vocal warm ups on their own.</p> <p>Communication- They communicate their opinions for what songs they would like to perform as well as their opinion of the songs I chose.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Read choral music ● Work as a team ● Build an Ensemble ● Perform in two concerts in the winter (1 school concert 1 for parents) ● Performed as part of CET Unity Day ● Performed at Westchester’s Winter Wonderland ● Performed as part of a district wide virtual chorus 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CET	Name of Club: Hands on Equations	Advisor: Debbie Liebert
Frequency and Duration of Meetings: Thursday mornings for 22 weeks		# on roster: # of regular participants: 30-40
<p>1. Description/Purpose/Goal of This Club:</p> <p>This was a very fun and easy way to learn basic algebra. It is a whole-brain “hands on” approach to algebraic equations and word problems. 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. I used the Smartboard to teach the lesson and we did each problem together. The students really enjoyed this class and were always engaged. Towards the end of the program several students were working on their own solving higher-level algebra equations. Hands-On Equations is a supplementary program that can be used with any math curriculum to provide students with a concrete foundation for algebra.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> ● Allowed students to problem solve and use their critical thinking skills. 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Parents were very impressed with what the kids were learning. An average of 30 students came each week to learn. I really enjoyed teaching this program and wish I had it when I learned Algebra. Hands-On Equations is a supplementary program that can be used with any math curriculum to provide students with a concrete foundation for algebra. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CET	Name of Club: Third Grade Morning Math	Advisor: Ruth Sullivan
Frequency and Duration of Meetings: Weekly - 30 minutes		# on roster: 29 # of regular participants: 25
1. Description/Purpose/Goal of This Club: Provide math enrichment for any third graders who are interested. Build excitement about math.		
2. How activities align with the Profile of the Graduate: Students were continually engaged in critical thinking and problem solving. They were often asked to collaborate in table groups. They needed to be flexible, because the math challenges were often challenging. They demonstrated empathy as they helped any students who were struggling. They also demonstrated initiative by getting to school at 7:25 to complete extra math challenges.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Students completed three books of MathFinder Mysteries- puzzles that combine all four mathematical operations to solve various mysteries ● Solving these mysteries not only boosted mathematical computation skills, but developed inferential thinking through the reading of these mysteries ● Students completed a month long computation of the cost of “The Twelve Days of Christmas”. This was a collaborative challenge that was supplemented with a humorous writing prompt asking what you would do with all of those gifts. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CET	Name of Club: 4th Grade math Olympiad	Advisor: Patricia Lynch
Frequency and Duration of Meetings: Weekly -40 minute sessions		# on roster: 27 # of regular participants: 23
<p>1. Description/Purpose/Goal of This Club:</p> <p>This club provides challenge days and work days that are reported to the national Math Olympiad program. Scores are uploaded to the MOEMS site and end-of-year awards are given for all participants. The challenges include varied aspects of math application.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>The challenges are complex and the students must rely on problem solving. During the work sessions students are allowed to collaborate and share their problem solving methodology. The challenge days include individual tests which are scored and reported to the MOEMS program.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● A large percentage of the 4th grade participated. ● The students were able to learn strategies to solve complex and lengthy problems. ● It was wonderful to see that the students applied what they had learned to solve novel and more complex problems as the year progressed. 		

Croton-Harmon Union Free School District
2020 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: NA (see comments below)
<p>1. Description/Purpose/Goal of This Club:</p> <p>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 2019-2020 book.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>The CET Memory Book highlights the creativity/innovation of our students and our theme “Kindness is Forever” promotes Empathy.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <p>We were able to include the following events and activities in the 2019-2020 Memory Book:</p> <ul style="list-style-type: none"> ● 3rd grade show (K-2 shows and Broadway Kids were canceled due to pandemic) ● 2nd grade Biography Day ● Halloween Parade ● Thanksgiving celebrations ● Individual staff pictures ● Winter Concert ● Candy House Making ● Colonial Fair ● Pillow Making ● 100th Day of School ● Unity Day ● School Spirit Days ● All class and individual portraits and names ● Special areas <p>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 meetings, however, this year we invited the CET Kindness Club to decide this year’s theme. Students were randomly photographed at CET events and performances. 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.</p>		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Art Club - Sessions 1 and 2	Advisor: Maria Ault
Frequency and Duration of Meetings: Tuesdays, 3:00-4:00 Online via Google Classroom during Covid-19		# on roster: Session 1:14 Session 2:27 # of regular participants: Session 1: 10 (plus or minus) Session 2: 27 (some joined in person and others joined online)
<p>1. Description/Purpose/Goal of This Club:</p> <p>The Art Club provides students with an extracurricular opportunity to learn about and create art. Since some students only have art for a trimester, it gives them additional time in the art room in a small group setting. 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 and is able to bring home projects to share with friends and family.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Flexibility/Adaptation When projects do not go as planned, students must revise, rethink, and adapt. This included adapting to the online setting. While the Art Club is usually held in the Art Room at a specific time, students used Google Classroom to participate remotely during Covid-19.</p> <p>Initiative/Self-Direction Students are able to take a project idea and make it their own. They access materials, plan time, ask for help, etc.</p> <p>Critical Thinking/Problem Solving This fits in with flexibility and adaptation. Students think deeply about their projects and adjust when issues or challenges arise.</p> <p>Empathy Students sometimes work in groups. Even when working independently, students provide constructive criticism and positive feedback. They are very kind and helpful to each other.</p>		

Creativity/Innovation

This is obvious at the Art Club. Students are constantly creating and innovating. They develop unique ideas and products.

Communication/Collaboration

Students communicate and work together. They talk in a social context, as well as discuss their projects. Social interaction is particularly important for some students.

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

- Painting pumpkins for Unity Day
- Thanksgiving Pumpkin Pie Garland
- Adjective, Adjective, Noun Drawings
- Winter Village
- “Punny” Valentines
- Recycled Bottle Penguins
- Online activities
 - Sidewalk Chalk Art
 - Fingerprint Animals
 - Paper Airplanes
 - Construction Paper Rainbows
 - Pixel Art
 - Newspaper Animal Collages
 - Photo Art

Croton-Harmon Union Free School District
2019-2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Chess Club	Advisor: Matthew Zinman
Frequency and Duration of Meetings: Every Tuesday: 3:00-4:00 pm		# of participants: 27 students 10 on a regular basis
<p>1. Description/Purpose/Goal:</p> <p>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.</p>		
<p>2. Alignment with Profile of a Graduate</p> <ul style="list-style-type: none"> ● Critical Thinking/Problem Solving - During games, players must critically decide which pieces to protect. Chess problems are short exercises for students to practice the skill. ● Creativity/Innovation - Students developed their own versions of chess. Though the games might not be totally successful, the students created new forms of chess! ● Flexibility/Adaptation - 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. ● Communication/Collaboration - Through working on chess problems as a group, or playing a team game of Bughouse, students share ideas readily to help progress. ● Initiative/Self-direction - 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. 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Peter Barkman (local chess instructor) made a few visits to our club. This year he was able to walk students through a few of his past games he played in tournaments. This allowed the students to hear his reasoning and thinking for each of his moves. I look forward to keeping Peter involved in the chess club. 		

- 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.
- Students have been able to express their creativity by exploring different ways to play the game of chess. This year a few seventh graders developed a form of the game they called 'corner chess' where the setup was slightly different and players started at a corner of the board.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: 5-8 Choruses	Advisor: Michael Katzman
Frequency and Duration of Meetings: 1-2 per week on B and D days, Select chorus meets after school on Thursdays fro 3-3:45		# on roster: 160 # of regular participants:
<p>1. Description/Purpose/Goal of This Club:</p> <p>Students learn to sing with good intonation, pitch, harmony and rhythmic accuracy. Students sing several different genres of music with the objective of singing at various performances throughout the year.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>In terms of collaboration, nothing can be more collaborative than singing together in harmony. Students must make creative decisions as one unit. Critical thinking is shown whenever students are asked to critique their performances or analyze what type of interval they are singing.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● PVC 5th-8th choruses performed at both the Winter and Spring Concerts to acclaim. Additionally, they performed at two in-school concerts for the students at PVC ● PVC Select Chorus performed at the same concerts as above with the addition of performances for the community at Vassallo Park for the annual Croton Tree Lighting in December ● Members of the PVC chorus have submitted video performances for a district wide virtual choir performance being assembled presently 		

Croton-Harmon Union Free School District
 2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Coding Club	Advisor: Katie Brennan
Frequency and Duration of Meetings: Fall and Spring Monday after school 3-4		# on roster: 25 # of regular participants: 15
1. Description/Purpose/Goal of This Club: Learn about computer programming - expand understanding and ability to code for computer programming		
2. Activities align with Profile of a Graduate: <ul style="list-style-type: none"> ● Exemplifies Think, Create, Respect, Reflect ● Fundamental understanding of what is needed to write code ● Students planned to enter their projects in the District Wide Science/Technology Fair ● Requires Critical thinking, problem solving, innovation, communication, Cooperation ● Students work used to teach 5th grade students in the regular class about coding. 		
<hr/> 3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Published games/challenges on WWW ● Interaction of students - learned from each other (made friends) ● Explored different coding languages by involving parents ● This work ties in nicely with the expectations for computer programming included in the 5th grade computer science curriculum. Students will expand their understanding of programming, experiment with different programs and work collaboratively 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Drama Club	Advisor: Daniel Large
Frequency and Duration of Meetings: 1 x Weekly 45 Minutes		20 plus# on roster: 10 - 15 # of regular participants:
1. Description/Purpose/Goal of This Club: To explore creativity using drama activities.		
2. How activities align with the Profile of the Graduate: <u>Critical Thinking/Problem Solving:</u> Analyzing and understanding perspectives of others sharpens the skill of critical thinking by approaching common situations from multiple angles. <u>Creativity/Innovation:</u> The Drama Club program allows students to channel their extra energy and excitement into a structured environment that allows them to be creative in a safe environment. <u>Communication/Collaboration</u> The drama club program allows for team collaboration which helps children to determine benefits, consequences, and the principles of compromising in a circumstance. <u>Empathy</u> Ongoing studies support the concept that theater gives insight on perspectives of the character of others and settings.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Although the Drama Club is billed as a 5th and 6th grade activity, several 7th and 8th graders drop in to participate. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Homework Club	Advisors: Linda Jamison, Christina Carmosino, Amanda Birdsall
Frequency and Duration of Meetings: Monday (Birdsall), Tuesday (Carmosino) and Thursday (Jamison) after school (apx.2:55) until 3:45		# on roster: # of regular participants: Varying numbers each meeting (can range from 8 students -- 25 students from all grade levels)
1. Description/Purpose/Goal of This Club: Homework Club provides students with the opportunity to complete their homework with the assistance of both a teacher and technological support (as needed), that may not otherwise be available to them after the conclusion of the regular school day.		
2. How activities align with the Profile of the Graduate: <p>Critical Thinking/Problem Solving: 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>Creativity and Innovation: 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>Communication and Collaboration: When necessary, students collaborate with the supervising teacher as well as peers in order to get help completing their assignments. Students regularly ask for assistance on tasks and assignments as well as come to Homework Club as a place to work on group projects quietly.</p> <p>Flexibility and Adaptability: 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>Empathy: Students of all grades at PVC work in an environment where they must respect each other as well as the materials provided to them by the library.</p> <p>Initiative and Self-Direction: Students are asked to choose what parts of their assignments they work on during homework club when they sign in. They practice</p>		

time management by making decisions on what assignments (or parts of assignments) they could successfully complete in the time period allotted.

Students enter Homework Club in the library after dismissal. By this time of year, many of the students who attend have mastered the ability to self-select and prioritize their goals for the session and record them on homework goal sheets. These goal sheets are used to ensure that students utilize their time productively. It also assists teachers in developing an awareness of how students are spending their time. After each session, the information is disseminated to the faculty so that teachers can review it and determine their next steps.

At times, teachers may also forward assignments, as well as long term projects, to the advisors so that we can better understand the requirements, background and ultimate goal of the assignment. This really helps the advisors to provide the students with support that is specific to their focus. The initial goal setting also helps students to engage actively in time management as they try to get as much of their homework completed as possible.

Students are asked to record the time they enter and exit the session (if they leave early). In some instances, students are required by faculty members to attend Homework Club in order to complete late or missing assignments. Homework Club has also been recommended to parents by teachers and guidance counselors, as an additional support for struggling learners.

Homework Club provides a safe, structured and supportive learning environment for students across all grade levels, as well as, a great opportunity for students to accomplish their work and develop a sense of independence and pride.

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

- Assisted students of all grade levels to complete assigned work
- Developed rapport with students from all grade levels
- Helped students new to the district “catch” up on work and become more familiar with school routines
- Assisted students to develop research and study skills
- Assisted student in meeting goals as per building level assignment or per CSE mandate

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: InDe Club	Advisor: Katie Brennan
Frequency and Duration of Meetings: Tuesdays 2:50 - 3:45		# on roster: 30 # of regular participants: 20
1. Description/Purpose/Goal of This Club: <ul style="list-style-type: none"> ● Teach students skills that will help create amazing innovators ● Exposure to different creative outlets ● Introduce correct tool usage 		
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"> ● Helped set up InDe Lab once it opened ● Many community guest experts ● Students helped each other troubleshoot ● Learned how to use many different tools and computer programs ● Worked cooperatively on long term projects based on interest ● Determined materials that would benefit entire student body 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Band	Advisor: Lisa Dwyer
Frequency and Duration of Meetings: Every B Day/D Day – 42 minutes, during and after school/weekend performances. Band students have small group lessons once per six day letter cycle. Jazz Band rehearsal after school on Tuesdays until 4 PM.		# on roster: 169 # of regular participants: 169
1. Description/Purpose/Goal of This Club: Rehearsal and performances of Concert Band and Jazz Band literature.		
2. How activities align with the Profile of the Graduate: <p>Critical Thinking/Problem Solving: Students must constantly assess their playing, figure out what problems they are encountering, and how to solve that problem</p> <p>Creativity/Innovation: Students exercise creativity when deciding how they are going to make music, not just play notes on a page</p> <p>Communication/Collaboration: Students communicate with one another during lesson groups when they help each other solve problems/provide feedback/etc.</p> <p>Flexibility/Adaptability: Students must adapt when mistakes are made while playing by adjusting their expectations and figuring out how to get back on track</p> <p>Empathy: Students show empathy when they offer words of encouragement to others who are having a difficult time with a section of music or specific technique</p> <p>Initiative/Self-Direction: Students show initiative by practicing at home, asking questions, etc.</p>		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Concerts ● Performance at PVC graduation ● Rehearse and perform in the Rivertowns Honor Band (collaboration concert with Briarcliff Manor, Ossining and Sleepy Hollow School Districts) ● NYSSMA/All-County evaluations – help prepare students for auditions, assisting at evaluations ● General extra-curricular help for students is offered after school 		

Croton-Harmon Union Free School District
2020 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 - March (normally until April)		# on roster: 7 # of regular participants: 6
<p>1. Description/Purpose/Goal of This Club:</p> <ul style="list-style-type: none"> ● To stimulate enthusiasm and a love for Mathematics ● To introduce important Mathematical concepts ● To teach major strategies for problem solving ● To develop Mathematical flexibility in solving problems ● To strengthen Mathematical intuition ● To foster Mathematical creativity and ingenuity ● To provide for the satisfaction, joy, and thrill of meeting challenges 		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> ● 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. ● Students are afforded the ability to solve problems in a variety of ways and to share their thought process with others. ● Some of the methods for solving problems might be different than the acceptable “math norm”, but students are encouraged to be creative. ● After taking any olympiad contest, students are encouraged to share their work and communicate effectively with others how they achieved their answers. 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● We had participants competing in 4 of the 5 contests throughout the year. ● 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. ● We used more math games to understand concepts. We also implemented some computer programming activities, which the students enjoyed. ● It was an opportunity to teach 5th and 6th graders algebraic solutions to complex math problems that were normally solved by them using an arithmetic computation, as opposed to algebraic. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Math Club II	Advisor: Philip Ranieri
Frequency and Duration of Meetings: Every Tuesday from 3-4. During some sports seasons we got together Mondays as well.		# on roster: 15 # of regular participants: 8
<p>1. Description/Purpose/Goal of This Club:</p> <ul style="list-style-type: none"> ● The purpose of the club is to take a holistic approach to finding math in everything, but especially board games, chess, phone apps, card games, card tricks, debate, and marketing. ● We have also, in the past, connected this to an escape the room theme and have created such an experience for students, parents, and faculty to participate in. This option is discussed openly in the beginning of the year and the club decides if that is what they want to put their efforts towards. We did not do that this year. ● We do allow a burning question opportunity for students to bring their challenging questions through AMC, SAT prep, or other math and logic questions posted from other assessments or people internationally. We direct our focus on those questions in the process of playing games, etc. ● During this time, those who participate that are high schoolers have a priority of being a peer tutor for any students who need math help. Any 5th through 8th grader who either comes from Homework Club or just needs help, gets immediate attention from one of these peer tutors. 		
<p>2. Bullet point list of achievements, highlights, events & activities.</p> <p>Math Club II aligns with the Profile of Graduate in many ways:</p> <ol style="list-style-type: none"> 1. Using critical reasoning skills <ol style="list-style-type: none"> a. Math Club II specializes in game theory. There are other names for this concept but it is closely related to the art of deduction. For example, maybe going to the beach on a 95 degree day is not optimum, rather a partially cloudy day with a chance of rain and a high of 87 degrees on a Tuesday might just be the optimum time. We measure the probability of getting what we want with economics and deduction of patterns and then compare the relative risk involved. Students don't even know that they are doing it. It becomes second nature to them. We talk about current affairs and oppositional views through the lens of this game theory, noticing all the while that if we find ourselves coming up for hypotheticals and conditionals for an opposing view, 		

then maybe our view had some cracks in it to begin with. We also use these concepts in recognizing patterns in playing games, but more importantly how to play a game. Think about how it is so easy for some who have mastered one instrument they can so easily play another with very little to no instruction at all. We chalk it up to the fact that the person just must be a musician. Though that is true, it is precisely because of this game theory and recognizing patterns to be able to learn more quickly and even to improvise. We apply this in games, cards, tricks, current affairs, education, and even movies.

