

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

ANNUAL REPORT

2018-2019



October 15, 2019

Cold Spring Harbor Central School District

Section I. 2018-2019 District Goals

The 2018-2019 school year was an exciting one driven by a number of rigorous, district-wide goals designed to enhance instruction as staff members learned about the shifts with the new Next Generation Learning Standards, built capacity in the area of technology to increase engagement and become more student-centered in the classroom and beyond the walls of the school, bolstered the middle level program in grades seven and eight with a focus on teaming, strengthened and cultivated healthy relationships in an effort to foster social-emotional learning in the Cold Spring Harbor community, addressed the needs of the District's facilities, and maintained a balanced budget, one that supports the financial needs of the District.

In the spring of 2018, the District's leadership team set the goals for the school year in collaboration with the Cold Spring Harbor Board of Education. These District goals provided a sense of connectedness between the four buildings as well as a lens for professional learning opportunities for teachers and staff members.

During the school year, K-12 faculty members attended an array of workshops that supported their professional growth, and they occurred regularly. Each month, teachers worked together during Superintendent's Conference Days, regular and extended faculty meetings, department meetings, grade level meetings, during pull-out time, or in collegial circles. Whether through the support of longstanding relationships with the District's staff developers or through the support of teacher leadership and that of building and district leadership, the teaching staff in Cold Spring Harbor participated in professional learning sessions to help support these goals.

Much of the work of the district-wide Professional Development Committee and Technology Committee supported professional learning during the 2018-2019 school year as colleagues from around the district teamed-up to build a stronger understanding of the needs of the teachers and students in the District in an effort to enhance the learning experience for all.

District goals for the Cold Spring Harbor School District for the 2018-2019 are as follows:

1. Instructional

- **To build teacher capacity and deepen understanding of our current K-12 curricula and the Next Generation English Language Arts and Mathematics Standards, Next Generation Science Standards, and the Social Studies C-3 Framework.**
- **To further develop the K-12 Literacy continuum, incorporating an articulated skills progression, clear student learning targets, and common academic vocabulary across all disciplines.**
- **To expand K-12 research experiences providing students with greater opportunities to engage in authentic inquiry, design, and presentation.**
- **To continue to expand and enhance the middle-level experience for students through best practices in teaming and cross disciplinary connections, with an emphasis on the unique needs of the adolescent learner.**

2. Technology

- **To evaluate and enhance the integration of technology to support student-centered learning in collaborative learning environments and redesigned instructional spaces.**

3. Health, Wellness & Safety

- **To evaluate and enhance our approach to social-emotional well-being by teaching self-awareness, good decision-making, and strengthening and cultivating healthy relationships between and among our students and the wider school community.**

4. Facilities

- **To develop a plan to address the district's infrastructure and programmatic facility needs during the next decade for a possible bond referendum in the fall of 2019.**

5. Finance

- **To develop a budget which balances the programmatic needs of the district with the constraints of the tax cap and rising costs while also ensuring stability and long-term financial health.**

Section II. The Schools

A. Goosehill Primary – Lynn Herschlein, Principal

Enrollment at Goosehill Primary School for the 2018-19 school year was 222 students, with five sections of kindergarten and five sections of first grade.

2018-19 School-Wide Focus - The School Improvement Team led the school community in an extension of last year's effort to promote respect for all people with the establishment of a school-wide theme: Be A Super Hero! The acronym H.E.R.O. stands for the core values of the school: Honesty, Empathy, Respect, Open-Heartedness. Students were recognized for acts of honesty, showing empathy and respect, and for being open-hearted, which means kind and generous. Staff members recognized students' actions and helped them write and draw about them. Morning announcements included recognition of students, and their writings and drawings were displayed on school bulletin boards. Monthly Spirit Days highlighted the core values through student performances of song, poems, and skits. The students earned and raised money to support a local animal shelter and were recognized for being open-hearted. A local bank augmented our donation and congratulated the students for their acts of kindness and generosity. The Goosehill Parent Faculty Association (GPFA) supported the theme by arranging an Artist-in Residence to spend a week in our school working with the students. Artist Bren Bataclan taught students drawing techniques and guided them in designing elements and characters representative of our theme. He painted a mural containing the students' ideas on the stage doors in the cafeteria. The students are proud that their work will be enjoyed by future Goosehill students and their families.