2. Collaboration- Math Club II is group-oriented.
 - a. Sometimes we must think individually but much of the time we find ourselves working on a team against another team, or even we play games that ask that we work together to beat the game itself (i.e., Pandemic). Students from all grades involved are matched with higher classmen and they all work together to defeat their opponent. The fact that losing against each other does not deter them from revisiting the same teams so they can grow off each other works very well in achieving growth in collaboration.
 3. Empathy- Math Club II has students who are very opinionated.
 - a. Because we have such a wide variety of ages in Math Club II, it is in this regard I sometimes find myself having the most opportunity to direct and contain a discussion so no student feels like they can't say what they feel they need to. By applying this holistic, game theory view to even the most sensitive current affairs, all the students are able to see a different perspective and put themselves in others' shoes.
- This year, compared to many past years, we have seen an increase in students coming for math help, receiving it and finding themselves intrigued by what the club offers. This is tempered with some students being hesitant with high schoolers in the room, but as friends and teachers have encouraged it, the attendance of students receiving help has been increasing steadily.
 - A highlight has been an increase in challenge questions which get left on the board for any other student in math class to persevere through and ask more questions.
 - This year our goal was to find the math in games that could spread to friends, family, and community to foster more interpersonal skills and counteract the massive amount of time spent on video games. This year I had taught the members pinochle and euchre through the connection of hearts and spades. I showed them that the same connection they used and applied theories of a simpler game to a harder game is the big Idea in math where you use old strategies to master new concepts.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: PACT - PVC Academic Challenge Team	Advisor: Brett H. Bowden
Frequency and Duration of Meetings: Weekly/Bi-weekly – from September onward		# on roster: 11 + # of regular participants: 11+
<p>1. Description/Purpose/Goal of This Club:</p> <p>One of a few purely academic teams/clubs emerging at PVC (or in the region), P.A.C.T. 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. Academic Challenge teams compete in a multi-media setting throughout the local region. Our mission/goal is to build an innovative and fun educational setting for 7th and 8th grade students interested in enriching their learning experience at PVC. All competitive quality academic challenge programs in our County operate not unlike an athletic team might with regard to practice, competition, and funding.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Critical thinking/Problem Solving Practices involve learning how to compete in an Academic Challenge match, answering questions and working on game strategy; Participants often teach one another how an answer can be derived (i.e., “how’d you do that math problem) – so there’s a regular amount of students problem-solving and learning from their peers; We are always brainstorming new ways to add players/members;</p> <p>Flexibility/Adaptability By its nature, Academic Challenge involves a lot of flexibility in order to be successful; Questions come from across multiple disciplines - requiring them to learn and master a variety of content;</p> <p>Reaction to adversity plays a role in one’s success given that they are often dealing with: high expectations, addressing learning gaps, and bouncing back from mistakes (i.e., incorrect answers that can change the momentum of a match) among other things;</p> <p>Creativity/Innovation PACT is a creative and engaging way to enhance student interest and innovate instruction/learning;</p>		

This will serve participants well because Academic Challenge teams compete in multimedia setting throughout the local region - and especially on the national level;

Empathy

PACT exists to draw students (each with a variety of passions and interests) from the 7th and 8th grades, who are at an interesting intellectual and social and emotional point in their academic careers - this in turn connects to creating empathy because they have begun to understand what it's like to walk in someone else's shoes;

Soon enough, they all know what it feels like to provide an incorrect answer to a question - it then becomes clear that respect and sportsmanship (for themselves, their team, and competitors) are the orders of the day, which goes a long way to building empathetic character in individual players;

Communication/Collaboration

Practices are all about learning how to get along with others in pursuit of a common goal, how to succeed as an individual within a team framework;

There's a fair amount of mentoring along with communication and collaboration required - and as a result, students interact with and learn from others – which is a great foundation for the competitions at the next level;

Initiative/Self-Direction

Like any team sport, PACT relies upon a lot of intrinsic motivation - so players must always take the initiative to build content interest (and hopefully mastery) across the full spectrum of academic and cultural disciplines;

We all know that discipline and self-direction can play a big role in academic classes as well as in competition;

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

- In our 3rd year of operation, PACT continues to draw interest across the 7th and 8th grade and community ;
- 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;
- Moving forward, we look to continued success in recruitment

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building:	Name of Club:	Advisor:
PVC	PRIDE Club	Johanna Mustacchi
Frequency and Duration of Meetings:		# on roster: 4
Every Monday, 3:00 - 4:00 PM		# of regular participants: 3
<p>1. Description/Purpose/Goal of This Club:</p> <p>Description: 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>Purpose: 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>Goal: 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"> ● <i>Critical Thinking/Problem Solving</i> <ul style="list-style-type: none"> ○ 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 ● <i>Creativity/Innovation</i> <ul style="list-style-type: none"> ○ Club members have used their creativity to devise engaging activities during Ally week to teach students at all grade levels about LGBTQ+ issues and awareness; they have also made creative ads for No Name-Calling week ● <i>Communication/Collaboration</i> <ul style="list-style-type: none"> ○ Club meetings are all about respectful and confidential communication amongst members; collaboration to foster community and promote education regarding LGBTQ+ issues 		

- *Flexibility/Adaptability*
 - Putting themselves out there in promoting Ally week showed their flexibility and risk-taking
- *Empathy*
 - 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 and campaigns throughout the year to promote awareness for the club and LGBTQ+ issues; they made ads for No Name-Calling Week and activities for Ally week

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

- **Ally Week**
 - Members of the club created an LGBTQ+ terms and definitions match-up game to be played on a large table spread
 - Members of the club created a beautiful Ally Week banner to display throughout the week at the activity table
 - Members of the club created another beautiful banner on which students and staff could sign their names for the Ally Pledge
 - Ally Week activities were held over three mornings before 1st period in the main hallways where students congregate; large numbers of students participated and signed the pledge
 - The pledge banner was subsequently hung in the cafeteria
- **No Name-Calling Week**
 - Members of the club created engaging ads that were hung all around the school using GLSEN's guidelines for how to deal with bullying
- **National Coming Out Day**
 - Teachers were offered new "Safe Space" stickers for their classroom doors and Rainbow Ribbons they could wear to show support for the LGBTQ+ youth in our school
- **PRIDE Club Special Event:** A GLSEN Youth Ambassador from GLSEN Hudson Valley visited our PRIDE Club to talk about LGBTQ+ issues, coming out and safe spaces. The students had a wonderful time with this supportive individual who could relate to them and offer encouragement, ideas and support in a confidential setting.
- **Merriam Webster's addition of the "They" singular pronoun**
 - Put a big sign on the PRIDE Club bulletin board making the announcement and explaining how to use it
- **PRIDE Club library:** club members took full advantage of the collection of LGBTQ+ themed books this year and borrowed on an ongoing basis
- **Advisor (Johanna Mustacchi)** was invited to be a co-presenter representing GLSEN Hudson Valley at the annual Prideworks Conference to talk about setting up a middle school GSA (Gender and Sexuality Alliance). While the entire presentation was

created in collaboration with co-presenters from two other school districts, because the conference was scheduled for the second half of March, it was cancelled due to the coronavirus shutdown.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Quebec Club	Advisor: Sally Barnes
Frequency and Duration of Meetings: Once a month for 20 minutes plus Fundraising Activities (30 minutes)		# on roster: 18 # of regular participants: 18
<p>1. Description/Purpose/Goal of This Club:</p> <p>The goal of the Quebec Club is to learn and appreciate the language and culture of the province of Quebec. This is accomplished through a four day/three night trip to Quebec City over Winter Break. Scholarship money is raised through various fundraising events coordinated by club members. All monies are used to defray costs for the trip and applied toward partial student scholarships.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Quebec Club activities encompass all aspects from the PoG, particularly:</p> <ul style="list-style-type: none"> ● <i>Creativity/Communication</i>: learning how to collaborate and communicate in a different language in a culture other than ours ● <i>Empathy</i>: Understanding and caring about people in other countries 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Bake Sale Fundraisers (Parent Teacher Conferences and Girls' Basketball games Dec-February) ● Discussion and exploration of travel to Quebec City including: customs, geography, shopping, currency exchange, food, music, traditions and culture ● Four-day, three-night guided tour of Quebec City with bilingual guide ● PVC Quebec Club Trip 2020 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Ski Club	Advisor: Noah Gallagher
Frequency and Duration of Meetings: - Meeting 1: Interest Meeting / Rules & Regulations / Officer Elections - Meeting 2: Belleayre Details - Meeting 3: Belleayre Safety Briefing - Meeting 4: Belleayre Trip - Meeting 5: Windham Details Day trip to Belleayre Mtn Day trip to Windham Mtn cancelled		# on roster: 44 students (Belleayre)
1. Description/Purpose/Goal of This Club: The PVC Ski Club was created to provide students with a safe and supportive environment in which they can learn to ski or snowboard.		
2. How activities align with the Profile of the Graduate: Participating in the PVC Ski Club gives students a chance to become more responsible for themselves and their progress as a skier/boarder. This Ski Club strongly supports the Initiative /Self Direction aspect of the PoG. This is evident in students developing accountability for themselves, their actions, and their progress as a rider/skier.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● The ski club was able to provide several students with a first time opportunity to learn how to ski and snowboard ● Experienced skiers and snowboarders were given the freedom to practice their discipline and navigate the mountain on their own. ● Feedback from students on the trip was extremely positive. ● The trip included a full roster of interested students. ● First time skiers and snowboarders were able to participate in group lessons to help build foundational skills. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Social Action Club	Advisor: Kira Herbert
Frequency and Duration of Meetings: Weekly / 45 minutes		# on roster: 4 # of regular participants: 3
<p>1. Description/Purpose/Goal of This Club:</p> <p>To help students develop their awareness of issues in our society (E)(CC)</p> <p>To help students actively engage in identifying and discussing issues in the community. (CT) (CI)(CC)(ISD)</p> <p>To help students understand and work through the steps of developing a social action project. (CT) (CI)(FA)(ISD)</p> <p>To engage in active listening and collaborative participation. (E)(CC)(FA)</p> <p>To carry out social action projects that are identified by the club members. (CT) (CI)(CC)(FA)(ISD)</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>The work together in the Social Action Club aligns with each on the sections of the Profile of the Graduate. I have coded the goals listed above to show the alignment.</p> <ul style="list-style-type: none"> ● Critical Thinking/Problem Solving (CT) ● Creativity/Innovation (CI) ● Communication/Collaboration (CC) ● Flexibility/Adaptability (FA) ● Empathy (E) ● Initiative/Self-Direction (ISD) 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Raise awareness of the club and advertise meeting dates and times; Included in announcements and making posters. ● Researching marker recycling program. Setting up an account with Crayola. Seeking approval for school level recycling. Advertising program through email to teachers and slide show for lobby TV. Creating box for marker collection. Counting and sorting markers. 		

Packaging and shipping markers. (No cost shipping label provided by Crayola.) Recycled 12 pounds of markers.

- Australia Wildfire Fundraiser for World Wildlife Fund (worldwildlife.org) Students created a mural size map of Australia. Then the students created donation forms and stickers featuring Australian animals and plants. Students wrote and made announcements during the morning announcements to promote the donations for the animals in Australia. Donations were taken during all three lunch periods on three different days giving students in all four grades opportunities to support the cause. Students raised \$139.00.
- Students communicated during the “eschool” school closure. The Club advisor continued to reach out to students using email. Two Google Meets were planned. Only one was attended. This meeting ended up being about supporting each other about the changes due to coronavirus and the students' concerns/personal worries, including how to be safe if you needed to go out and worries about people being lonely and not having enough money for their own families. Social Action advisor spoke with the members and made a video to show how to make a mask from materials you might have in your own home in the event that you were not able to purchase one and needed one in a pinch. The video was shared with PVC administration to be considered for sharing with the school community. The students felt that social action needed to be more personal and close to home like writing letters. Social Action Club supported the work of the Croton Caring Committee with their volunteer letter writing campaign to make connections with seniors in the community. There was a feeling that families might have their own struggles now and that should be what people focus on. The club advisor continued to inform club members of opportunities to get involved with spread cheer, like the high five event.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Spring Musical	Advisor: Daniel Large Sally Barnes
Frequency and Duration of Meetings: 3 x weekly 3:00 - 5:00 Beginning of January through mid-March		# on roster: By the time tech week occurs, the Advisors are responsible for 80 plus participants # of regular participants: 60 plus
1. Description/Purpose/Goal of This Club: 1. Musical theatre helps develop language and reasoning 2. A mastery of memorization 3. Performers learn to improve their work 4. Increased coordination 5. A sense of achievement 6. Kids stay engaged in school 7. Emotional development 8. It's been proven that students who participate in school musicals have better SAT scores 9. Fine-tuned auditory skills 10. Musicals build imagination and intellectual curiosity 11. Musicals can teach discipline 12. Development of creative thinking 13. Musicals can develop spatial intelligence 14. Kids can learn teamwork 15. Responsible risk-taking 16. Promotes self-confidence		

2. How activities align with the Profile of the Graduate:

Critical Thinking/Problem Solving: Analyzing and understanding perspectives of others sharpens the skill of critical thinking by approaching common situations from multiple angles.

Creativity/Innovation: The Drama Club program allows students to channel their extra energy and excitement into a structured environment that allows them to be creative in a safe environment.

Communication/Collaboration: The Drama Club program allows for team collaboration which helps children to determine benefits, consequences, and the principles of compromising in a circumstance.

Empathy: Ongoing studies support the concept that theater gives insight on perspectives of the character of others and settings.

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

- The performers worked diligently to create a most memorable production, unfortunately cut short by the pandemic.
- Performers learned blocking, music and choreography for production.
- Crew members constructed sets and created props under supervision of our set designer.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Student Council	Advisor: Sarah Wellman Emma Akhondzadeh
Frequency and Duration of Meetings: Weekly September to June 45 minutes to an hour		# on roster: 10 # of regular participants: 10
<p>1. Description/Purpose/Goal of This Club:</p> <p>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 grade and are encouraged to express the opinions of their peers during meeting times.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Throughout the year the students involved in Student Council have to problem solve actively. 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 think critically 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 & activities.</p> <ul style="list-style-type: none"> ● School wide town hall meetings and election of officers ● Planned and executed spirit weeks ● Adapted to virtual meetings ● First virtual spirit week ● Videos for incoming grades ● Valentine’s Day Spirit Event 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Yearbook Club	Advisor(s): Suzanne Lewis and Linda Jamison
Frequency and Duration of Meetings: Mondays from 2:55pm to 3:45 pm with students from the end of September until the beginning of April. 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. 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.		Number of Students in Core Group: This year was difficult as we lost several of the core group of students over the course of the year. However, we did find that we had greater participation from students when we allowed them to participate as they could, such as by taking photos in their classes, taking photos of other clubs they participated in or helping to take during whole school activities such as Spirit Week, Halloween celebrations or Advisory. We also started to actively look for students to create specific artwork for the yearbook so that we could include original pieces.
1. Description/Purpose/Goal of This Club: The primary goal of the yearbook club is to organize, manage, create, order and finally, disseminate the PVC middle school yearbook.		
2. How activities align with the Profile of Graduate: Students in Yearbook Club reflect many of the categories found in our Profile of a Graduate. Critical Thinking/Problem Solving: 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. Creativity and Innovation: 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. 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.

- Created an 84 page yearbook
- Students wore their “Official PVC Yearbook Staff” ID’s and covered:
 - 8th grade volleyball vs staff game
 - Many of the spirit week events
 - Concerts, rehearsals, other club events
 - Sporting events, team photos
 - PTA day and evening activities
 - Guest speakers and assemblies
 - Student Council Elections
- Allowed **all** students to participate in activities where their disability had previously prevented them. Once they were taught how to use a camera, they became an active participant with their classmates, even at the volleyball game.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Art Club	Advisor: Jen Moore
Frequency and Duration of Meetings: once a week		# on roster: 24
<p>1. Description/Purpose/Goal of This Club:</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: batik, clay ornaments, henna designs, plaster sculpture, origami, and more. Students may create work that could be used as a fund-raiser for either the club or the Harold Zabitz Memorial Art Award.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Art Club, after not meeting for a few years, started back up for 2019-2020 school year. Students worked on a range of projects/items, including but not limited to:</p> <ul style="list-style-type: none"> ● Students explore different possible activities (e.g., art projects, fundraisers) for the club to do - Communication/Collaboration; Creativity/Innovation ● Students were responsible for planning activities as well as schedule meetings - Initiative/Self-Direction ● Students adjusted projects/ideas based on consensus of group - Critical Thinking & Problem Solving, Flexibility/Adaptability, Empathy ● Students adjusted from working together as a group (in school) to a distance approach; using google classroom as a forum - Flexibility/Adaptability, Communication/Collaboration ● Students worked with other school programs/clubs to develop ideas/art to support school community goals - Creativity/Innovation, Empathy, Critical Thinking/Problem Solving 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Students worked on/created art with the following mediums: <ul style="list-style-type: none"> ○ Batik ○ Origami (in school and during distance learning) ○ Adobe Photoshop ○ Mandalas (during distance learning) ○ Clay ● Students met weekly (with few exceptions) until school was 'closed' on March 13: <ul style="list-style-type: none"> ○ 9/23; 10/24; 10/29; 11/4; 11/26; 1/16; 1/23; 1/30; 2/6; 2/11; 2/25; 3/3; 3/10 ● Students worked with other programs/clubs (e.g., CHAP, Environmental Club*) to develop art concepts, such as the "Wings" bulletin board outside of the main office. <i>*The work with the Environmental Club did not take place due to the school 'closure.'</i> 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Band	Advisor: Jazz Zantay
Frequency and Duration of Meetings: 6 days out of the 8 day cycle After school rehearsals Outside of school for select occasions		# on roster: 60 # of regular participants: 60
<p>1. Description/Purpose/Goal of This Club:</p> <p>The Band/Jazz Band Club is designed to provide students with an enriching musical experience, with a focus on the technical and artistic/expressive aspects of musical performance. Students will explore diverse musical genres within the concert band and jazz band literature. As a member of the band, group collaboration is necessary. Each member is needed in order for the band to be successful as a whole. There is a significant emphasis on bringing music to the community in a variety of ways and events.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>In the band, students must show creativity in their expressiveness, and they must collaborate with one another in order to achieve the end result that they are striving for. In addition, students must use critical thinking to understand all the aspects of a performance, including: note accuracy, rhythm, tempo, dynamics and articulations. Empathy is also an important aspect of band as it teaches students to connect with one another, remove themselves from technology, and become a part of something that may express sadness, happiness, or other emotions that connect us to “what it means to be human.” Students must demonstrate flexibility by learning new music, helping other students, and learning to move at a slower or faster pace depending on what the ensemble needs - not the individual. Students also show initiative in band when they come for after school rehearsals and play at events for the community outside of school time and using their own personal time. Lastly, communication is vital and is taught in band because the band must learn to communicate without using words but instead with music.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● 10/31: CET Halloween Parade: The HS Band/Jazz Band brings the Halloween spirit to the parade while our CET students enjoy walking to the beat! ● Fruit Fundraiser: The Band got the community involved in buying fruit to help send them to Disney World ● 11/11: Band students performed patriotic tunes for the Veterans at the Croton Yacht Club ● Football Games: The Pep Band performed at three home football games this fall season 		

- For Memorial Day, select students recorded themselves playing patriotic tunes such as Taps, to be used at a community event on Wednesday.