A HERO Institute was held in the spring. Parents and community members were invited to present workshops for students on ways they are "everyday heroes" in our community. Workshops were focused on ways people help other people, animals, and the environment. Presenters included a local firefighter, EMT, ER physician, veterinarian, psychologist, scientist, and the CEO of a textile recycling company. Additionally, students from the CSH HS presented workshops on being true to oneself and how to be a HERO on the athletic field. It was an informative and inspiring day for our students!

Reading and Writing Workshops - Teachers continued their work in Reading and Writing workshop and incorporated new materials into their programs. The Fountas and Pinnell Guided Reading, Shared Reading, and Interactive Reading materials are of the highest quality and served to enable our teachers to deliver rigorous and engaging instruction for students. Teachers used rich literary texts, analyzed observational data to inform and target their instruction to meet the individual needs of students, and promoted the application of higher-order thinking skills. The Special Education and Reading Teachers organized and collected grade-wide data to ensure that all students were progressing in their development of

foundational skills, such as letter-sound knowledge, fluency, and comprehension. Teachers also continued their work with a consultant to refine their use of the updated Fountas and Pinnell Reading Benchmark assessment system. Teachers employed best practices for using the data gleaned from the assessment to inform instruction, especially targeting higher level comprehension strategies.

In writing workshop, students wrote every day to inform, persuade, and entertain their audiences. Classroom teachers and the Library Media Specialist worked collaboratively to engage the students in the Inquiry Process. Using the NYS Social Studies framework as a basis for the inquiry projects, students researched topics such as Family Diversity, Holidays and Traditions, The Role of the President, and Economic Choices. Students conducted research using digital and print resources and presented their work using a variety of presentation platforms, including Book Creator, SeeSaw and Flipgrid.

Teachers continued to use Foundations, a multi-sensory word study program addressing phonics patterns and rules in order to support the development of students' decoding and encoding skills. Unit tests provided the data needed to monitor the progress of all students. Additionally, teachers analyzed student writing to assess students' ability to encode using the spelling rules learned through the Foundations program. Students continued to use The Words Their Way program in learning centers. The WTW program uses word sorts to help students recognize, analyze, and use phonics patterns.

Academic Intervention Services (AIS) were provided for approximately 20-30 students every six weeks. The goal of the AIS program at Goosehill Primary School is to ensure that instructional needs are met in a timely fashion while attending to the developmental needs of young learners. Students receive support as a supplementary service as needed, based upon ongoing, periodic assessment. Assessment data is used to determine the frequency and duration of the intervention provided for each student. AIS providers collaborate with classroom teachers to ensure that their instructional goals are aligned and the experience for the students are cohesive. Kindergarten screening results were used by teachers to target instruction for incoming kindergarten students in September, and fall STAR, Fountas and Pinnell, and Foundations assessments of first graders helped teachers target instruction early in the year. All students were monitored closely throughout the school year. Parents received quarterly progress reports to keep them informed about their children's skill development. The principal provided parent presentations on the topics of early reading development, reading comprehension strategies, and reading aloud to children to support parents' abilities to help their children at home.

Teachers read and discussed professional books on the topics of early language development and executive function skills and their impacts on the developing reader.

Summer Reading was offered to students reading at or below the established benchmark three days per week during the month of July. All students were provided Summer Reading Materials and invited to keep a record of their summer reading which will be celebrated in September. The Children’s Librarians from the Cold Spring Harbor Public Library visited classrooms in June to invite students to participate in their summer reading program.

Math Teachers engaged in five days of professional development to strengthen their knowledge and understanding of the Next Generation Mathematics Standards and the New York State Modules for Kindergarten and First Grade. They worked with a consultant who supported their abilities to deliver quality, cohesive instruction and to refine their use of benchmark/unit assessments. They also explored ways to promote the differentiation of instruction to meet the needs of students who perform below and above grade level expectations.

Science instruction was delivered using Science 21 modules and the Next Generation Learning Standards. Teachers continued to deliver student-centered instruction using a hands-on inquiry-based approach. Students investigated the properties of light and sound, force and motion, and animal habitats and adaptations.

First Grade students raised turtles in their classrooms through our partnership with the Cold Spring Harbor Fish Hatchery. Through visits from naturalists and field trips to the hatchery students learned about habitats, animal adaptations, life cycles, and environmental science. Additionally, first graders attended a Science Fair at the Cold Spring Harbor Laboratories, where graduate students engaged them in scientific exploration of solids and liquids, DNA, chromatography, and properties of the brain.

Health Instruction was delivered on a regular basis using the Great Body Shop materials. Students explored topics in class and shared their learning at home using reading materials provided in the program. Our school psychologist and social worker provided lessons on topics such as personal safety to classes on a rotating basis.

Integrated Social Studies and Science Learning Experiences were enjoyed in the Creative Learning Lab (CLL) and involved problem solving, building, and innovation. Students worked collaboratively to design and create toys, build structures to support objects based upon specific criteria, and present their opinions on topics such economics—wants vs needs (how a family’s money should be spent). Next year, engineering practices will be incorporated into the program.

Art, Music, and Physical Education Goosehill Special Area teachers worked with classroom teachers to coordinate the learning experiences of their students. Young artists learned about the masters and applied similar techniques in their own works of art. They used a variety of tools and media to develop foundational skills and techniques. Projects

connected to social studies, including holidays around the world, and supported the school-wide HERO theme. After learning about water safety in Physical Education class, students created Pool Safety posters which were submitted to a contest sponsored by Legislator Spencer's office. All students received certificates of participation and one student received an official commendation.

In **Physical Education** students learned about health, wellness, and good sportsmanship. They also learned the importance of physical fitness and playground safety. Through game-based drills, they learned the foundational skills needed for sports such as baseball, basketball, and lacrosse. They also learned a variety of games which incorporated the literacy and math skills they learn in the classroom. The Field Day theme supported the school-wide HERO focus through its emphasis on kindness and good sportsmanship

In **Music**, students learned songs that supported the content areas, including the development of literacy skills such as rhyming and letters and sounds. Students also learned songs representative of diverse holidays and performed at monthly Spirit Day assemblies. They studied rhythm and learned to read and perform basic music notation. They also learned to play basic instruments.

Social-Emotional Learning is the foundation for all learning at Goosehill Primary School. Teachers spend time teaching students to identify, regulate, and express their emotions, using the RULER approach. This year, lessons focused on mindfulness and developing an awareness of people and objects in the environment. Students learned to focus and refocus their attention using a variety of strategies. Calming stations were created in many classrooms, designed to help students learn to self-regulate to reduce expressions of frustration. The school psychologist conducted social skills groups on a regular basis. Students wrote and performed skits to highlight the skills they were developing. Additionally, student partnerships were created across the grade levels. First graders "tutored" kindergarten students in sight words and math facts. Students assisted in classrooms and mentored their younger friends.

Parents were involved in the SEL program through homework Choice Boards inviting them to engage in HERO acts with their children. The children's "homework" involved writing and drawing about the activities they engaged in at home, such as recycling, showing empathy or respect in the community, or sharing ideas about the importance of being honest.

The school psychologist and principal conducted a parent workshop based on a variety of readings on the topic of parenting in a digital world. They also offered workshops for parents on topics such as positive discipline and ways to help children develop responsibility and independence.

The Elementary Schools:

B. West Side School – Lydia Bellino, Interim Principal

At the close of the 2018-2019 school year, West Side School's enrollment was 234 students. Grades three, four and five consisted of two sections each and grades two and six consisted of three sections each.

Throughout the year, all students participated in a number of specials including Art, Computers, FLES (Foreign Language in the Elementary School), Library, General Music, Instrumental Music, Technology and Physical Education. To support curriculum work and enhance experiences for our students, West Side teachers participated in a number of professional development opportunities with their colleagues across grades and schools. Professional learning continued with Teachers College Reading and Writing Project including their Specialty Groups and collaborating with Dr. Abby Reisman from University of Pennsylvania in the area of social studies.