In addition to the Band/Jazz Band's achievements this year and community involvement, the Band traveled to Disney World to perform. Much time and effort went into the planning of this such as fundraising, meetings, and after school rehearsals.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Big Buddy Program	Advisor: Samantha Confalone Sophie Wang
Frequency and Duration of Meetings: 4 meetings - 30 minutes The Big Buddy Program begins in January		# on roster: 60 juniors # of regular participants: 60
<p>1. Description/Purpose/Goal of This Club:</p> <p>Juniors provide a comfortable, easy transition for incoming ninth-graders entering high school.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Juniors/seniors act as positive role models and demonstrate leadership and empathy for the underclassmen.</p> <p>This program ensures that juniors are:</p> <p>Problem-solvers - to help ninth-graders with any issues</p> <p>Communicators - solving conflicts and communicating positively to underclassmen</p> <p>Flexible - helping underclassmen be comfortable</p> <p>Empathetic- when communicating and demonstrating leadership</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Determining what it means to be a Big Buddy ● Answering a questionnaire on their interests & hobbies to match Big Buddies to Little Buddies ● Students took the initiative in determining ideas to communicate with Little Buddies during the pandemic 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Book Club	Advisor: Susan Ardolino Pam Morrison
Frequency and Duration of Meetings: Once or twice a month from 3:00-4:00 PM		# on roster: 25 # of regular participants: 6-8
<p>1. Description/Purpose/Goal of This Club:</p> <p>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.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>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.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Read and discussed several books selected by the students ● Students developed reading questions and lead the discussions ● Discussed film and fan culture surrounding these as well as other books ● Maintained a Book Club “journal” for reading, questions and responses to be passed on to future groups 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: CACTI - Croton Academic Challenge Team	Advisor: Brett H. Bowden
Frequency and Duration of Meetings: Weekly, Saturdays, and other days – from 9/23/19		# on roster: 30 + # of regular participants: 20+
<p>1. Description/Purpose/Goal of This Club:</p> <p>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, Croton Core, and Profile of the Graduate standards. Academic Challenge teams compete in a multi-media setting throughout the local region. Our mission/goal is to create an innovative and fun educational setting for ANY student interested in enriching their learning experience at CHHS. All competitive quality academic challenge programs in our County operate not unlike an athletic team might with regard to practice, competition, and funding.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Critical thinking/Problem Solving Our weekly Practices involve answering questions and working on game strategy, which is totally aligned with District critical thinking and metacognition initiatives;</p> <p>Participants often teach one another how an answer can be derived (i.e., “how’d you do that math problem) – so there’s a fair amount of students problem-solving and learning from their peers;</p> <p>We are always brainstorming new ways to add strong players/members;</p> <p>Flexibility/Adaptability Academic Challenge by its nature involves a significant amount of flexibility in order to be successful;</p> <p>Especially when you consider that questions come at players from across multiple disciplines - causing players to be a jack of all trades from time to time;</p> <p>Similarly, reaction to adversity plays a big role in both individual and team success given that they are often dealing with: high expectations, addressing learning gaps, and bouncing back from mistakes (i.e., incorrect answers that can change the momentum of a match) among other things;</p>		

Creativity/Innovation

CACTI is a creative and engaging way to maximize student interest and differentiate instruction/learning utilizing user-friendly technology;

Academic Challenge teams compete in an innovative multi-media setting throughout the local region - and especially on the national level;

Empathy

Given that CACTI is comprised with a variety of students (each with a variety of passions and interests) across all grades at CHHS, connections to building empathy are manifest;

Fairly early, everyone knows what it feels like to provide an incorrect answer to a question - it soon becomes clear that respect and sportsmanship (for themselves, their team, and competitors) are vital characteristics for individual players;

Communication/Collaboration

Our weekly Practices are all about teamwork (how to get along with others in pursuit of a common goal, how to succeed as an individual within a team framework);

Most of the time there's a lot of mentoring in addition to the necessary communication and collaboration required - and as a result, students interact with and learn from others older than themselves – which is a great foundation for the competitions where our team matches up in day-long Saturday affairs against the best and brightest in Westchester, Putnam, Orange, Fairfield and Litchfield counties;

Initiative/Self-Direction

Like any team sport, CACTI relies upon a lot of intrinsic motivation - so players must always take the initiative to build content mastery across the full spectrum of academic and cultural disciplines;

It is this discipline and self-direction that helps C.A.C.T.I. solidify a reputation as a team nobody wanted to face-off against in competition;

We continue to draw significant interest across the grades, schools, and community and perform at a high level – over a decade after our inception.

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

- Competed in two separate local leagues: **W.A.C.K.O.** (Westchester Academic Challenge Knowledge Organization) at White Plains High School AND **M.A.C.C.** Metropolitan Academic Challenge Competition at Horace Greeley High School;

- Continued to recruit several new Freshmen Members – maintaining a strong group of Upperclassmen;
- Recruited 8th Graders in PVC for 2020-2021 team;
- Scheduled the “*Golden Cactus Academic Challenge*” tournament (students vs. teachers) – teachers have won two in a row

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Chess Club	Advisor: Greg Bradley
Frequency and Duration of Meetings: Twice a month, weekly when possible		# on roster:14 # of regular participants: 11-13
<p>1. Description/Purpose/Goal of This Club:</p> <p>To give students an opportunity to play and share their love of chess.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>The game itself promotes creative thinking/problem solving as well as creative thinking. The students took the initiative to create the interest and the club itself as well as collaborate to set meetings and appoint officers. One of the goals was to teach others the rules of the game and the strategy which demonstrates empathy. In creating a schedule students had to be flexible and collaborate with others.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● The club had a roughly 90-95% attendance rate throughout. ● Students new to chess returned many times! ● There was a plan in place to travel to NYC for a small tournament on the Upper Westside this spring, but we were unable to due to the pandemic. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Chorus/Select Chorus	Advisor: Michael Katzman
Frequency and Duration of Meetings: ABDEF and H days/ Select chorus meets on D and H days for 2nd half of double period		# on roster: 23 in chorus 14 in select chorus # of regular participants:
1. Description/Purpose/Goal of This Club: 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		
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"> ● CHHS choruses performed at both the Winter and Spring Concerts to acclaim ● CHHS Select Chorus performed at PVC for the Arts presentation in January ● CHHS Select chorus members performed in virtual choir performance of Java Jive ● CHHS Chorus students participated in the district wide virtual performance being assembled currently. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

<p>Building: CHHS</p>	<p>Name of Club: CARE CLUB (Croton Awareness + Research Education)</p>	<p>Advisor: Ilana McConville</p>
<p>CARE Club meets every other Tuesday at 3 pm in Room 221 at CHHS. CARE Club meetings range from 45 minutes to 1 hour induration, depending on meeting topic and activities</p> <p>Since beginning e-learning, we have had small group discussions virtually every other week to discuss possible paths forward during this time.</p>		<p># of participant: 7 members</p>
<p>1. Description/Purpose/Goal of This Club:</p> <p>As a club, we hope to promote awareness of idiopathic diseases that may impact our local community. We hope not just to acknowlodge that disease exists but to provide the opportunity to facilitate discussions on the causes of these diseases, who is commonly affected, and evaluate preventive measures that can be taken.</p> <p>Club members spend meetings researching issues that are directly impacting our school community, such as mental health issues like stress and anxiety, and collaborate on ways to end stigma that may shadow individuals desire to speak out or search for support - we want our peers to be informed, sensitive, and empathetic - not intolerant.</p> <p>We encourage advocacy through discussions on current legislation and regulations within the medical community that may improve local, state, and federal funding to programs that support common interests. Our goal is to provide outreach to our community and school through events and fundraisers which will allow a more fluid dialogue to be opened. CARE Club pushes to provide an inclusive environment for all to learn, discuss, and grow, individually and collectively.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> ● CARE Club reflects our Profile of the Graduate in so many ways. We are a collaborative group that focuses on ways to give back and support others. Throughout the school year, members worked tirelessly to generate ideas to engage the school community in fun, competitive activities to raise awareness for mental health issues that impact our local community. CARE Club collaborated with other groups, such as Interact Club, to utilize broadened campaigns to increase interest and engagement in fundraising opportunities. ● Our club is based on empathy - not sympathy. Our core values and principles reflect the need to empathize, to learn about issues that affect other groups and peoples, 		

and take action that is supportive and beneficial. The club is not there to highlight the negative aspects of illnesses that affect our learning community - instead our club raises those affected groups to the spotlight, highlighting ways to provide support - inter/intra personally, and ways to get involved to spread awareness and raise funds needed to continue scientific research and supportive outreach.

- Our club members also reflect initiative. Every aspect of our club - from the activities planned to the meeting agendas, to the volunteerism - is a result of student direction. This is a student-run club. The executive board members met every Monday [day before our meetings] to go over the agenda, highlight specific goals, and craft talking points for each meeting. The fundraisers we've held during the year were all a result of collaboration of club members.
- We also focus on giving back. Our club is action based- each activity, fundraiser, and meeting is dedicated to giving back and focusing on philanthropy.

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

- This year, CARE Club members held two fundraiser activities to raise funds for the non-profit organization, American Cancer Society. By holding these two fundraisers, CARE club members raised almost \$500 dollars, which were donated on behalf of the club to cancer research. The club has also reached out to American Cancer Society to participate in a walk for breast cancer + ovarian cancer research + awareness over the summer and are actively searching for opportunities next year to work with the organization to further the cause.
- This year, we held a two-week Penny Wars fundraiser that engaged our school community by grade level. We worked in collaboration with Spirit Club to connect student engagement in Penny Wars with Color Wars + the Pep Rally. Each day our members would spend their lunch period getting donations in dollars and cents to raise money for cancer research.
- Since beginning e-learning, we have continued meetings virtually on Google Classroom through discussion posts. The executive board has also held some meetings in which they discussed possible paths forward during the pandemic + focusing on efforts to support individuals in the US during this time of need.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: CHAP Steering Committee	Advisor: Tanya Thibideau and Ashley Valentine
Frequency and Duration of Meetings: Planning meetings occur as often as needed. CHAPs occur once per cycle.		# on roster: // # of regular participants: This group <i>does not</i> involve students. It is faculty- and administrator-led. However, this year the CHAP steering committee did work more closely with CHTV, a student-led group.
<p>1. Description/Purpose/Goal of This Club:</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"> ● 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. ● Help students adjust to school by addressing any grade level issues that may arise during the course of the year. ● Build community among students and faculty. This is accomplished by encouraging a sense of belonging and mutual respect among students and faculty alike. <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>2. How activities align with the Profile of the Graduate:</p> <p>Critical Thinking/ Problem Solving: On October 22, students were introduced to the new recycling initiative in CHUFSD buildings by the Greenburgh Nature Center. There was a follow-up CHAP on local and global recycling efforts on November 15.</p> <p>Creativity/ Innovation: On November 1, students participated in a discussion about taking healthy risks and trying something new (an idea suggested by Mrs. Erica Fiorini). Students wrote their ideas on paper "feathers" which were then added to a bulletin board as part of the building's efforts to showcase student work and elevate the look/feel of the building. BOCES gave their annual TECH presentation on January 28 in order to introduce sophomores to their options for learning in the 2020-2021 school year.</p> <p>Communication/ Collaboration: On October 8, students spoke with each other about clubs/ extracurricular activities during the CHAP Activity Fair. On November 22, students saw a preview of the Fall Musical ("Into the Woods").</p> <p>Empathy: On September 24, students learned about Harry Chapin and the Harry Chapin Run Against Hunger. 4. On March 11, John Tessitore spoke to all students about the "Building Blocks of Mental Wellness." Mrs. Kerri Tracy was also scheduled to host AI</p>		

Vernacchio, an educator, for a discussion on sexuality in April 2020 but it was cancelled due to the pandemic.

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:
 - Local/Current Event Topics: Harry Chapin Run, Lorraine Hansberry Author Spotlight (for Croton Free Library event promotion)
 - School Topics: CHTV (parking safety, athletics accomplishments, etc.), club offerings, BOCES Tech Presentation, the Profile of a Croton-Harmon Graduate, security protocols in our building, critical and creative thinking activities (riddles/paradoxes by TED Ed), Big Buddy Meet-Ups, class elections, engagement with Spirit Club/ promotion of their activities (photo booths, Halloween Costume Competition, etc.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: CHINESE CLUB	Advisor: SOPHIE WANG
Frequency and Duration of Meetings: EVERY OTHER WEEK ABOUT ONE HOUR		# on roster: 30 # of regular participants: 15-20
1. Description/Purpose/Goal of This Club: Students learn about Chinese culture and customs		
2. How activities align with the Profile of the Graduate: Students come to Chinese Club to experience different Chinese cultural aspects, such as food, language, movies about Chinese history and culture, traveling in China, and traditional Chinese games.....		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Make Chinese food, such as dumplings, fried rice, seaweed rice..... ● Watch Chinese movies that are related to Chinese culture, history..... ● Play Chinese traditional games ● Practice Chinese language skills ● Discussions about China exchange trips ● Many other topic discussions related to Chinese Culture ● Learn Chinese language by singing Chinese songs 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Critical Friends Group (CFG)	Facilitator(s): Joe Merriam & Jen Moore
Frequency and Duration of Meetings: 10 Monthly (or bi-monthly) (a minimum of 9 meetings)		Number of Teachers in Core Group: 13 (including facilitators)
<p>1. Description/Purpose/Goal:</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 (http://www.nsrffharmony.org/faq.html#1), our goals are as follows:</p> <ul style="list-style-type: none"> ● Create a professional learning community ● Make teaching practice explicit and public by "talking about teaching" ● Help people involved in schools to work collaboratively in democratic, reflective communities (Bambino) ● Establish a foundation for sustained professional development based on a spirit of inquiry (Silva) ● Provide a context to understand our work with students, our relationships with peers, and our thoughts, assumptions, and beliefs about teaching and learning ● Help educators help each other turn theories into practice and standards into actual student learning ● Improve teaching and learning 		

2. How activities align with the Profile of a Graduate

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:

- How to still connect with students during distance learning (eLearning) - Communication/Collaboration; Empathy
- How to teach students to self-motivate - Initiative/Self-Direction
- Teaching student to answer and create higher level questions - Critical Thinking & Problem Solving
- Adjust grading protocols and working with students for understanding - Flexibility/Adaptability
- Providing resources to community and students during distance learning (Guidance documents) - Communication/Collaboration & Empathy & Initiative/Self-Direction
- New learning center set-up & how best to serve the student population - Creativity & Innovation
- Using google classroom to supplement course work - Creativity/Innovation, Communication/Collaboration, Initiative/Self-Direction
- Improve student achievement and metacognition through use of “Project Reflection Sheets” - Initiative/Self-Direction & Critical Thinking/Problem Solving & Communication & Collaboration
- Differentiating curriculum for high-need students - Empathy, Flexibility/Adaptability, Creativity/Innovation

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

- Using Essential Schools Protocols to direct conversations.
- Participants observe (including pre & post observations) each other in classroom settings to provide peer feedback on pedagogical issues.
- Participants share responsibility on presenting pedagogical issues as well as the responsibility of facilitating meetings.
- Group communication 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.
- Participants have the opportunity to earn an in-service credit for their work.
- Moved our meetings virtually during our distance learning period and participants adapted observations by sharing and viewing asynchronous videos.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: DEBATE CLUB	Advisor: ILANA MCCONVILLE
<p>Frequency and Duration of Meetings: Debate Club meets every Thursday at 3pm in Room 221 at CHHS. Debate Club meetings range from 1 ½ -1 ¾ hours in duration, depending on topics and activities.</p> <p>Since e-learning has begun, we meet every Tuesday virtually from 2-3pm and continue our debates and discussions!</p>		<p># of participants: 14 members</p>
<p>1. Description/Purpose/Goal of This Club:</p> <p>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:</p> <p>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 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. 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 become 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 & activities.</p> <ul style="list-style-type: none"> ● Students engaged in multiple debates throughout the year based on topics of student interest 		

- Topics ranged from: should the public arts be funded, should the voting age lowered, should we have finals during e-learning, should college education be free, should the US have a three-party political standard system, should billionaires be illegal, should the SAT/ACT/AP exams be of no cost to students, should Croton offer an after-school late bus (past 3PM), Should Spencer Field get lights, among many others.
- Students participated in mock debates and informal discussions regarding the above topics, but not limited to. In these discussions and debates, students work on diction, body language, articulation, and overall performance.
- Students analyzed presidential debates and identified ways that speakers evoke emotion or response from the audience, how individuals use space to command and connect. Students built connections of how advances in technology has changed the way political authority connects to constituents. Students analyzed differences in tone and purpose of speaking through various media platforms and examined the role of the internet and social media on how information is conveyed. Members looked at various twitter accounts of leaders, celebrities, and local officials and analyzed how this platform has shifted connections.
- Students took part in researching topics of their choosing and crafting an argumentative claim based on their understanding. Students then evaluated counter-arguments from other club members and from their research. They then worked to draft rebuttals
- Students also engaged in many games to work on syntax and diction such as rebuttal tennis, four corners, inner circle outer circle, impromptu speeches, word scramble, heads up, one clap two clap.
- We had a guest speaker, Kayla Conti, come in to speak about her experience with debating on the collegial level and in high school. She provided us tips and guidance on how to choose subjects fairly to debate on, how to form teams, and how to structure the debate so that it flows naturally.
- Since e-learning has begun, we meet every Tuesday from 2-3pm. We have virtual debates on topics that are chosen from a Google Form survey: we have debated topics like: should the government continue to give stimulus checks; should there be a term limit for Supreme Court justices; should Croton have a homecoming dance, among others!

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS, PVC	Name of Club: Destination Imagination	Advisor: Zhanna Glazenburg (CHHS) Shannon Varekamp & Suzzane Gardos (PVC)
Frequency and Duration of Meetings: Sep – December: 1 meeting per week January – March: 2 meetings per week March-May: virtual meetings (as needed, decided by each team)		# on roster: 31 (PVC), 9 (CHHS) # of regular participants: 38
1. Description/Purpose/Goal of This Club: 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.		
2. How activities align with the Profile of the Graduate: The purpose and goals of DI align tightly with 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 & 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 & Adaptability & 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 & self direction.		
3. Bullet point list of achievements, highlights, events & activities. The 2019-2020 DI season began as usual with teams getting ready for the Regional & Affiliate tournaments in the spring. PVC students meet every Friday to work on the Instant Challenge practice with CHHS students helping run these meetings. Teams met each week to work on their Central Challenges. Everything changed, however, with the schools and venues going into quarantine due to COVID-19. All of the in person tournaments were canceled. DI, however, is all about taking on a challenge and coming up with a new and creative solution. Thus, our season did not end with COVID-19. 3 of our teams chose to compete in the New York Affiliate’s Virtual Celebration of Creativity. At the time of the writing, some teams are working on participating in the Virtual Global Finals event. More importantly, many of Croton DI participants chose to use the skills they acquired to support their local community. Many DI participants (both current and Croton DI alumni) are currently involved with Croton		

Mask Makers. Instead of sewing costumes and building props, our students are helping sew face masks for the first responders. Instead of 3D printing challenge solutions, our machines are printing face mask ear saves & face shields. Our younger participants are getting involved by helping to count, organize & keep track of donations. DI is all about teamwork, community and creative problem solving. It is great to see that in this time of adversity our students are rising up to the challenge and using the skills they acquired while solving DI challenges to support their community.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Drama Club	Advisor: Myrlin Valerio
Frequency and Duration of Meetings: Mondays through Thursdays, 6-8:30 or 9:00		# on roster: 19 # of regular participants: 19
<p>1. Description/Purpose/Goal of This Club:</p> <p>To experience the process of auditioning, then rehearse, perform and produce a theatrical play.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Theater exemplifies the Profile of the Graduate whether we are producing an historical drama or an absurdist comedy or, like Clue, a comedic farce. Actors are called upon to create a character unlike themselves which allows them to understand the psyche of another. They must invent a history of their character, their personality, their motives. This is a collaborative effort among a cast of actors. In a farcical play there is much physical comedy performed. The actors must be able to trust each other and be comfortable with the physicality of the actions. In the few weeks that we rehearsed Clue, we would pause the rehearsal to discuss a piece of physical comedy to determine each actor's comfort level and how that action could be portrayed. Every play lends itself for the student actor to explore, experiment and allow themselves to be vulnerable with each other and later, in front of an audience. Over the course of every play that I have directed at CHHS, the student actors have developed a bond with each other during the process. The goal is for them to develop a true company of actors who work seamlessly as an ensemble, supporting each other towards the common goal.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <p>The 2020 play, Clue, introduced the students to the genre of farce - a comic work using buffoonery, broad characterization, silly and improbable situations. The play is based on the musical which was based on the board game. After the last few plays of historical drama, horror, social commentary and satire, the students request a comedy - the sillier the better - which is why I chose Clue. We had a cast of 17 actors and one stage manager. The actors are responsible for presenting the play by developing a character, rehearsing them and performing. The stage manager is responsible for practical and organization support to the director. They are often called upon to help to maintain order, help to run the rehearsals, create a prop list, a set change plan, coordinate the stage crew and dozens of other tasks. It is a challenging job that is unnoticed for the most part and vital to any director and every production.</p>		

Students began the process reading the play and learning about the time period and the social mores of that time. They discussed how to present the social situations of that time in a comedic manner. They worked with each other to find a level of comfort in the physicality of the actions.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Winter Drama (Shakespeare Play)	Advisor: Joseph Merriam
Frequency and Duration of Meetings: January-early February, Monday-Thursday, 6:00-9:00		# on roster: 15 # of regular participants: 15
<p>1. Description/Purpose/Goal of This Club:</p> <p>To perform a full-length Shakespeare play with as much student input in producing the show as possible.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> ● Critical Thinking/Problem Solving: students answer the following questions: <ul style="list-style-type: none"> ○ What did Shakespeare mean by what he wrote? ○ How do we figure out stage directions from his lines? ○ What's the best way to stage his work? ● Creativity/Innovation: students make suggestions for costumes (this year, they completely took over costuming with my blessing) and stage directions to make Shakespeare's play come alive on stage for a live audience. ● Communication/Collaboration: students work together to speak clearly and listen effectively when rehearsing and performing Shakespeare's plays. ● Flexibility/Adaptability: students engage in a five-week rehearsal process, exploring the meanings and staging of Shakespeare's works, creating meaning as best they can. ● Empathy: few activities build community as thoroughly as a stage production. ● Initiative/Self-Direction: students take responsibility for their characters, choosing actions and styles of speech. 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Shakespeare Club members recruited other students to audition for and perform in the play when it looked as if we might not have enough for the show to go on. ● Students rehearsed for five weeks and performed <i>Twelfth Night</i> for a live audience. ● Students recruited instant understudies when one of our cast members came down sick on the weekend of the show. 		