CURRICULUM & INSTRUCTION

The Creative Learning Lab, Media, Research, and Instructional Technology

The West Side *Creative Learning Lab* (CLL) continued to enhance instruction with its unique environment of flexible seating and multiple technology tools to support dynamic collaboration. This space also included materials and resources for a *Makerspace* environment allowing students to pursue authentic student-designed investigations and explore possible solutions. The integration of Science, Technology, Engineering, Art, and Math has transformed how learning happens. This pursuit of innovation and creativity brought student ideas to life for the West Side S.T.E.A.M. Fair that truly was a celebration of teaching and learning.

Throughout the year, collaborating with the WS library-media specialist and technology teacher, the students and teachers worked in this space where resources and technology tools were accessible. The flexible seating arrangements promoted collaboration and opportunities to work in multiple group settings. Second graders researched patriotic symbols for their presentation of *Symbols of America.*, while third graders conducted online research to create trading cards on the unique animals of Australian wildlife.

Working with classroom teachers in the CLL, third graders worked on non-fiction informational writing, persuasive essays, and compiled research for the Grade 3 International Day event. This event, once again, represented a collaboration of music, art, library, classroom, technology, and FLES teachers supporting students to imagine, research, and create.

Fourth grade students researched Algonquin and Iroquois cultures, resulting in authentic videos using flip-grid and presentations with Google slides to share their learning with families and peers. In the Lego Robotics unit, fifth grade students used various sensors, sounds, and displays to give their robot personality. The WS library-media specialist created a *Science Friday* project that engaged students in sharing their research using various District databases to answer questions they wondered about, such as: “Why is the ocean blue?” What exactly is the Big Bang Theory? How exactly do leaves change color?” Fifth graders shared their work by creating QR codes for each project. Sixth graders found that the whole world was in reach when their FLES teacher, Ms. Rivadeneyra, introduced the Google Expeditions app and guided them through a tour of Paris using VR headsets. Several of these WS students volunteered their time to participate and teach others about the curriculum application of VR headsets at the District Innovation & Technology Showcase in May, generously sponsored by the Cold Spring Harbor Educational Foundation.

Complementing the Creative Learning Lab is the *WS Library Media Center*. The new renovations created a more spacious and inviting environment with Chromebooks replacing the large desktop stations. These changes enabled more comfortable space for library book clubs facilitated by WS Library Media Specialist.

West Side’s Creative Learning Lab continues to expand with the planned refurbishing of the space in the summer 2019. This expansion will create greater accessibility and increase the impact on teaching and learning for all students.

Fifth and sixth graders were excited to experience the flexible seating arrangements in some of their classrooms, as well as the arrival of Promethean boards. Using this new source of interactive media, teachers were able to have students manipulate words, numbers, graphs, charts, and pictures to enhance instruction in grades 5 and 6 science and math classes. The students not only worked in their classes with these interactive boards, but as part of the HERO project, sixth graders in West Side took time to share their learning and teach other classes how to use this new technology.

HIGHLIGHTS ON LITERACY

Summer 2019 Reading and Writing

Preparation of the summer reading began in the spring 2019 with the creation of a new WS postcard, reading lists, and a letter to our families. As a kickoff, students were invited to participate in a *Fiction Book Club* celebration focused on diverse characters in fiction books.

Students were also invited to become a nonfiction expert by choosing to read a book on any topic of interest and sharing their learning via Flipgrid. A third choice for students included selecting a “free choice” book and sending in WS postcards to showcase their artwork and share their thoughts about the book. Grade level book recommendations, interactive reading websites and online book lists were just a few of the supplemental resources that were included in students’ Summer Reading folders. The children’s librarians from the Cold Spring Harbor Public Library also visited classrooms in June to invite students to participate in their summer reading program.

In addition to our school-wide summer reading initiative, selected students in kindergarten through grade four, who receive support services in reading during the school year, were invited to attend the “Summer Reading Club Program.” Classes were held at Goosehill Primary School during the month of July.

Reading and Writing

During the 2018-2019 school year, all teachers implemented the Cold Spring Harbor/Teachers College Reading-Writing units of study for their grade level. Staff developers from Teachers College, Columbia University continued to lead study groups throughout the year to support teachers in this essential work. Content and skills outlined in each unit were the focus of reading and writing mini-lessons, small group and independent reading and writing experiences. In writing workshop, students wrote extensively, generating informational, narrative, persuasive, and procedural texts. At each grade level, the increase in student independence and fluency is evidenced in daily workshops as well as presentations of purposeful writing and celebrations to share their growth. Research skills are encompassed in all units at all grade levels, with students sharing their work and new learning using multiple forms of interactive media and technology applications such as Flipgrid, Book Creator, and QR code generator.

The Teachers College Specialty Group continued this year as well. Selected teachers across the grades from Lloyd Harbor and West Side attended meetings throughout Long Island observing and researching in schools that have developed exemplary practices. The theme for this year was centered on instructing struggling readers and students with special learning needs, designing instruction for strong readers and writers, and strategies in content area literacy.

The Little Shelter Program completed its eighth year at West Side School. Students not only benefited from the opportunity to have a unique literacy experience, but a warm and welcoming canine social interaction with Bella.

In the area of assessment, the K-6 assessment calendar continued to provide a unified framework for the administration of literacy assessments across the elementary schools. Once again, assessments included the administration of the Degrees of Reading Power (DRP) test in grades five and six. Student performance reports were generated instantaneously, which included performance results on comprehension clusters that were aligned to Common Core State Standards. In the winter months, the Western Suffolk BOCES Regional Benchmarks in English Language Arts were administered to students in grades two through six. An outside consultant generated reports with benchmark scores and data for teachers to analyze results and discuss how to use these data to inform their instruction. The Fountas and Pinnell benchmark assessments were administered in the fall and spring to best determine the strengths and opportunities for growth of our students as readers. Student levels were entered into eSchool to document progress.

Classroom as well as Special Education and Academic Intervention Service providers, once again, worked with a consultant to refine their use of the updated Fountas and Pinnell Reading Benchmark assessment with a more rigorous comprehension component. Teachers learned best practices for using the data gleaned from the assessment to inform instruction, especially targeting higher-level comprehension strategies.

West Side participated in the NYS Field Testing Computer based tests for the first time. Students were prepared for the experience using the practice tests provided.

MATHEMATICS

enVisionmath Program and NYS Mathematics Toolkit Resources

Across all grades, teachers implemented the District *enVisionmath* program while also substituting units with lessons and modules from the New York State Mathematics curriculum, EngageNY or Eureka Math.

Ongoing work with math consultant, Dr. Scavuzzo, arranged by Mr. Simon, Assistant Superintendent for Curriculum & Instruction, continued to support the development of tiered lessons for each unit in math. Tiered lessons were designed at varied levels of complexity around essential topics to ensure understanding of core concepts for all students. Teachers worked collaboratively with grade level colleagues using the resources from the New York State toolkits to continue to develop our own resources to support instruction for each core topic.

WS Math Problem of the Month

At West Side, math problems were posed each month in two categories: Grades 2-3 and Grades 4-6. The opportunity to participate and try out the types of problems from Math Olympiads was offered to all. Students in all grades participated submitting their solutions

to the monthly problems. Once a month, the focus of the WS morning assembly was to announce all who submitted correct solutions in each category. The name of one student in each category was drawn to receive a small gift card donated by the PTG. In June, cumulative results for students who finished from the top 50% to the top 10% compared to all students who participated in Olympiad questions were celebrated.

SCIENCE

Science instruction continued to reflect ongoing implementation of the District goal to build capacity and deepen understanding of the New York State Science Learning Standards. Based on Next Generation Learning Standards (NGSS), science instruction focused on the importance of student engagement with natural scientific phenomenon at the nexus of three dimensions of learning; Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting concepts.