Croton-Harmon Union Free School District
2020 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. 8-15 minute meetings per year. 5-8 outings ranging from 3-24 hours in length.		# on roster:29 # of regular participants: 15
<p>1. Description/Purpose/Goal of This Club:</p> <p>The Croton-Harmon Explorers Club is committed to...</p> <ul style="list-style-type: none"> -Challenging the fitness and cognitive skills of all members with high expectations through exploration of our natural world. -Including parents and the wider community as partners in this endeavor. -Fostering a climate of respect for each other and the environment. -Developing student skills that will enable them to explore their natural world in a safe manner. -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. 		
<p>2. How activities align with the Profile of the Graduate:</p> <p>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 & activities.</p> <ul style="list-style-type: none"> ● Fall overnight backpack in Harriman State Park– Students learned the skills of route finding, shelter erection, outdoor cooking, camp etiquette, low etiquette hiking, and fire starting. Through learning these skills students learned self-reliance, consequence/reward of decisions, collaboration, argument resolution techniques, time management and stress management. ● 3 hour night hike to Mt. Beacon fire tower. ● 4 hour day hike in Fahnstock State Park. ● 9 hour Ski/snowboard trip at Jiminy Peak Ski Resort. – Students learned and practiced the skills of skiing and/or snowboarding. Through learning/practicing these skills students established time management , collaboration, and organization skills. 		

- 4 hours on Catamount High Ropes Course – Students learned teamwork, safety procedures, and climbing technique all while pushing their mental and physical limits.
- 2 hour Constitution Marsh paddle - Students kayaked the marsh in the Hudson River. They explored the local environment from a different perspective while challenging their physical and mental stamina. Students learned self-reliance, peer assistance, collaboration skills, consequence/reward of decisions, appreciation of natural beauty, time and stress management.
- 3 4 hour-days of indoor rock climbing. Students learned teamwork, safety procedures, and climbing technique all while pushing their mental and physical limits.
- Spring overnight backpack planned in Harriman State Park(scheduled for 6/6-6/7)– Students will learn the skills of route finding, shelter erection, outdoor cooking, camp etiquette, low etiquette hiking, and fire starting. Through learning these skills students will learn self-reliance, consequence/reward of decisions, collaboration, argument resolution techniques, time management and stress management. (Cancelled due to the pandemic.)
- Spring rafting /camping trip planned on the Delaware River (scheduled for 6/13-6/14)Students will learn the skills of route finding, shelter erection, outdoor cooking, camp etiquette, low etiquette hiking, and fire starting. Through learning these skills students will learn self-reliance, consequence/reward of decisions, collaboration, argument resolution techniques, time management and stress management. (Cancelled due to the pandemic.)

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Fashion Club	Advisor: M. Ballina-Llosa
Frequency and Duration of Meetings: Every First Tuesday of the month (one project per month, each project varies in meetings)		# on roster: 30 # of regular participants: 12
1. Description/Purpose/Goal of This Club: In the Fashion Club we intend to bring people together to explore and learn more about the fashion world. For example talking trends and learning about sustainability in fashion.		
2. How activities align with the Profile of the Graduate: When coming up with a new project, we allow every member to volunteer ideas. This practices critical thinking, communication, initiative, and flexibility. When proceeding to our projects all members are given their creative freedom practicing creativity and innovation. When discussing sustainability and topics such as fast fashion, we practice empathy and our concern for our planet.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Clothing Swap ● Upcycling Project ● Mood board/photoshoot aesthetic project 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Filmmaking Club	Advisor(s): M.Weinstein
Frequency and Duration of Meetings: E/O Thursday and throughout every school day at anytime - online from March thru June		Number of Students in Core Group: 10
<p>1. Description/Purpose/Goal:</p> <p>Video Production room, TV Studio, and equipment will be available to students who wish to work on their own or group's productions, other class projects, sports highlights reels, and CHTV broadcasts</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> ● Club officers took initiative and ran the club completely. They set up every meeting, contacted every member, and set agendas for each meeting with goals for the day and year. - ● All meetings were held in a circular formation to include all members' thoughts. Members were listened to and had a voice; suggestions were considered and ideas were decided on in a democratic manner ● Ideas for projects were respectfully challenged by other members but always in a professional nature. Lists were made and votes were cast each session. - Some members took risks with certain broadcast decisions knowing that it would be perceived a certain way by the viewers but did so for the betterment of the project - ● Taking away listing production credits at the end of broadcasts showed the sharing of ideas and collaboration without the need to identify specific individuals who performed specific tasks. This shows growth and maturity for this age group. 		
<p>3. Bullet point list of achievements, highlights, events & activities:</p> <ul style="list-style-type: none"> - CHTV Broadcasts - other subject-area visual-based projects - english shakespeare project, - spanish, and science videos - sports highlight reels for colleges - harry chapin run video - 1 psa - vp1, 2, and broadcast projects - emusic demo reel for college submission - film viewing and critique 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Finance Club	Advisor: Zhanna Glazenburg
Frequency and Duration of Meetings: Once every 8 school days (every H-day)		# on roster: 9 # of regular participants: 6
<p>1. Description/Purpose/Goal of This Club:</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's members look for opportunities to promote awareness of the current developments within the financial industry, educate their classmates and friends on this topic.</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 & 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 terms 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 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 & listen to the ideas of others. They learn how to arrive at the consensus and how to work as a team.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <p>Early in the year club members decided to participate in the team Stock Market challenge. During the first part of the year they worked on researching stocks from which they were planning to build their portfolio. The students focused on</p> <ul style="list-style-type: none"> ● Growth vs. value investment strategies ● Strategies for evaluating individual securities ● Strategies to mitigating risk and building a well balanced portfolio ● Strategies for communicating their ideas to the group 		

With COVID-19 things have changed dramatically. The move toward the e-instruction and a precipitous drop in the markets completely changed the focus of the activities of the club. We used the current market state as a learning moment. Rather than focusing on stock research, we have learned

- The meaning of the expression “dead cat bounce” (a temporary recovery in share prices after a substantial fall, caused by speculators buying in order to cover their positions) by watching live market behavior
- How the futures market works and how futures are priced. We focused on futures while watching the collapse of the oil futures prices (with May futures trading in negative territory). This inquiry started with a passing comment “isn’t it interesting: a bottle of Purell is now more expensive than a barrel of oil!” and extended into a deep dive into the futures market structure.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: French Club	Advisor: Rhoades/Bree
Frequency and Duration of Meetings: Bi weekly		# on roster:19 # of regular participants: 10-12
<p>1. Description/Purpose/Goal of This Club:</p> <p>The CHHS French Club serves to encourage the exploration and appreciation of the French language and francophone culture. It is open to any student in the high school, even those who are not enrolled in French classes.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Critical Thinking/Problem Solving - This spring as we have not been able to enjoy French Club in a traditional meeting format, we have launched a French Club Google Classroom. Students can find innovative means of accessing extra connections to French and francophone culture.</p> <p>Creativity/Innovation - Students are responsible to choose and plan for the activities of the club.</p> <p>Communication/Collaboration - Students of all ages and skill levels collaborate and negotiate to plan activities.</p> <p>Flexibility/Adaptability - Students of all ages and skill levels participate and work together to decide on activities according to the interests of the group.</p> <p>Empathy - Students are encouraged to invite their non French-speaking friends to join.</p> <p>Initiative/Self Direction - Students are responsible to choose and plan for the activities of the club. The students run the meetings and recruit new members.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Cooking (Crepe Making) ● Holiday Celebrations (La Toussaint, St Nicolas, Mardi Gras, Le 1er Mai) ● Crafts (Origami St. Nicolas) ● Food tasting ● Film viewings ● Planned participation in the International Festival at CET. This event will not take place due to the closure of the CHUFSD this spring but our students traditionally run a “booth” that welcomes younger francophiles to learn a bit about France and francophone culture. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Class of 2023	Advisor: Kym Garrett
Frequency and Duration of Meetings: Tuesdays from 3:00 - 3:30		# on roster: Freshman Class # of regular participants: 8
1. Description/Purpose/Goal of This Club: To raise funds and plan activities hosted by the freshman class		
2. How activities align with the Profile of the Graduate:		
<ul style="list-style-type: none"> ● Students held a pasta fundraiser in the fall so that they could start their high school years off with a positive balance in their account. They showed critical thinking and problem solving when trying to come up with various ways to get their peers involved ● Students were hoping to host a “Stranger Things” dinner/movie night in the spring, which exhibits creativity and innovation ● Several bake sales were in the works for the spring. Students were very enthusiastic and organized in their approach- which showed initiative and self-direction 		
3. Bullet point list of achievements, highlights, events & activities.		
<ul style="list-style-type: none"> ● Second annual pasta fundraiser ● Various bake sales ● Stranger Things dinner/movie night (cancelled due to circumstances) 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: Croton Harmon High School	Name of Club: Green Team	Advisor: Jamie Rooney
Frequency and Duration of Meetings: 1-2 times a month		# on roster: # of regular participants: All that information is in school.
1. Description/Purpose/Goal of This Club: The Green Team meets every other week to discuss ideas for making the school more “green”. (Energy efficient, decrease waste, reduce, reuse, and recycle). They also work to raise awareness of environmental issues.		
2. How activities align with the Profile of the Graduate: <ul style="list-style-type: none"> ● Students use critical thinking to solve problems associated with our environment, locally and globally ● The projects and environmental issues are self initiated by members of the club. ● When students have to propose a plan to administrators, they need to be able to communicate effectively to persuade them to allow their project to move forward. <p>The Green Team meets every other week to discuss ideas for making the school more “green”. (Energy efficient, decrease waste, reduce, reuse, and recycle). They also work to raise awareness of environmental issues.</p>		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Second year the club has been reactivated. We have been working on promoting the club and getting new members ● Looking into doing a battery drive ● Started discussing the idea of a native flower garden ● Next year- moving forward with native flower garden 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Interact Community Service Club	Advisor: David Xavier
Frequency and Duration of Meetings: 2 times monthly with increased frequency when holding an event. 30 minutes to 1 hour		# on roster: 10-15 # of regular participants: 6
<p>1. Description/Purpose/Goal of This Club:</p> <p>The Interact Community Service Club is a service club for CHHS students whose goals are to improve the community, develop leadership skills and make a difference in the world. Our members engage in community service events and provide the students at CHHS with information regarding opportunities to participate in community service</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Students involved with the Interact Community Service Club developed their leadership abilities and helped their fellow classmates make a difference in their own communities and region. They developed critical thinking and problem solving skills through the planning of events. They learned to develop their creativity and innovation by trying to find new experiences and community service opportunities for their school and peers. They improved their communication and collaboration skills by working together and with the community to plan and implement events. They developed their empathy by trying to plan and participate in events that help needy populations in their community.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Students participated in the annual Rotary Turkey Drive by donating turkeys ● Students volunteered at the annual Harry Chapin run and worked to improve awareness of the event within the building. ● Planned clothing drive for needy children (put on hold due to school closure) ● Planned annual Interact Club Awareness Week (put on hold due to school closure) 		

Croton-Harmon Union Free School District
2020 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"> ● Monthly (or more, when needed) with class officers ● On occasion with the whole class, as needed 		# on roster: 125 # of regular participants: 4 officers
<p>1. Description/Purpose/Goal of This Club:</p> <p>The Junior Class works together to develop shared decision-making and to help plan class events including fundraisers, Color Wars decorating and the Junior Prom.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>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.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Regular meetings of class officers and adviser ● Planned class tshirt to be created for Color Wars (which did not take place) ● Planned fundraiser for prom/DJ deposit ● Planned Junior Prom (which did not take place) 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Croton La Rochelle exchange	Advisor: S. Bree and A. Rhoades
<p>Frequency and Duration of Meetings:</p> <p>2 meetings with families (2 hours each):</p> <p>October 24, 2019 at 7:00 pm (initial parent meeting)</p> <p>February 25, 2020 at 7:00 pm (pre-trip parent meeting)</p> <p>Occasional meetings with groups of students for 15-20 minutes throughout the year</p> <p>March 9, 2020 at 2:24 pm (brief meeting held to discuss cancellation with students and Dr. O'Connell)</p>		<p># on roster:</p> <p>23 students</p>
<p>1. Description/Purpose/Goal of This Club:</p> <p>An extension of the French classroom; to allow students to use and expand their French in an authentic context; to give students an opportunity to explore French culture and experience French daily life first-hand through their contact with native French speakers.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Critical Thinking/Problem Solving - Even the simplest moments in a new culture can require problem solving skills, whether it be a question of language or adhering to cultural norms. One has to find ways to express thoughts that are often more complicated than one's language abilities allow, and one has to be constantly observing the behavior of those around while adjusting one's own actions to suit.</p> <p>Creativity/Innovation - Successfully communicating in a second language while living in an unfamiliar culture assumes one's ability to think creatively and to innovate constantly. The very act of using one's target language skills to express an original idea is called "creating with language."</p> <p>Communication/Collaboration - Students who travel to La Rochelle naturally need to depend upon each other to navigate all that is unfamiliar to them.</p> <p>Flexibility/Adaptability - Travelling overseas, and particularly travelling as part of a group requires a tremendous flexibility to meet the needs of the group, the new situations one encounters and the new culture.</p>		

Empathy - We expect the students to learn to work with each other, to take care of each other and to be ready to do anything for the greater good of the group.

Initiative/Self Direction - All students who travel to La Rochelle live on their own with a different local host family. In this new setting each student must independently manage to “cope” and make the most of a sometimes very confusing situation.

In light of the fact that the trip was cancelled this year, these onsite opportunities did not materialize for these students but it is important to note that there is still a great deal to be learned from the disappointment of having one’s plans changed at the last minute. This is a group that already had learned to work quite well together so Empathy was a natural response to their disappointment and both Flexibility and Adaptability will show as they each forge on and find new ways to practice, learn, and enjoy French.

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

After some discussion with parents, consideration of airfares and exam schedules both here and in France, the trip was scheduled for April 4-April 17, 2020.

A first parent meeting was held on October 24, 2019 in the CHHS Community Room. A first deposit of \$800 was paid by interested families to secure a spot on the list of students wishing to be considered for travel. Initially, 25 families expressed interest in the trip; the final count of student participants was 23. The checks of the 2 families who decided not to participate were not cashed.

Between October and February, 3 more payments of \$400 each were made by families to make a total of \$2000 paid towards the trip. Money was collected by our parent treasurer, Dawn Marie Crowley, and deposited into the CHHS Student Activities Fund with the help of our student treasurer, Joseph Landau, and the district bookkeeper, Susan Cerrato.

2 families requested scholarship aid this year. In addition to scholarship money we had previously raised from participating families, we requested money from the Greg Rodriguez Fund (although this was ultimately not transferred to the La Rochelle account), to help assist these students with trip expenses. A donation was also received from a private individual to help with trip costs for these students.

We contacted two travel agents (one in the U.S. and one in France) to help us make travel arrangements. Plane tickets were purchased and an initial deposit was put down on train fare.

We sent student questionnaires to France to facilitate the matching of hosts and guests. Several American students who had hosted last year withdrew from the program due to scheduling conflicts; two of these students were replaced by other interested students from our waiting list. No Rochelais student withdrew from the program.

We distributed and collected medical forms; we collected passport photocopies and emergency contact cards.

We voted to select the official slogan and logo.

We devoted some class time to discussing cultural differences between the US and France, based on readings taken from published books and the NY Times. Some topics of discussion included: how to greet people, smiling (or not) in different cultures, how to ask for help (and not be rebuffed), eating patterns and meal taking, the difference in bathrooms, different conversational patterns, current events. We also explicitly discussed how the grammar topics covered in French 4, 5 and AP are all oriented towards developing the skills necessary to socialize in a foreign culture (rather than merely “surviving”).

A second parent meeting was held in the CHHS cafeteria on February 25 at 7:00 p.m. to go over travel information, to present the calendar of events, and to respond to questions or concerns.

Only a day or two after this, it became clear that the COVID-19 pandemic was becoming a concern in terms of international travel. We alerted the French travel agent that we would be unable to pay the second deposit on train fare while awaiting word from the district as to whether or not the trip would proceed. On March 9, the district made the difficult decision to cancel the exchange programs with France and Spain this year. Dr. O’Connell came to CHHS to give the news in person to the students before any written communication went out to families. An email was drafted to families to notify them of this fact.

We notified our colleagues in France, and both travel agencies about the cancellation of the trip. After considerable back and forth, we arrived at an agreement with the French travel agency that our cancellation fees would not exceed the initial deposit of 815 euros (\$895.28) we had paid to secure our train reservations. We were also told by our American travel agent on March 13 that the Delta group had agreed to refund our airfare, but that this would take some weeks to process. Prior to the refund being processed, the travel agency shut down on order of the governor of NY, as a non-essential business.

In the meantime, on March 18, we began the process of refunding to families the unspent money from the Student Activities Fund. The co advisors, along with Susan Cerrato and Dina Mikulewicz (all working from home), processed and sent checks for \$1000, which were sent to all 23 families on Monday, April 6. Refunding further money will have to wait until a refund check is issued by the Delta Group for the airfare that was purchased, when the travel agency reopens.

Obviously, the students on both sides of the Atlantic are deeply disappointed by the turn of events. We have been in touch with our colleagues in France, where schools have also been

closed by order of the government, and our French 4 classes completed a slang photo project which we will send to La Rochelle.

Options for rescheduling the trip at some future time, for at least part of the student group remain under consideration while we wait to see how the pandemic continues to affect the district.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: 4th Floor Creative Writing and Literary Magazine	Advisor: Jaclyn Szymanski
Frequency and Duration of Meetings: Every Tuesday or Thursday for an hour.		# on roster: 5 # of regular participants: 5
<p>1. Description/Purpose/Goal of This Club:</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>We have also made the club into a creative writing club. Each week students come up with ideas for writing prompts. The next week they bring in work to share and participate in a critique.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Creativity: Students generate ideas for writing prompts and “experiment/ take risks” by thinking outside the box to create original, unique pieces of writing,</p> <p>Communication/Collaboration: Being able to communicate effectively through writing is really the main focus for the club. We also spend a lot of time on how to communicate feedback about each other’s writing and thoughtfully, meaningfully, and respectfully participate in a critique. Sharing writing that can be very personal in nature requires a great deal of trust.</p> <p>Flexibility/Adaptability: In this club we are always experimenting with new, creative ideas. Sometimes they work really well, and other times a group member has a great idea for a writing prompt that just doesn’t go the way he/she thought. Experimenting with outside the box thinking through writing encourages students to try new things and be ready for trial and error. “Having the courage to fail” is crucial as a student is going to jump into a new way of thinking and writing.</p> <p>Empathy: Most of the writing students produce is very personal in nature and inspired by emotional events in their lives. As students hear intimate details of their peers, they are able to see things from someone else’s perspective and gain sympathy/empathy. Students are also able to see how writing offers a solution for how to deal with stress/issues.</p>		

Initiative/Self Direction: This club is almost entirely run by the students. They are the ones developing the writing prompts and methods for how to effectively critique. They also take control of organizing the open mic nights.

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

- Students from the Fourth Floor hosted an open mic night in November
- Members of the group took more time this year to focus on their own writing
- Each week students create a prompt for the group
- The next week students present their work and participate in a critique
- Monthly writing contests continued to be a success
- Collaborated with students who exhibit a wide range of talents and skills (those who write poetry, short stories, fiction, are photographers, painters, drawers, sculptures, etc.)
- Created a common forum for students of all grades, skill, views, backgrounds and status to share their work and experience the work of others
- Reached out to the school community with posters, Facebook and other social media

The Fourth Floor continued to be an incredible outlet for students to express themselves creatively and a way for students to communicate with and learn about their peers.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building:	Name of Club:	Advisor:
CHHS	Model United Nations	John Bohuniek
Frequency and Duration of Meetings:		# on roster:
Mondays from 3-4		15
		# of regular participants:
		11
1. Description/Purpose/Goal of This Club:		
<p>Model UN is a competitive foreign policy simulation where students act as delegates in a United Nations committee to draft resolutions that solve current, historical, and futuristic global problems. The purpose is to engage students in their global community, immerse them in foreign cultures, and develop skills of research, argumentative writing, debate, public speaking, and collaboration.</p>		
2. How activities align with the Profile of the Graduate:		
<p>Model UN challenges students to solve problems of the past, present, and future creatively by critically thinking about international relationships and diverse viewpoints. Almost every aspect of the POG can be seen in this club as students get to act authentically upon our profile's features.</p>		
3. Bullet point list of achievements, highlights, events & activities.		
<ul style="list-style-type: none"> ● Students developed skills in researching, argumentative writing, argument development (including rebuttals to counter-points), public speaking skills (diction, syntax, cadence, tone, and body language), as well as strategies to collaborate and manage working with difficult delegates. ● Worked through 2 mini-MUN simulations on Greek Gods and Hong Kong Protest ● Returning members helped train, coach, and develop new member skills in the areas research, drafting position papers, partaking in moderated and unmoderated caucuses during committee meetings, and drafting resolutions. ● Held virtual meeting via Google Classroom to discuss latest developments relating to the WHO, international supply chains, Coronavirus, and did a comparative analysis of the response of various world leaders. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: NHS	Advisor: Samantha Confalone Isabella Zappa
Frequency and Duration of Meetings: ~ Once a month for 30 - 60 minutes (in-person & virtual)		# on roster: ~100 - juniors & seniors # of regular participants: ~100 - juniors & seniors
1. Description/Purpose/Goal of This Club: National Honor Society recognizes students for their academic standing, character, services, and leadership. Students in National Honor continue to work as a group and volunteer at community events.		
2. How activities align with the Profile of the Graduate: National Honor Society members demonstrate communication, initiative, creativity, empathy, flexibility, and critical thinking skills in school and at community events.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Tree Haul ● Accepted junior candidates ● NHS virtual induction ● Other community events 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Newspaper	Advisor: Edwin Demper
Frequency and Duration of Meetings: Biweekly/ 30 mins		# on roster:15 # of regular participants: 10
<p>1. Description/Purpose/Goal of This Club:</p> <p>To write and publish articles to inform and entertain the CHHS community; to learn and refine journalism skills.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Journalism club invites students to use their creativity to think of new ideas for stories and columns; to collaborate with others in researching, writing, editing, and publishing these stories; to use feedback and editing suggestions to improve their work; to consider the needs and interests of their community in choosing what to cover; and to take the initiative on reporting.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Started the club and gathered a core group of writers and contributors ● Designed and launched a website with regular updates ● Held workshops on journalism writing and editing prose ● Published articles about a wide range of topics, including climate change protests, the closing of Indian Point, the impeachment - as well as lighter topics and interests ● However, there were also significant challenges. We struggled to gain visibility and readership, despite some efforts like posting QR codes in the school, and including the link for use in CHAP ● Ideas for next year include starting a print publication, with several issues for the school year, on a planned calendar. We will maintain the website, but go forward with physical copies that we can distribute for everyone to read. We will likely include some theme issues, such as an April Fool's issue (planned this year, but cancelled by COVID-19), a holiday issue, and a graduation issue 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Pi Squad	Advisor: Soyoung Lim
Frequency and Duration of Meetings: Weekly, 40 minutes		# on roster:9 # of regular participants: 5-6
<p>1. Description/Purpose/Goal of This Club:</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.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> ● Critical Thinking/Problem Solving - Students enhance these skills while they practice challenging questions that require knowledge and problem solving strategies. ● Creativity/Innovation - Students develop divergent solutions in multiple ways. ● Communication/Collaboration - Students work in groups sharing their ideas and insights. Often students pick a math topic and present their learning in club meets. ● Empathy - Students contribute their learning to the community event, Experience Science. ● Initiative/Self Direction - Pi Squad is a student-led club and students are encouraged to plan, develop and practice activities 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Participate Math Competition - Bebras Challenge ● Practice various math challenges: Tower of Hanoi, Purple Comet, Gomoku, AMC, etc. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: PRIDE Club	Advisor: Noel Schoenleber
Frequency and Duration of Meetings: Tuesdays 3:00-4:00 pm		# on roster: 7 # of regular participants: 7
<p>1. Description/Purpose/Goal of This Club:</p> <ul style="list-style-type: none"> ● To encourage a sense of community and pride for lesbian, gay, bisexual, transgender, and questioning students and their allies. ● To educate students about LGBTQ issues, including gender identity, gender expression, and sexual orientation. ● To foster a safe, inclusive environment for students in our school. 		
<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, Pride Club collaborated with other clubs and a local organization to plan the Candlelight Vigil. Finally, they help to challenge others to be adaptable regarding their notions of gender and sexuality.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Hosted a viewing of the film, <i>Love Simon</i>. ● Gave feedback to Kerri Tracy (who solicited it) about the teaching concepts of gender and sexuality in Health classes. ● Hosted a viewing of the documentary, <i>Marquise</i>. ● Organized a trip to the PrideWorks Conference at Pace University. (It was canceled due to COVID-19.) ● Collaborated with STAR Club, Activism Club, and Women's Connect, as well as the Croton Committee for Diversity and Inclusion to organize a Candlelight Vigil Against Hate. (It has been postponed due to COVID-19.) 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Programming Club	Advisor: Soyoung Lim
Frequency and Duration of Meetings: Weekly, 40 minutes		# on roster:14 # of regular participants: 9-10
<p>1. Description/Purpose/Goal of This Club:</p> <p>The Programming Club is a student-led club that is opened 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 developing using various tools.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> ● Critical Thinking/Problem Solving - Students enhance critical thinking and problem solving skills while they identify problems, plan solutions and develop algorithms. ● 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. ● Communication/Collaboration - Students work in groups sharing their ideas and insights. They break down problems and share their codes in logical methods. This process enhances students' development of good communication skills and teamwork. ● Empathy - Students contribute their learning to the community event, Experience Science. ● Initiative/Self Direction - Programming Club is a student-led club and students are encouraged to plan, develop and practice activities 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Study of computer hardware system - Using donated obsolete computer parts, students examined and investigated major parts of the computer hardware system. ● Online Terminal.C1Games - Game Based AI Competition ● Developing Unity code ● Coding Games, Puzzles, Lightbot, Programming with JS and Python ● App development - AppInventor ● Coding music - EarSketch 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Random Acts of Kindness	Advisor: M. Ballina-Llosa
Frequency and Duration of Meetings: Weekly, 1-2 hour		# on roster: 8 # of regular participants: 8
1. Description/Purpose/Goal of This Club: Spread kindness by giving back to the community		
2. How activities align with the Profile of the Graduate: When preparing different activities and ways to give back to the community, club members brainstorm ideas, and students work on critical thinking and flexibility. One of the purposes of the club is to create empathy in students towards members of the community. 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"> ● Raised money for Australian Forest Fires by selling Valentine’s Day-grams for the community to spread love and kindness ● Breast Cancer Awareness activities 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Senior Class Advisor (Class of 2020)	Advisor: Erica Fiorini
Frequency and Duration of Meetings: Officers met during free periods throughout the year. We communicated via email.		# on roster: 130 (Senior Class) # of regular participants:
1. Description/Purpose/Goal of This Club: To plan and implement senior year activities.		
2. How activities align with the Profile of the Graduate: This year more than any other, students have practiced Flexibility, problem solving and Empathy. Officers brought ideas forward, showing self-direction and creativity.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Planned Senior Class Group Photo at Croton Gorge. ● Assisted in collecting data for Senior Class Superlatives. ● Planned Senior Luncheon, which was supposed to take place on June 2nd at Crabtree's Kittlehouse. ● Planned Senior Prom, which was supposed to take place on June 12th at Dutchess Manor. ● Assisted in Coordinating senior class exit survey. ● Measured students and ordered cap and gowns. ● Assisted the Award Committee in planning the new procedure for senior scholarships. ● Anticipated: helping to plan Virtual Senior Awards Night ● Anticipated: Helping to plan many pieces of graduation (ie., Val/Sal speeches, rehearsals, musical performances, seating) ● Coordinated ordering and distribution of senior wear ● Anticipated: Planning senior tributes during pandemic 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Shakespeare Club	Advisor: Joseph Merriam
Frequency and Duration of Meetings: weekly – Thursdays, 3:00-4:00		# on roster: 10 # of regular participants: 8
<p>1. Description/Purpose/Goal of This Club:</p> <p>To read, act, and study the works of William Shakespeare with the ultimate goal of making students lifelong fans of Shakespeare’s work, both written and performed.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> ● Critical Thinking/Problem Solving: students answer the following questions: <ul style="list-style-type: none"> ○ What did Shakespeare mean by what he wrote? ○ How do we figure out stage directions from his lines? ○ What’s the best way to stage his work? ● Creativity/Innovation: students come up with costumes and stage directions to make his plays come alive, both formally and informally. ● Communication/Collaboration: students work together to speak clearly and listen effectively when performing Shakespeare’s plays. ● Flexibility/Adaptability: students explore the meanings and staging of Shakespeare’s works, creating meaning as best they can. ● Empathy: students build community with each other as they work through staging and Elizabethan language. ● Initiative/Self-Direction: students choose which plays to explore. 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Students selected, read, studied and acted the following Shakespeare plays during the months we were in school: <ul style="list-style-type: none"> ○ The Merchant of Venice ○ Julius Caesar ○ Twelfth Night ○ Coriolanus 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Sophomore Class 2022	Advisor: Ilana McConville
Frequency and Duration of Meetings: Meet twice a month September - March We have kept in touch via Google Classroom to engage the sophomore class in fun google forms surveys as well as t-shirt design submissions.		# of participants: 5 Class Officials 3 Class Representatives (Student Faculty Congress members) All participants are Sophomores
1. Description/Purpose/Goal of This Club: 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.		
2. How activities align with the Profile of the Graduate: <ul style="list-style-type: none"> ● 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. They worked on creative ways to get students to sign up for the fundraisers but also for the Google Classroom and the class trip - coming up with slogans and using word of mouth to get people active. ● The fundraisers, its organization, and its implementation was a result of the initiative of the student body. Students actively signed up for slots for the day of the car wash, communicated with executive board members during the weeks leading up, and set up an organization sheet to highlight which individuals were donating what items. On the day of the fundraiser, students were engaged, energized, and were able to raise roughly \$1,000 for the Hershey Park trip! The funds that were raised [because we did not go on the trip] will now be allocated for their junior year plans. 		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● In October, the sophomore class officials took part in the Activity Fair. They worked at a booth recruiting their classmates to sign up for the Sophomore Class Car Wash as 		

well as for future fundraiser events. The funds raised during this year will be allocated and used for the following Junior Year activity.

- In November, the sophomore class held a car wash and bake sale during the Superintendent's Conference day to raise funds for the end of year trip. During the day, all sophomore students worked different shifts in order for the fundraiser to run smoothly. Some students spent time indoors, selling goods that were donated by class parents, while others conducted the car wash, and some spent time in town gathering donations and also spreading the word about the event.
- During the year, we gathered frequently to discuss fundraiser ideas and how to organize and plan for the Hershey Park trip at the conclusion of the school year.
- Class officers planned and organized Color Wars hall decoration. Unfortunately, with the closing of schools, we were unable to complete this activity.
- In our meetings in February + March, the sophomore class officials created a t-shirt competition for designs for the Hershey Trip. We have extended submissions for these designs [as a result of school closure] and are working to try and choose one design and order t-shirts for the class.
- Unfortunately, because of the pandemic, we were unable to attend our end of year trip to Hershey Park. The class officers worked to engage with their class via Google Classroom to get information out to their peers about the change in plans, the process for refunds for those who submitted, as well as possible activities in the future to promote grade-communication and engagement. We will continue to use Google Classroom as a communication device and to collaborate as a grade.

Croton-Harmon Union Free School District
2020 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 the roster: 32 # of regular participants: 11
<p>1. Description/Purpose/Goal of This Club:</p> <p>To celebrate and learn about different Hispanic cultures so that we could understand one another better and appreciate different cultures.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>The activities that we did were appealing to all members of the club and the members were enthusiastic in their participation. During activities and discussions, students work on critical thinking and flexibility.</p> <p>Whenever we are planning new activities, students work on their creativity.</p> <p>With the Undocumented documentary series, students were able to practice empathy towards those who are not as fortunate.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Undocumented documentary party ● Brainstorming sessions ● Dia de Muertos activities 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Spanish Exchange	Advisor: Montserrat Ballina Zhanna Glazenburg
Frequency and Duration of Meetings: Weekly		# on roster: 18 # of regular participants: 18
<p>1. Description/Purpose/Goal of This Club:</p> <p>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.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <ul style="list-style-type: none"> ● The focus on cultures other than one’s own fosters empathy and respect for others. ● Because the large focus of the club is on students taking charge of their own learning & travel experiences, the club fosters Initiative & Self Direction. ● There is a large focus on Communication & Collaboration both among the members of the club & among the students from Croton & students from Spain. 		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <p>The club started the year by getting ready to host a group of students from Spain. In preparation for this, we have</p> <ul style="list-style-type: none"> ● Held weekly student planning meetings ● Held 2 evening student-parent meetings ● Planned a set of activities in which our visitors from Spain, hosting families, and a larger Croton community can participate. ● Worked on planning an upcoming February 2021 trip to Spain. <p>Unfortunately due to COVID-19 the students from Spain were not able to arrive this Spring. We have continued building the relationships between the students and are currently working on planning the activities for the 2020-2021 school year. These activities will (barring another cancellation due to Covid-19) include Croton students traveling to Spain in February 2021 and students from Spain coming to Croton in the spring of 2021.</p>		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Spirit Club	Advisor: Ashley Valentine, Kerri Tracy, Pam Morrison
Frequency and Duration of Meetings: Meetings take place on an as-needed basis, but generally occur about once per month. As we prepare for major events, we meet at least twice or three times per week. Meetings last 15-30 minutes. We use Google Classroom to communicate.		# on roster: 24 # of regular participants: 12
1. Description/Purpose/Goal of This Club: The club mission is to foster school spirit at CHHS and to promote a sense of community. The Club hosts events that involve the entire school population, including students, faculty, and staff. The Spirit Club plans two major pep rally events. The first is Homecoming and the second is Color Wars. We also host a Halloween Costume Competition on October 31.		
2. How activities align with the Profile of the Graduate: Spirit Club participants work collaboratively to develop creative, innovative and inclusive (empathy) events to celebrate our school and increase school spirit. They must employ initiative and self direction to achieve their goals and be flexible and adapt when things don't work out as planned (such as solving the problem of changing Color Wars to a virtual celebration).		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● School Spirit Bulletin Board: located in hallway by the Athletic Office ● CHAP Activity Fair ● Spirit Week (Fall): Students & staff were encouraged to dress in a different theme each day. Students decided on themes. (<i>pajama day, twin day, Hawaiian Day, black & orange day</i>) ● Spirit Week Pep Rally ● Halloween Costume Contest/Photo Booth: Spirit Club developed a photo booth for students to take pictures, both for personal use and for the yearbook. The pictures were also used in the costume contest and were added to the google form for teachers to vote ● Holiday Spirit "Fri-yays" in December (<i>plaid is rad, ugly sweater and classic holiday with photo booth</i>) ● Color Wars: Planned for in person dress up days, hallway decorating and pep rally; promoted and celebrated digitally during quarantine ● CHHS Spirit stickers fundraiser ● Partnered with PTSA to provide the student body with "swag" (leis, frisbees, etc.) 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: CHHS Musical	Advisor: Sara O’Brien and Michael Katzman, and Justin Wingenroth
Frequency and Duration of Meetings: M-Th 7-10pm 9/16-11/25		# on roster:18 # of regular participants: 18
<p>1. Description/Purpose/Goal of This Club:</p> <p>To learn and perform a full musical production with costumes, sets, and live music.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>Whilst preparing a musical, students had to use all six categories in POG. Students needed to Collaborate, take Initiative, have Flexibility, use their Creativity, have empathy for their fellow cast members and directors, as well as Critical Thinking and Problem Solving.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● 3 well attended performances ● Senior Citizen performance/open dress rehearsal ● Ada Green and Sam Katzman performed at the Croton Coalition Vigil ● Students brought awareness to the show by reaching out to the community for support and fundraising. ● Students hosted their first Parent’s Night Out 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Student Activism Club	Advisor: Kerri Tracy
Frequency and Duration of Meetings: Tuesdays 3-4:00		# on roster: 20 # of regular participants: 8
<p>1. Description/Purpose/Goal of This Club:</p> <p>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.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>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, we really started working with other clubs to help support their events or work in conjunction with them. This supports their collaboration & communication skills. I believe the clothing swap also inspired a lot of creativity, critical thinking and problem solving. They wanted the whole event to be zero waste so they had to figure out how to do that and still be successful/get a good turn out.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Students hosted a very successful clothing swap. This raised awareness for fast fashion and environmental impact. This was a joint effort with Fashion Club and required collaboration and communication with various members. ● Members of the club attend monthly Culture of Respect Task Force Meetings. Students continue to become more vocal at these meetings and have recruited younger members which will help the club to continue being a part of Task Force as our leaders are graduating this year. ● Students had organized the Take Back the Night event. It was postponed due to COVID-19. This was so sad because the seniors who began this are graduating and they were more organized than ever. One good thing is freshmen and sophomores were a part of the planning so will hopefully be ready to take over next year. Students helped STAR Club organize/support the Candlelight Vigil. This was such a highlight to see clubs working together for an amazing cause. Sadly - postponed due to the virus but still a great experience to plan together. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Student Faculty Congress	Advisor: John Bohuniek Pam Morrison
Frequency and Duration of Meetings: Every G day for 40 minutes		# on roster: 30 students # of regular participants: 35
<p>1. Description/Purpose/Goal of This Club:</p> <p>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.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>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.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Annual retreat at Edith Macy ● Recycling initiative: PS campaign (adding labeling and encouraging CHHS community to recycle/compost effectively) ● Amended SFC Constitution to change committee heads' responsibilities ● Provided feedback to administration re: new school lunch program ● Developed new school communications/announcement format for students using Remind ● Approached Village of Croton administration about improving parking situation in from of HS ● Annual Ping Pong tournament in support of Greg Rodriguez Fund ● Took part in a Digital Literacy seminar on how to spot viral misinformation. Used that knowledge to become model media consumers to their peers during the outbreak of the Coronavirus. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: STAR Club	Advisor: Noel Schoenleber & Kerri Tracy
Frequency and Duration of Meetings: Thursdays 3:00-4:00 pm		# on roster: 10 # of regular participants: 5
<p>1. Description/Purpose/Goal of This Club:</p> <p>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 working atmosphere. 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 will 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:</p> <p>Our club promotes empathy regarding issues of race and ethnicity. Members show initiative in their advocacy related to these issues. Also, activities like our book club foster critical thinking. Finally, STAR Club collaborated with other clubs and a local organization to plan the Candlelight Vigil. The various events we host also foster initiative and self direction because the students often select the topic, book, or film and create discussion questions. The club is very much student-led with the teachers supporting them and their efforts.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● We organized a book club and student-led discussion of Ta-Nehisi Coates' <i>Between the World and Me</i>. ● Hosted a viewing of the film <i>Selma</i>. ● Collaborated with Pride Club, Activism Club, and Women's Connect, as well as the Croton Committee for Diversity and Inclusion to organize a Candlelight Vigil Against Hate. (It has been postponed due to COVID-19.) ● Organized a screening of the film True Justice. (It has been postponed due to COVID-19.) 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: Croton-Harmon High School Pierre Van Cortlandt Middle School	Name of Club: Teen Leadership Council (TLC)	Advisor: Allison Millen
Frequency and Duration of Meetings: TLC meets every Tuesday for approximately 30-45 minutes.		# on roster: 26 (CHHS) 26 (PVC) # of regular participants: 8 (CHHS) 12 (PVC)
1. Description/Purpose/Goal of This Club: 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.		
2. How activities align with the Profile of the Graduate: 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 quarantine they created a video highlighting the negative effects of alcohol use and made it in a creative way that would catch their peers' attention. 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.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● Recovery Month Bulletin Board ● Red Ribbon Week Bulletin Board, daily announcements, Reality Wall, Drug Free goals & Pledge to be Drug and Alcohol Free signed by students, A day to wear red and show support ● Candlelight Vigil with the Croton Community Coalition ● Great American Smokeout Daily announcements, bulletin board and Messages of Support from Students ● When the holidays aren't so happy bulletin board 		

- National drunk-drugged driving awareness month bulletin board and daily announcements
- Tie one on campaign, ribbons and a note given to the faculty asking them to display a ribbon on their car to show their support for safe driving during the holiday season.
- Children of Addiction Daily announcements, Celebrity Children of Addiction Bulletin Board
- Sweetheart Campaign- Messages of support for children whose parents are addicted to drugs and alcohol, written by students, and transformed into a bulletin board
- Problem Gambling Awareness Month Bulletin Board, Poster Contest & Pledge signed by students
- National Drug & Alcohol Facts Week Announcements
- Alcohol Awareness Month Announcements, pledge to stay alcohol free signed by students, Alcohol Awareness Month Flyer sent to students with information and resources, National Drug & Alcohol IQ challenge, and creating a video highlighting the negative effects of alcohol use
- CO-Occurring Disorder Awareness Week Announcements, CODA Kahoot, What's Important to Me Activity, Inspirational Quotes for those who are struggling, A Link activity to show that we are here for each other and can support each other
- Mental Health Awareness Month- Wellness Week, Mindful Monday video and Meditation with a member of Croton Community Coalition on google meets, Talent Tuesday, Wellness Wednesday (providing information on how to stay active during quarantine), Throwback Thursday (providing fun categories from the year they were born), Friendship Friday (providing ideas of how to stay connected with your friends during quarantine), ways to cope with stress, fun activities to do during quarantine, a quarantine bucket list, and a positivity campaign.
- Virtual High Five Campaign, where we asked faculty and staff to send either a selfie or a photo of their hand, with an encouraging message and created a video montage for the school to show we are all in this together.
- Coping with Stress Bingo
- Drug & Alcohol Prevention Bingo

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Tri-M	Advisor: Jazz Zantay
Frequency and Duration of Meetings: 2x a month		# on roster: 10 # of regular participants: 10
<p>1. Description/Purpose/Goal of This Club:</p> <p>Through performance and community service, students create music awareness in the community, develop confidence, creativity, and other leadership skills. Tri-M is a nationally recognized honor society. Students can be inducted in 9th-12th grade if they have participated in NYSSMA the previous year on a level 4 and are enrolled in Band, Jazz Band, Chorus, or Orchestra with good academic standing. The purpose is to give back to the community and allow opportunities for high-level performing students to perform more frequently throughout the school year.</p>		
<p>2. How activities align with the Profile of the Graduate:</p> <p>In Tri-M, students must show creativity in their ideas to organize and execute fundraising and unique opportunities to perform. They must collaborate with one another in order to achieve the end result that they are striving for. In addition, students must use critical thinking not only to put on a performance, but also think outside the box of how to reach the community. Empathy is also an important aspect of Tri-M because many times it involves performing for and serving the community, usually people who may be in difficult life situations such as nursing homes and hospitals. Students must demonstrate flexibility by learning new music, helping other students, and learning to move at a slower or faster pace depending on what the club needs. Students also show initiative in Tri-M when they come to perform at events for the community outside of school time and using their own personal time. Lastly, communication is vital in Tri-M because the club must agree on not only new inductees, but where to perform, what music, and how to fundraise.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Induction Ceremony: Inducted freshmen and new members into Tri-M Music Honor Society (was planned for spring) ● Music in our schools month- March is music in our schools month, and for part of it before closing, we celebrated with a piano in the rotunda for all to play and connect musically! ● Planned but was unable to execute: "Mock NYSSMA auditions" for the NYSSMA festival held in April, which was canceled. 		

Students who have been accepted into the Tri-M Music Honor Society were fully prepared in a level 4 or higher NYSSMA solo this spring. Many also perform regularly in outside music groups/ensembles and/or participate in musical theater productions. Next year, the goal is to visit a Children's Hospital to give a performance.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Women’s Connect	Advisor: Samantha Confalone & Kerri Tracy
Frequency and Duration of Meetings: Mondays 3-4:00		# on roster: 25 # of regular participants: 5
<p>1. Description/Purpose/Goal of This Club:</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>As with all clubs, Women’s Connect encourages initiative and self direction. As advisors, we help facilitate and guide the students plans for the years. Women’s Connect promotes empathy as the goal is not only women’s rights but also creating equal access to things like menstrual products. The students also work on their critical thinking skills through the many documentaries & films we viewed this year. A club favorite is Middle Ground on Youtube where participants share their perspective on a controversial topic. There isn’t necessarily a resolution but it gets students thinking and sharing critically after viewing. Our discussions around these controversial topics also promote empathy.</p>		
<p>3. Bullet point list of achievements, highlights, events & activities.</p> <ul style="list-style-type: none"> ● Women’s Connect hosted a viewing and discussion of the documentar, “Period.End of Sentence.” ● Students hosted a viewing and discussion of the TED Talk, “We should all be feminists.” ● Students hosted multiple club meetings viewing and discussing Middle Ground on Youtube. ● Students read & discussed the article, Bad Feminist, by Roxane Gay. This challenged our prior thoughts on being a feminist. ● Students researched organizations that make sustainable menstrual products for areas where there is no access to them. We began to make contacts but will continue this next year due to COVID-19. ● Students were considering hosting “Bring a Guy to Women’s Connect” meeting. They were hoping to approach male teachers who are supporters of the club to also come and discuss with males how they can be feminists. This has been postponed due to 		

the virus.

- Students helped STAR Club organize/support the Candlelight Vigil. This was such a highlight to see clubs working together for an amazing cause. Sadly - postponed due to the virus but still a great experience to plan together.

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Yearbook: Tiger Tales	Advisor: Jackie Szymanski Chase Itter
Frequency and Duration of Meetings: Every Monday: 3-4:00 pm As needed at a variety of school and community functions		# of participants: 15 students
<p>1. Description/Purpose/Goal of This Club:</p> <p>To create the yearbook, facilitate the yearbook photo shoots, and oversee the entire ordering process including payment and distribution.</p>		
<p>2. Bullet point list of achievements, highlights, events & activities.</p> <p>June</p> <ul style="list-style-type: none"> ● Organize the cover competition ● Judge the cover competition and coordinate the cover completion over the summer <p>July</p> <ul style="list-style-type: none"> ● Coordinate with the photography company in regards to contacting seniors with the portrait schedule ● Communicate between the cover artist and out Josten rep <p>August</p> <ul style="list-style-type: none"> ● Continue email correspondence with parents/students in regards to portrait schedule changes ● Three full days dedicated to senior portraits in the HS Library ● Schedule seniors for retakes according to their schedule and the letter day of the retakes so they don't miss class ● 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. <p>September</p> <ul style="list-style-type: none"> ● Meet with Josten rep for budgeting and calendar ● Develop Senior Superlatives list ● Oversee Superlative voting ● Coordinate the Senior picnic with the photographers <ul style="list-style-type: none"> ○ Take group shots ○ Take Superlatives ○ Take candid ● Digitize and edit the finalized cover for submission ● 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
- Photograph SFC retreat
- Send out Yearbook Sale Flyer
- K12 Alert- yearbook sales and adds

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
- Take Halloween photo
- K12 Alert - YB sale extended

November

- Photograph Spirit Week
- K12 Alert- add reminder
- Photograph SFC Fundraiser
- Collect all Winter Team rosters
- Meet with and photograph all Winter Teams

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

January

- Email Admin about staff photos we are missing
- Staff Section
- Winter Teams
- Fall Drama
- 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 years 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
- Shakespeare
- 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-Completed at home

- Create ad for BOE
- Collect all Spring Team rosters
- 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
- Complete Shakespeare
- Photograph Musical
- Proof and Submit: Senior group shots
 - Staff Section
 - Fall Musical
 - Winter Teams
 - Shakespeare
 - Clubs
 - Spring teams
 - ADS

Meet with rep from Lifetouch to schedule senior portrait and underclassmen photo dates (including make up and retake dates)

April-Completed at home

- Print posters for building decoration

May -Completed at home

- 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-Completed at home

- 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
2020 Co-Curricular Year-End Summary

Building: CET PVC CHHS	Name of Club: Strings All Three Buildings	Advisor: Sara O'Brien
Frequency and Duration of Meetings: CET: Once a week before or after school PVC: 2-3 times a week CHHS: Daily		# on roster: 135 # of regular participants: 135
1. Description/Purpose/Goal of This Club: To teach students of all ages to play orchestral string instruments from beginner to advanced levels. We perform in at least 2 concerts a year and at the middle and high school level and participate in a community outreach performance once a year.		
2. How activities align with the Profile of the Graduate: Playing a string instrument covers all 6 of the categories of POG. Playing a musical instrument uses Critical Thinking, Problem Solving, Creativity, Initiative, Empathy (playing for the community, and in cooperation with classmates), collaboration with classmates and myself, and flexibility.		
3. Bullet point list of achievements, highlights, events & activities. <ul style="list-style-type: none"> ● CHHS String students play at 9/11 Memorial Ceremony on 9/11 ● CHHS students play in the pit for Into the Woods ● 2 CHHS students were accepted to Area All State String Orchestra ● CHHS students perform Winter Concert ● PVC students perform Winter Concert ● CET Students perform in Winter Concert ● CET Beginner Students perform in an open house for parents ● PVC students performed chamber music for Croton Caring Luncheon in Dec ● PVC students participated in Rivertown's Honors Orchestra Festival in Ossining ● 2 CET students were accepted into the Elementary All County Orchestra ● Sara O'Brien speaks at CET Principal's Coffee regarding the elementary instrumental program ● 5/2020 All students were slated to play in their respective Spring Concerts ● 6/2020 PVC students were slated to go on our annual Nursing Home Tour to play for our local Senior Citizens 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Virtual HS	Advisor: Tanya Thibideau
Frequency and Duration of Meetings: Weekly online check ins, in person conferences, when needed, depending on individual student progress		# on roster: 6 students enrolled in full year courses 11 students enrolled in fall semester courses 4 students enrolled in spring semester courses # of regular participants: Same as above - 21 students total
1. Description/Purpose/Goal of This Club: <ul style="list-style-type: none"> ● To give students an opportunity to take courses online forum that CHHS does not offer ● To oversee and monitor students enrolled in online courses 		
2. How activities align with the Profile of the Graduate: <ul style="list-style-type: none"> ● Critical thinking and problem solving - as with all courses VHS courses provide students the opportunity to think critically. ● Creativity/Innovation - students take risks with VHS courses because it is a new way of learning, outside of the traditional classroom. ● 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! ● Flexibility/Adaptability - VHS allows students to learn in an asynchronous way. They log on and complete coursework in their own free time. ● 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. 		

Croton-Harmon Union Free School District
2020 Co-Curricular Year-End Summary

Building: CET, PVC, CHHS	Name of Club: Volunteer Coordinator	Advisor: Joni Randazzo
Frequency and Duration of Meetings: 15 meetings of 15-30 minutes each		# of participants:
<p>1. Description/Purpose/Goal of This Club: Coordination of volunteers within the schools and the community and engaging the senior population.</p>		
<p>2. Bullet point list of achievements, highlights, events & activities. 10/23/19 - Met with Valerie Nolan, Activities Director of the Croton Senior Citizens Club 11/8/19 - Presented to the Croton Senior Citizens 11/9/19 - Hand delivered/Distributed flyers for the CHHS Fall Musical to: Temple Israel, Holy Name of Mary Church, Danish Home, and Springvale, Croton Library, Asbury United Methodist Church, Shoprite, etc. 11/21/19 - CHHS Fall Musical for Croton Senior Citizens. 12/3/19 - CHHS Winter Concert 12/18/19 - PVC Winter Concert 2/8/19 - CHHS Shakespeare - Twelfth Night Met with Denise Cuomo several times to discuss Volunteer Appreciation Night.</p> <p>Senior Citizen - CHHS Fall Musical - Into The Woods We continue to have a wonderful turnout for this event and needed to use the school's cafeteria again for the meet and greet. I feel it was the best one yet, with the cast and crew being so engaging and explaining all their roles in the play. I received numerous calls and emails from the Croton Seniors with rave reviews of the evening.</p> <p>New Senior Citizen Volunteers At my 11/8/19 presentation at the Senior Citizen Center, I offered the opportunity for Seniors to sign up to be volunteers at our school. The district often needs help with Cultural Night, our Book Fair, etc. To my surprise 7 senior citizens signed up!</p> <p>Volunteer Resource: Anytime there is an event at our schools I send out/create flyers to all my contacts (Veteran's Day Celebration, Winter Concerts, Shakespeare, etc.). I also reach out to Bryan Healy, Secretary to the Village Manager to post/advertise our events.</p> <p>If there is any need for a volunteer opportunity, I forward that to my list of volunteers - CHHS Senior Interview Program, Artic Book Fair, etc.</p> <p>Michael Plotkin requested my Volunteer List as he was exploring how he could utilize volunteers to help 8th graders with their Change projects.</p>		



Croton-Harmon

Union Free School District

Appendix A1 – Data Review

Due to the pandemic, there are no NYSTP or Regents data for this year.

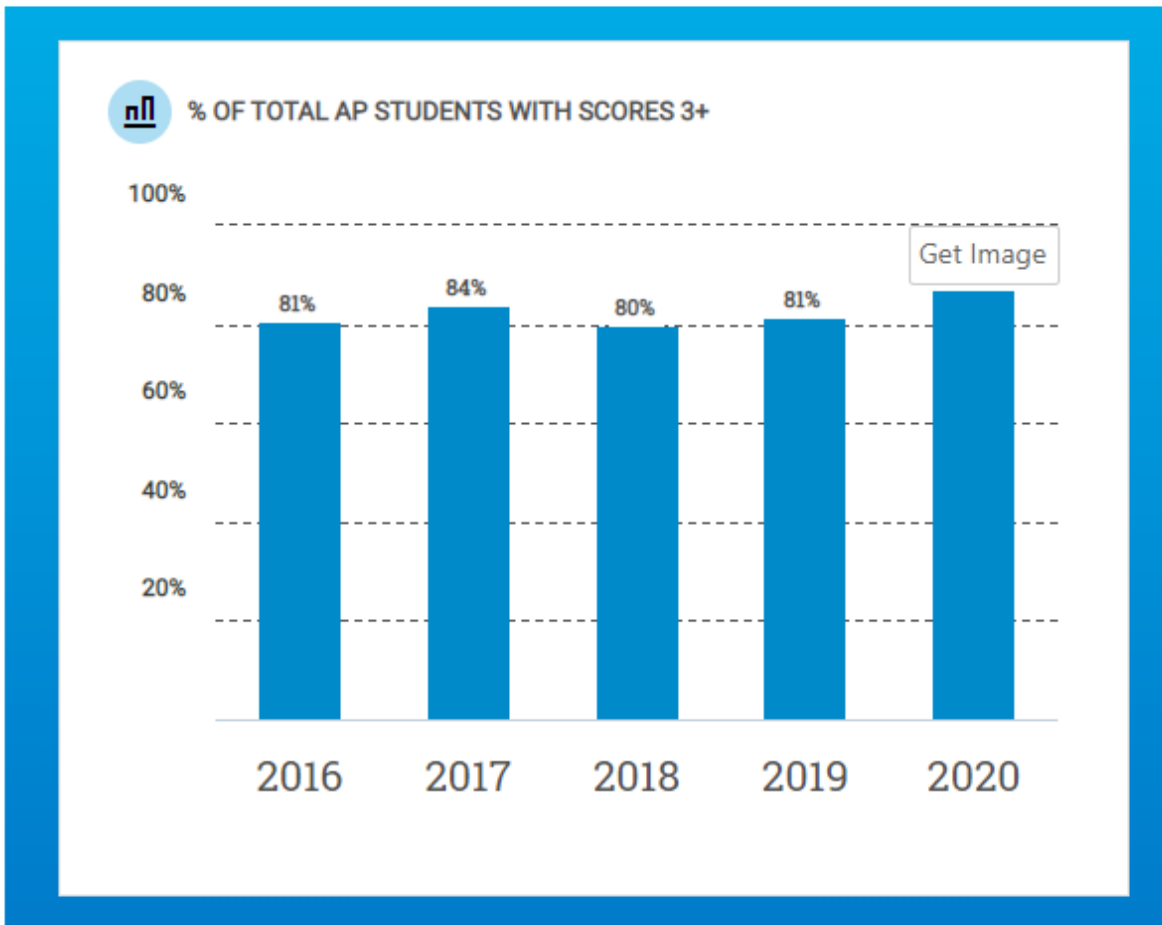
Advanced Placement (AP) Data 2019-2020 School Year

Subject Totals	1	2	3	4	5	Total Exams	
2-D Art and Design				1	1	1	3
3-D Art and Design					1		1
Biology			3	5	8	2	18
Calculus AB			2	4	4	5	15
Calculus BC		1	1			7	9
Chemistry		1	4	7	3	4	19
Comparative Government and Politics		2	4	4	10	4	24
Computer Science A					2	2	4
Drawing				5	7	3	15
English Language and Composition			2	11	18	18	49
English Literature and Composition		1		10	6	3	20
Environmental Science		3	14	1	11	11	40
French Language and Culture					1	2	3
Macroeconomics		5	8	11	12	7	43
Physics 1			2	1	6	6	15
Psychology					2	3	5
Spanish Language and Culture				4	2	3	9
Statistics			3	4	5	3	15
United States History		9	13	31	17	13	83
World History: Modern			4	16	23	14	57

Total AP Students in Your School: 224

Totals for this View	1	2	3	4	5	Total Exams
Number of Exams	22	60	115	139	111	447
Percentage of Total Exams	5%	13%	26%	31%	25%	100%
Number of AP Students	20	52	98	110	71	

5-Year Score Summary



5-Year Score Summary

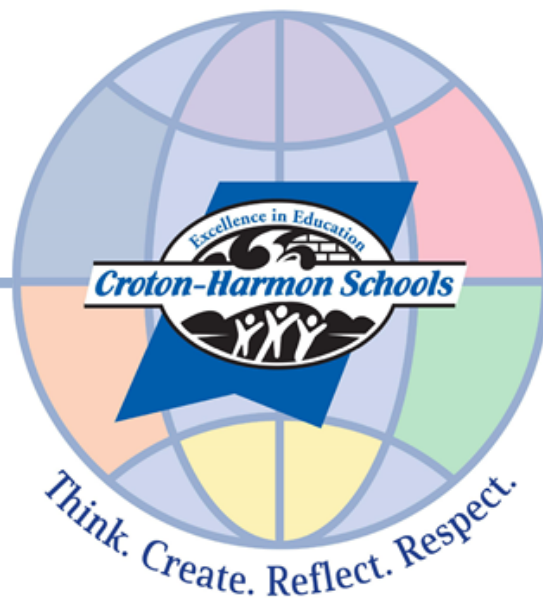
SCHOOL SUMMARY

	2016	2017	2018	2019	2020
Total AP Students	238	244	234	235	224
Number of Exams	453	476	467	474	447
AP Students with Scores 3+	192	205	187	191	195
% of Total AP Students with Scores 3+	80.7	84.0	79.9	81.3	87.1

AP Scholar Summary 2019-2020

Scholar Summary (Total Scholars: 100; Average Score: 3.88)

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar
Number of Scholars	32	29	39	4
Average Score	3.31	3.72	4.15	4.79



Croton-Harmon

Union Free School District

Renaissance Star Data
and
Achieve 3000 Data

Assessment Data for Pierre van Cortlandt Middle School for 2019-2020

Note: As part of the past year’s annual reports, this section contained representations of student performance data related to the New York State Regents Examinations in Living Environment and Algebra I. The annual report also has previously contained information about student performance on the World Language End of Year Assessment. ***Due to the closure of school these assessments were not administered as a result of the New York State Education Department’s cancellation of the administration of these exams.***

Achieve 3000: Usage and Growth

Usage and Average Lexile Growth*

Student Total	Avg. Activity per Student: Articles per year	Avg. Activity Score	Avg. Lexile Gain	Student Log-in at School	Lessons Completed
526	62	76% *	95L	100%	32,679

*Average New York State Score is 68%

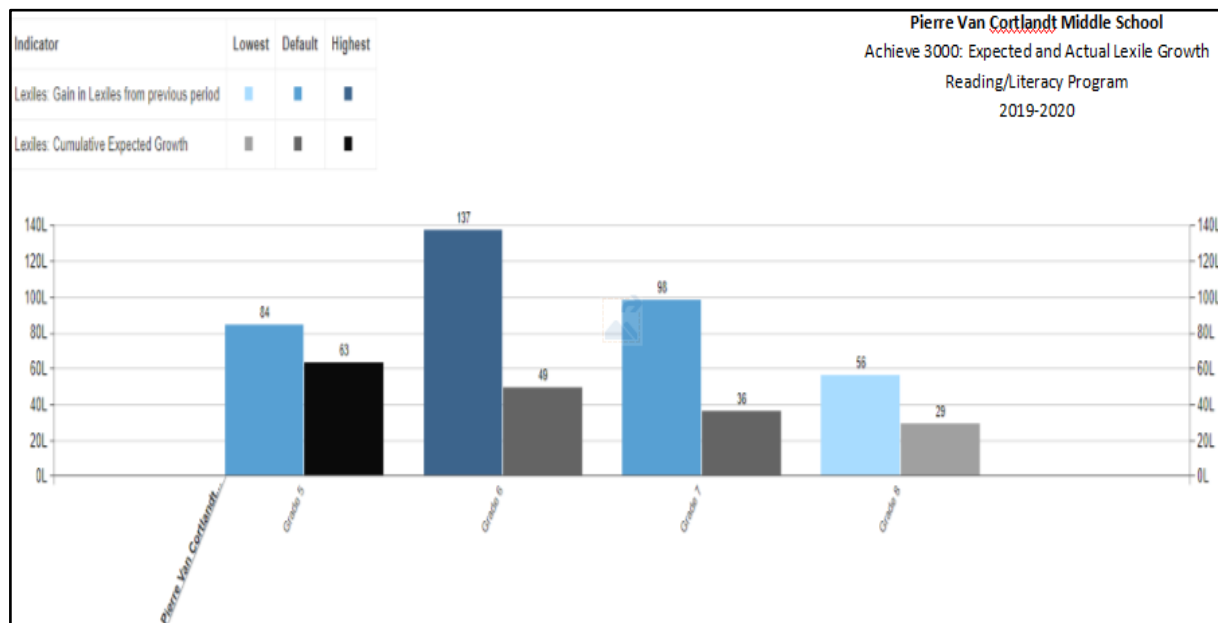
Grade Expected Lexile Growth Vs. Actual Lexile Growth**

Grade	Expected Lexile Growth (Avg)***	Actual Lexile Growth (Avg)
5	63 Lexiles	84 Lexiles
6	49 Lexiles	140 Lexiles

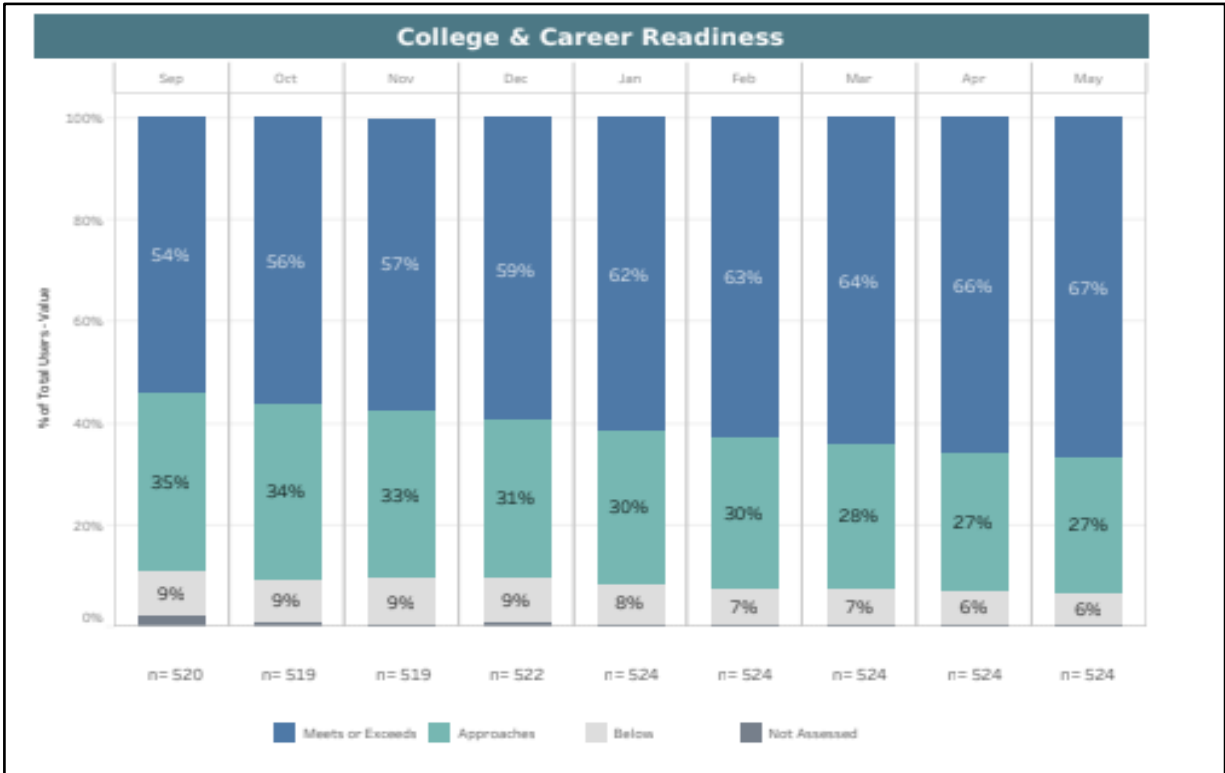
7	36 Lexiles	99 Lexiles
8	29 Lexiles	56 Lexiles
Average Total	44 Lexiles	95 Lexiles

**From Achieve 3000, *School Year End Performance Report*, June 2020

***The Level Set Pre-Test establishes each student’s initial Lexile reading level. Each month, Achieve3000’s algorithm adjusts students’ Lexile measures based on their performance when completing activities within the platform. Their assignments and reading content increase in complexity as students are ready, ensuring they are continually challenged, but not overwhelmed. This chart shows the average Lexile gains compared to the expected gains.



College and Career Readiness - Achieve 3000



Source: *Achieve 3000 School Year End Performance Report*, June 2020. Students on track to reach lexile growth of 1300L by the end of their high school year, depending on current grade level and lexile measure.

Renaissance Star Assessment Data

1. Renaissance Star Math Average Growth by Grade 2019-2020

Grade	Fall 2019 SS*	Spring 2020 SS*	Change in Avg Score
5	716	786	+70
6	779	822	+43
7	814	881	+67
8	846	903	+57
Mean	789	848	+59

2. Renaissance Math & Reading Grade Equivalent (GE) Average Growth 2019-2020

Grade	Fall GE Reading	Spring GE Reading	Change in GE		Fall GE Math	Spring GE Math	Change in GE Math
5	6.0	7.9	1.9		6.5	8.6	2.1
6	7.3	8.9	1.6		8.5	10.0	1.5
7	8.4	9.4	1.0		10.1	11.6	1.5
8	9.3	10.6	1.3		11.0	12.1	1.1
Mean	7.7	9.2	5.8		9	10.5	1.5

3. Renaissance Math & Reading Total Students Testing 2019-2020

Grade	Total students	Fall Testing	Spring Testing
5	124	119	113
6	140	136	130
7	136	111	122
8	123	108	95

Imagine Math: Usage and Growth

Student Activity

Lessons attempted of 522 students.



Average Number of Lessons Attempted per Student: 74.1

Avg. Total Math Time (HH:MM)

Of 522 students enrolled.

20:35 04:44 25:20
School Home Average

Student Performance

Below-grade level

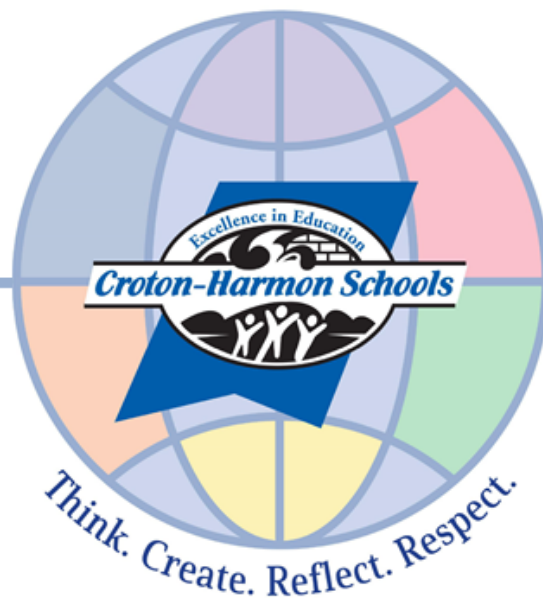
4,562 / 5,392 Lessons passed 85%



On-grade level

23,758 / 25,851 Lessons passed 92%





Croton-Harmon

Union Free School District

Appendix A2:

Professional Development Opportunities

Akhondzadeh, Emma

PVC - Flatscreen training

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Strategies to use when working with ELLs in your content area

PVC - Team Meetings/Collaborative Planning

PVC Faculty Meeting

Google Forms for Remote Learning

Strategies to Use When Working with ELLs in Your Content Area

Alamprese, Melissa

CHHS Faculty Meeting

Google Slides for Remote Learning

Strategies to Use When Working with ELLs in Your Content Area

Allberry-Lynch, Patricia

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Productive Online Meetings with Google Meet

Seesaw for Remote Learning K-1

Creating Caring Climates Through a Restorative Mindset

Curriculum Coordinator/Fellow August Kickoff Meeting

Ardolino, Susan

CHHS Faculty Meeting

Productive Online Meetings with Google Meet

Armstrong, Wendy

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC Faculty Meeting

Google Forms for Remote Learning

Curriculum Coordinator/Fellow August Kickoff Meeting

Arturi, Theresa

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Slides for Remote Learning

Greg Tang Math

Ault, Maria

PVC - Collaboration Meetings

PVC - Team Meetings/Collaborative Planning

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC Faculty Meeting

Curriculum Coordinator/Fellow August Kickoff Meeting

Baker-Gasparri, Denise

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Forms for Remote Learning

Greg Tang Math

Ballina-Llosa, Montserrat	CHHS Faculty Meeting
Banas, Kelly	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
Banas, Kelly	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
	Google Forms for Remote Learning
	Greg Tang Math
Barkan, Eve	PVC - Child's Rights Project
	PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving
	PVC - POGPack
	PVC - Using district rubrics to collaboratively assess student work
	PVC Faculty Meeting
	Google Forms for Remote Learning
	Google Slides for Remote Learning

Gamify - Fortify - Learn

Tech Tuesday: Seek and Share -- January-- From Animals to Spirographs: Creating Art Using Technology

Barnes, Sally

World Language Standards Review Committee for the Hudson Valley Region

PVC - Emergency Response Team Meeting

PVC - Flatscreen training

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC Faculty Meeting

Productive Online Meetings with Google Meet

Barone, Annemarie

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Greg Tang Math

Battista, Jennifer

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

New Professionals Follow-Up Training

Seesaw for Remote Learning K-1

Cultivating Confidence in Teaching K-2 Mathematics

Foundations: Level K

Greg Tang Math

Beja, Carrie

PVC - Department Meetings

PVC - Emergency Response Team Meeting

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC Faculty Meeting

Productive Online Meetings with Google Meet

Besana, Joanna

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Greg Tang Math

Birdsall, Amanda

PVC - Flatscreen training

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Strategies to use when working with ELLs in your content area

PVC - Team Meetings/Collaborative Planning

PVC Faculty meeting

Productive Online Meetings with Google Meet

Strategies to Use When Working with ELLs in Your Content Area

Birney, Kelley

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

New Professionals Follow-Up Training

Effective Strategies for Google Classroom 2,3

Google Forms for Remote Learning

Google Slides for Remote Learning

Greg Tang Math

Bohuniek, John

CHHS Faculty Meeting

Google Forms for Remote Learning

Teaching Hard History in Grades 7-12

Bonilla, Rachel

PVC - Collaboration Meetings

PVC - Emergency Response Team Meeting

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC Faculty Meeting

Google Forms for Remote Learning

Bowden, Brett

PVC - Flatscreen training

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC - Team Meetings/Collaborative Planning

PVC Faculty meeting

Google Slides for Remote Learning

Bradley, Gregory

CHHS Faculty Meeting

Google Slides for Remote Learning

Bree, Susan M.

CHHS Faculty Meeting

Productive Online Meetings with Google Meet

Curriculum Coordinator/Fellow August Kickoff Meeting

Strategies to Use When Working with ELLs in Your Content Area

Brennan, Catherine

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Team Meetings/Collaborative Planning

PVC - Using district rubrics to collaboratively assess student work

PVC Faculty Meeting

Creating Caring Climates Through a Restorative Mindset

Brunelle, Kevin

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Strategies to use when working with ELLs in your content area

PVC - Team Meetings/Collaborative Planning

PVC Faculty meeting

Google Forms for Remote Learning

Strategies to Use When Working with ELLs in Your Content Area

Burger, Jodi

CHHS Faculty Meeting

Google Forms for Remote Learning

Butts, Jessica

PVC - Department Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC - Team Meetings/Collaborative Planning

PVC Faculty Meeting

Callahan, Ryan

CHHS Faculty Meeting

Google Slides for Remote Learning

Active Learning & Innovative Spaces Collegial Circle

Active Supervision - May 2020

Establishing Classroom Procedures & Routines - May 2020 (Online Training)

Establishing Instructional Control (online via Rise 360)

Strategies to Use When Working with ELLs in Your Content Area

Camilo, Erica

PVC - Collaboration Meetings

PVC - Team Meetings/Collaborative Planning

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC Faculty meeting

Google Slides for Remote Learning

Math + Technology Conference

Campanaro, Craig

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

Greg Tang Math

Campbell, Sarah

CHHS Faculty Meeting

Capone, Rebekah

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Slides for Remote Learning

Cultivating Confidence in Teaching K-2 Mathematics

Fountas and Pinnell: Guided Reading - Responsive Teaching Across the Grades

	Greg Tang Math
Cardellichio, Laurel	CHHS Faculty Meeting
	Productive Online Meetings with Google Meet
Carlucci, Tara	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
	Greg Tang Math
	Supporting ALL Students Within the Workshop Structure
Carmosino, Christina	PVC - Collaboration Meetings
	PVC - POGPack
	PVC - Tri-States Steering Committee w/Curriculum Coordinators
	PVC Faculty Meeting
Carr, Phyllis	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Google Slides for Remote Learning

Greg Tang Math

Carroll, Lauren Strategies to Use When Working with ELLs in Your Content Area

Chimileski, Michael CHHS Faculty Meeting

Productive Online Meetings with Google Meet

Chousa, Joann CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Productive Online Meetings with Google Meet

Greg Tang Math

Cobb, Phyllis	CHHS Faculty Meeting
Confalone, Samantha	CHHS Faculty Meeting
	Google Slides for Remote Learning
Cook, Janet	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
	Effective Strategies for Google Classroom 2,3
	Google Forms for Remote Learning
	Foundations: Level 2
Cueto, Janet	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Productive Online Meetings with Google Meet

Strategies to Use When Working with ELLs in Your Content Area

Daubney-Morrison,
Pamela

CHHS Faculty Meeting

Google Slides for Remote Learning

Deacy, Eileen

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Google Forms for Remote Learning

Deacy, Eileen

Google Slides for Remote Learning

Deak, Jonna

CHHS Faculty Meeting

Strategies to Use When Working with ELLs in Your Content Area

Demper, Edwin

CHHS Faculty Meeting

New Professionals Follow-Up Training

Google Slides for Remote Learning

Diamond, Dara

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Strategies to use when working with ELLs in your content area

PVC - Team Meetings/Collaborative Planning

PVC Faculty meeting

Google Forms for Remote Learning

Strategies to Use When Working with ELLs in Your Content Area

Dinis, Nicole

Assistive Tech: Assistive Technology Summit 2019

Best Practices for Clinicians: Pre-Referral Considerations: Oral Language and Literacy Development

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	Strategies to Use When Working with ELLs in Your Content Area
Doherty, Lauren	PVC - Collaboration Meetings (1-29-2020 / Half Supt. Conf. Day)
	PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving
	PVC - POGPack w/Deba August (1-29-2020 / Supt. Conf. Half Day)
	PVC - Using district rubrics to collaboratively assess student work
	PVC Faculty Meeting
	Google Slides for Remote Learning
Duchin, Justin	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
Dudman, Susan	CHHS Faculty Meeting

Productive Online Meetings with Google Meet

Curriculum Coordinator/Fellow August Kickoff Meeting

Dwyer, Lisa

PVC - Department Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Team Meetings/Collaborative Planning

PVC - Using district rubrics to collaboratively assess student work

PVC Faculty meeting

Google Slides for Remote Learning

Ellingsen, Katherine

CHHS Faculty Meeting

New Professionals Follow-Up Training

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Strategies to use when working with ELLs in your content area

PVC - Team Meetings/Collaborative Planning

Productive Online Meetings with Google Meet

Strategies to Use When Working with ELLs in Your Content Area

Ernau, Katherine

PVC - Flatscreen training

PVC - Team Meetings/Collaborative Planning

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC Faculty Meeting

Google Slides for Remote Learning

Creating Caring Climates Through a Restorative Mindset

Fallon, Eileen

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Forms for Remote Learning

Google Slides for Remote Learning

Creating Caring Climates Through a Restorative Mindset

Greg Tang Math

Ferrara, Raymond

CHHS Faculty Meeting

	Google Forms for Remote Learning
Finan, Tracey	PVC - Department Meetings
	PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving
	PVC - POGPack w/Deba August
	PVC - Restorative practices conversation between middle & high school colleagues
	PVC Faculty meeting
	Effective Strategies for Google Classroom 2,3
Fiorini, Erica	CHHS Faculty Meeting
Fitzgerald, Lauren	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
Flynn, Lisa	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Fontana, Jocelyn

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Team Meetings/Collaborative Planning

PVC - Using district rubrics to collaboratively assess student work

PVC Faculty Meeting

Google Forms for Remote Learning

Frey, Lisa Marie

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Fuerst, Linda

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC - Team Meetings/Collaborative Planning

	PVC Faculty meeting
	Google Forms for Remote Learning
Gagliano, Debra	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
	Effective Strategies for Google Classroom 2,3
	Google Forms for Remote Learning
	Curriculum Coordinator/Fellow August Kickoff Meeting
Gallagher, Ian	PVC - Emergency Response Team Meeting
	PVC - Flatscreen training
	PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving
	PVC - Restorative practices conversation between middle & high school colleagues
	PVC Faculty Meeting

	Google Forms for Remote Learning
Gallagher, Noah	PVC - Collaboration Meetings
	PVC - Team Meetings/Collaborative Planning
	PVC - Tri-States Steering Committee w/Curriculum Coordinators
	PVC Faculty Meeting
	Google Forms for Remote Learning
	Curriculum Coordinator/Fellow August Kickoff Meeting
Galotto Sullivan, Ruth	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
	Effective Strategies for Google Classroom 2,3
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Greg Tang Math
Garrett, Kym	CHHS Faculty Meeting

	Google Forms for Remote Learning
Gendron, Marisa	PVC - Collaboration Meetings
	PVC - Team Meetings/Collaborative Planning
	PVC - Tri-States Steering Committee w/Curriculum Coordinators
	PVC Faculty Meeting
Gerkhardt, Noelle	PVC Faculty Meeting
	Creating Caring Climates Through a Restorative Mindset
	Incorporating Vocabulary Routines for ELLs in Grades 3-12
	Teaching Reading to ELLs: What's Different
Giordano, Dawn	PVC - Child's Rights Project
	PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving
	PVC - Strategies to use when working with ELLs in your content area
	PVC - Team Meetings/Collaborative Planning
	PVC Faculty Meeting
	Google Forms for Remote Learning
	Creating Caring Climates Through a Restorative Mindset
	Strategies to Use When Working with ELLs in Your Content Area

Glazenburg, Zhanna

CHHS Faculty Meeting

Glynn, Gina

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Slides for Remote Learning

Greg Tang Math

Gonzales, Lauren

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Forms for Remote Learning

	Google Slides for Remote Learning
	Greg Tang Math
Hager, Debbie	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
Herbert, Kira	PVC - Strategies to use when working with ELLs in your content area
	PVC Faculty meeting
	Google Forms for Remote Learning
	Questioning and Discussion Techniques for ELLs (and All Students)
	Strategies for Building ELLs' Background Knowledge
	Teaching Hard History in Grades K-6
Horton, Marlana	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Forms for Remote Learning

Hubbard, Erica

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

Effective Strategies for Google Classroom 2,3

Google Slides for Remote Learning

Greg Tang Math

Ingraham-Friedman, Kelly

CHHS Faculty Meeting

Google Forms for Remote Learning

Curriculum Coordinator/Fellow August Kickoff Meeting

Itter, Chase

CHHS Faculty Meeting

PVC Faculty Meeting

	Google Forms for Remote Learning
Jacobi, Jenna	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
	Greg Tang Math
Jamison, Linda	PVC - Collaboration Meetings
	PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving
	PVC - POGPack
	PVC - Using district rubrics to collaboratively assess student work
	PVC Faculty Meeting
	Productive Online Meetings with Google Meet
Jordan, Nora	CHHS Faculty Meeting
	Google Forms for Remote Learning

Katzman, Michael

CHHS Faculty Meeting

PVC Faculty Meeting

Google Forms for Remote Learning

Curriculum Coordinator/Fellow August Kickoff Meeting

Klugherz, Glenn

PVC - Collaboration Meetings

PVC - Emergency Response Team Meeting

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

Klugherz, Glenn

PVC Faculty Meeting

Lafuente, Brienne

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Google Slides for Remote Learning

Social Emotional Learning in the Special Area Classroom

Large, Daniel

PVC - Emergency Response Team Meeting

PVC - Flatscreen training

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Strategies to use when working with ELLs in your content area

PVC Faculty Meeting

Strategies to Use When Working with ELLs in Your Content Area

Leslie, Suzanne

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Forms for Remote Learning

Google Slides for Remote Learning

Lewis, Suzanne

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC - Team Meetings/Collaborative Planning

PVC Faculty Meeting

Liebert, Debbie

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Google Forms for Remote Learning

Google Slides for Remote Learning

Liebert, Debbie

Greg Tang Math

Light-Donovan, Donna

CHHS Faculty Meeting

Lim, Soyoung

CHHS Faculty Meeting

Lindner, Kurt

CHHS Faculty Meeting

Google Forms for Remote Learning

Strategies to Use When Working with ELLs in Your Content Area

Liss, Stefanie

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Productive Online Meetings with Google Meet

Curriculum Coordinator/Fellow August Kickoff Meeting

Fountas and Pinnell: Guided Reading - Responsive Teaching Across the Grades

Greg Tang Math

Maiolo, Lauren

CHHS Faculty Meeting

Curriculum Coordinator/Fellow August Kickoff Meeting

Martineau, Cori

Manhattanville College Rose Institute for Literacy and Learning Methods 1: Orton-Gillingham Pathway

Literacy Support for ELLs in Elementary Classrooms

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Forms for Remote Learning

Assistive Tech: Assistive Technology Summit 2019

Foundations® Level K

Martins, Christine

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Martucci, Ben

CHHS Faculty Meeting

Google Slides for Remote Learning

McConville, Ilana

CHHS Faculty Meeting

Google Slides for Remote Learning

Teaching Hard History in Grades 7-12

Assessment Institute for Teachers of United States History and Civic Literacy

McDonald, Martin

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC - Team Meetings/Collaborative Planning

PVC Faculty Meeting

Google Forms for Remote Learning

McManus, Renoir

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Curriculum Coordinator/Fellow August Kickoff Meeting

Merriam, Joseph K.

CHHS Faculty Meeting

Google Forms for Remote Learning

Moll, Travis

PVC - Collaboration Meetings

PVC - Team Meetings/Collaborative Planning

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC Faculty Meeting

Google Forms for Remote Learning

Moore, Jennifer

CHHS Faculty Meeting

Google Forms for Remote Learning

More, Jo-Ann

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Google Forms for Remote Learning

Foundations: Level 3

Greg Tang Math

Mosenthal, Kirby

CHHS Faculty Meeting

Mustacchi, Johanna

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Strategies to use when working with ELLs in your content area

PVC - Team Meetings/Collaborative Planning

PVC Faculty meeting

Productive Online Meetings with Google Meet

Creating Caring Climates Through a Restorative Mindset

Strategies to Use When Working with ELLs in Your Content Area

Naughton, Thomas

CHHS Faculty Meeting

Google Forms for Remote Learning

Strategies to Use When Working with ELLs in Your Content Area

Navas-Corns, Doreen

CET Faculty Meeting: Social Emotional Learning & Critical Thinking

O'Brien, Sara	CHHS Faculty Meeting
	PVC Faculty meeting
	Google Forms for Remote Learning
	Productive Online Meetings with Google Meet
Occhipinti, Sam	CHHS Faculty Meeting
	Productive Online Meetings with Google Meet
Oles, Lanie	Effective Strategies for Google Classroom 2,3 June
	Google Slides for Remote Learning
Palencsar, Stephen	CHHS Faculty Meeting
	Google Slides for Remote Learning
Pascarelli, Joseph	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
	New Professionals Follow-Up Training

Google Forms for Remote Learning

Greg Tang Math

Payne, Laurie

PVC - Collaboration Meetings

PVC - Emergency Response Team Meeting

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC Faculty meeting

Pegna, Christina

PVC - Flatscreen training

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Strategies to use when working with ELLs in your content area

PVC - Team Meetings/Collaborative Planning

PVC Faculty Meeting

Productive Online Meetings with Google Meet

Questioning and Discussion Techniques for ELLs (and All Students)

Strategies for Building ELLs' Background Knowledge

Strategies to Use When Working with ELLs in Your Content Area

Percoco, Lisa

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Perrone, Dorothy

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Google Forms for Remote Learning

Google Slides for Remote Learning

Creating Caring Climates Through a Restorative Mindset

Greg Tang Math

Ramirez, Leandra

CHHS Faculty Meeting

Ranieri, Philip

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - POGPack

PVC - Using district rubrics to collaboratively assess student work

PVC Faculty Meeting

Google Forms for Remote Learning

Rescigno, Jennifer

Math Chairs Collegial Circle

PVC - Flatscreen training

PVC - Team Meetings/Collaborative Planning

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC Faculty Meeting

Google Slides for Remote Learning

Curriculum Coordinator/Fellow August Kickoff Meeting

Rhoades, Alison Louise

CHHS Faculty Meeting

Rimoli, Nancy

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Literacy Support for ELLs in Elementary Classrooms

Rinaldi, Josephine

CHHS Faculty Meeting

PVC Faculty Meeting

Google Forms for Remote Learning

Rivera, Janet

PVC - Department Meetings

PVC - Emergency Response Team Meeting

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Restorative practices conversation between middle & high school colleagues

PVC Faculty Meeting

Romm, Alison

PVC - Child's Rights Project

PVC - Team Meetings/Collaborative Planning

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC Faculty Meeting

	Google Slides for Remote Learning
Rooney, Jamie	CHHS Faculty Meeting
	Google Forms for Remote Learning
	Curriculum Coordinator/Fellow August Kickoff Meeting
Rosen, Eric	CHHS Faculty Meeting
	Productive Online Meetings with Google Meet
Rovereto, Marisa	CHHS Faculty Meeting
	Google Slides for Remote Learning
	Productive Online Meetings with Google Meet
Saladino, Nancy	PVC - Collaboration Meetings
	PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving
Saladino, Nancy	PVC - Strategies to use when working with ELLs in your content area
	PVC - Team Meetings/Collaborative Planning
	PVC Faculty Meeting
	Google Slides for Remote Learning
	Strategies to Use When Working with ELLs in Your Content Area
Schmidt, Eric	PVC - Team Meetings/Collaborative Planning

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC Faculty Meeting

Google Forms for Remote Learning

Schoenleber-Fontan, Noel CHHS Faculty Meeting

Curriculum Coordinator/Fellow August Kickoff Meeting

Shapiro, Jill CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Google Forms for Remote Learning

Google Slides for Remote Learning

Greg Tang Math

Sirlin, Charlene World Language Regional Conference

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - POGPack w/Deba August

PVC - Using district rubrics to collaboratively assess student work

PVC Faculty Meeting

Best Practices in World Language Education for Teachers

Next Level Google Classroom Worksheets

Song, Qi

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Team Meetings/Collaborative Planning

PVC - Using district rubrics to collaboratively assess student work

PVC Faculty Meeting

Spalding, Michael

CHHS Faculty Meeting

Google Forms for Remote Learning

Stark, Eileen

Assistive Tech: Assistive Technology Forum September 2019

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Effective Strategies for Google Classroom 2,3

Google Slides for Remote Learning

Assistive Tech: Assistive Technology Summit 2019

Strategies to Use When Working with ELLs in Your Content Area

Stouber, Dafna

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Productive Online Meetings with Google Meet

Greg Tang Math

Strattner, Ana Maria

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Google Forms for Remote Learning

Greg Tang Math

Streany, Jr., Joseph P.

PVC - Collaboration Meetings

PVC - Emergency Response Team Meeting

PVC - Tri-States Steering Committee w/Curriculum Coordinators

PVC Faculty meeting

Sullivan, Marie

PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Strategies to use when working with ELLs in your content area

PVC - Team Meetings/Collaborative Planning

	PVC Faculty Meeting
	Productive Online Meetings with Google Meet
	Strategies to Use When Working with ELLs in Your Content Area
Szymanski, Jaclyn	CHHS Faculty Meeting
	Google Forms for Remote Learning
Thibideau, Tanya	CHHS Faculty Meeting
	Curriculum Coordinator/Fellow August Kickoff Meeting
Tracy, Kerri	CHHS Faculty Meeting
	Curriculum Coordinator/Fellow August Kickoff Meeting
Troise, Leslie	Naviance User Group Conference
	CHHS Faculty Meeting
	Legal Rights of Transgender and Sexually Fluid Students: What Every School Leader Should Know
Valentine, Ashley	Active Learning & Innovative Spaces Collegial Circle
	CHHS Faculty Meeting
	Curriculum Coordinator/Fellow August Kickoff Meeting
Valentino, Jessica	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Greg Tang Math

Vlad, Lisa

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Seesaw for Remote Learning K-1

Greg Tang Math

Walter, Kaitlin

CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting/Xello

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

Greg Tang Math

Wang-Paolicelli, Sophie CHHS Faculty Meeting

[ELearning Pop Up Webinar] Designing Accessible Nearpods

[ELearning Pop Up Webinar] Designing PowerPoints for Remote Learning

[ELearning Pop Up Webinar] Intro to Nearpod

[ELearning Pop Up Webinar] Using Seesaw for Remote Instruction

Effective Strategies for Google Classroom 2,3

Google Forms for Remote Learning

Weinstein, Michael CHHS Faculty Meeting

Productive Online Meetings with Google Meet

Weiss, Megan CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework

CET Faculty Meeting/Critical Thinking

CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing

CET Faculty Meeting/Emergency Planning

CET Faculty Meeting:Social Emotional Learning & Critical Thinking

	Seesaw for Remote Learning K-1
	Greg Tang Math
Wellman, Sarah	PVC - Collaboration Meetings
	PVC - Team Meetings/Collaborative Planning
	PVC - Tri-States Steering Committee w/Curriculum Coordinators
	PVC Faculty meeting
	Google Forms for Remote Learning
	Curriculum Coordinator/Fellow August Kickoff Meeting
Whalen, Andrea	CHHS Faculty Meeting
	New Professionals Follow-Up Training
	Google Slides for Remote Learning
Woolley, Robin	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking

	Effective Strategies for Google Classroom 2,3
Xavier, David	CHHS Faculty Meeting
	Google Slides for Remote Learning
Zabbia, Maryann	PVC Faculty Meeting
	Productive Online Meetings with Google Meet
	Curriculum Coordinator/Fellow August Kickoff Meeting
Zamperlin, Patricia	CET Faculty Meeting-RULER, Safety Protocols and Culturally Responsive Framework
	CET Faculty Meeting/Critical Thinking
	CET Faculty Meeting/Critical Thinking, Safety, and NYS Testing
	CET Faculty Meeting/Emergency Planning
	CET Faculty Meeting/Xello
	CET Faculty Meeting:Social Emotional Learning & Critical Thinking
	Greg Tang Math
Zantay, Jazz	CHHS Faculty Meeting
	Productive Online Meetings with Google Meet
Zappa, Isabella	Facilitating Meaningful Mathematics Instruction & Assessment in a Digital Learning Environment

CHHS Faculty Meeting

Google Slides for Remote Learning

Active Learning & Innovative Spaces Collegial Circle

Strategies to Use When Working with ELLs in Your Content Area

Zinman, Matthew

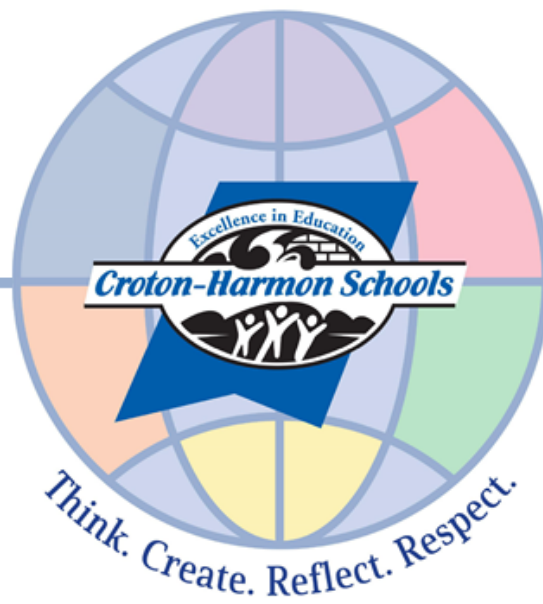
PVC - Collaboration Meetings

PVC - Interdisciplinary Collaborations Focused on Critical Thinking thru Problem-Solving

PVC - Team Meetings/Collaborative Planning

PVC - Using district rubrics to collaboratively assess student work

PVC Faculty meeting



Croton-Harmon

Union Free School District

Appendix A3: Croton-Harmon Graduates

American University	Pennsylvania State University-Main Campus
Apprenticeship Program	Quinnipiac University
Bates College	Rensselaer Polytechnic Institute
Binghamton University	School of the Art Institute of Chicago
Boston College	Siena College
Brown University	Skidmore College
Bucknell University	State University of New York at New Paltz
Case Western Reserve University	Stony Brook University, State University of New York
Champlain College	SUNY at Fredonia
Clark University	SUNY at Purchase College
College of Mount Saint Vincent	SUNY College at Plattsburgh
Cornell University	SUNY College at Potsdam
Culinary Institute of America	SUNY College of Agriculture and Technology at Cobleskill
CUNY Brooklyn College	SUNY Cortland
CUNY City College	SUNY Maritime College
CUNY John Jay College	SUNY Oneonta
CUNY Lehman College	SUNY Westchester Community College
East Carolina University	The University of the Arts
Emory University	Trinity University
Fashion Institute of Technology	Tufts University
Furman University	Union College - Schenectady
Harvard College	United States Merchant Marine Academy
Ithaca College	University at Albany, SUNY
Kenyon College	University at Buffalo, State University of New York
Lafayette College	University of California-Berkeley
Manhattan College	University of California-Los Angeles
Manhattanville College	University of Colorado Boulder
Marist College	University of Maine at Farmington
McGill University	University of Massachusetts-Amherst
Mercy College	University of Michigan-Ann Arbor
Middlebury College	University of Rhode Island
Military	University of Richmond
Nassau Community College	University of Vermont
Northeastern University	Vassar College
Oberlin College	Westchester Community College
Ohio State University	Worcester Polytechnic Institute