Second grade teachers from West Side and Lloyd Harbor continued the SCIENCE 21 program progression of learning in collaboration with teachers from our neighboring Harborfields School District. The teachers attended four professional workshops led by a master teacher from the Science Teachers Association of New York State (STANYS). The second grade science units of study followed grade-appropriate experiences in physical, earth, and life science.

At every grade level, science instruction has shifted to a greater understanding of the importance of hands-on and inquiry-based instruction, with math, language arts and technology integrated at points where they fit naturally. The integration of Science, Technology, Engineering, Art, and Math emphasizes what scientists do to investigate the natural world and what engineers do to design and build systems. In each of these areas, teachers utilized the CLL, the library media center, and a range of high quality resources, such as Mystery Science, offering NGSS aligned video lessons.

As noted earlier, the WS library-media specialist partnered with fifth and sixth grade science teachers, creating a *Science Friday* project that supported family engagement in student science research. These investigations were student directed and relevant to students' everyday lives.

WSS fifth and sixth grade students continued to experience work with the series of labs with the DNALC, which culminated in a trip to the center in December. Once again, teachers and students partnered with the North Shore Land Alliance, taking a field trip to the site in Cold Spring Harbor. An educator from the North Shore Land Alliance visited West Side students on multiple occasions to teach students the importance of land and water preservation. Students also visited The New York Hall of Science in Queens., where they explored the hands-on museum and studio.

HEALTH & PHYSICAL EDUCATION

Units of study from The Great Body Shop form the core curriculum for the Health program. During a two-week unit on heart health, students learned different ways to jump rope, benefits of jump roping, and ways to be heart healthy. Physical Education teacher, Mr. Forbes combined this physical education curriculum unit with student efforts, when he accepted the student challenge to dress up as the character, Cookie Monster, if the Student Council surpassed their goal to raise \$4000 for the American Heart Association. Needless to say, students surpassed their goal. Mr. Forbes also contributes to the West Side Friday Notes with a monthly Health section for families and students to share.

In fifth grade health classes, students focused on the meaning of maturity over a broad spectrum of health topics. Lessons focused on what it means to become mature, such as having more responsibilities at home and at school. The sixth grade students learned about emotions at the end of the school year highlighting their growth over their last trimester and readiness to move into the middle school.

SOCIAL-EMOTIONAL LEARNING

Teachers continue to utilize the RULER Approach to teach students to recognize, understand, label, express, and regulate emotions. The school psychologist conducted social skills groups through friendship club opportunities for every grade following a weekly schedule. Students took advantage of the predictable hours and days to join with peers in this informal setting. In October 2019, as part of “Upstander Week,” classes reviewed charters and how they were used, everyone wore BLUE to show unity standing against bullying behavior, and students viewed and discussed the “Change the World” Video.

Peer-to-Peer connections and building a culture of care is an important value at West Side School. As part of the **H.E.R.O.** (**H**elping **E**veryone **R**each **O**ut) project at West Side, with teacher guidance and support, several sixth grade groups connected with peer groups in younger grades to read aloud and teach technology skills using the new Promethean Boards.

The West Side community joined in a District effort to raise awareness of Autism during Autism Awareness month in April. Students participated in discussions following read alouds in all classes and puzzle pieces were created with special words from students reflecting their understanding of this effort to raise awareness.

The theme of care and connections was furthered in the spring when Marc Beja’s Junior High School Theater students visited West Side to perform a play with a twist on “The Three Billy Goats Gruff.” The Junior High School students led a lively discussion with students following the performance of “*The Three Bully Goats Griff*,” written by Patrick Rainville Dorn.

Social-Emotional learning includes lessons from the “Too Good for Drugs” program. These lessons promoted positive life skills and character values. Lessons build on skills from the previous grade and presenters engage students in discussions and activities such as role-playing and cooperative learning games.

Psychologist, Ms. Deanna Latham led classroom discussions across grades helping students to understand and show empathy and compassion, fostering leadership among groups of students, and contributing a monthly spotlight on SEL published in WS Weekly Notes.

HIGHLIGHTS ON FINE AND PERFORMING ARTS

West Side School Musical

West Side’s Theater department is thriving, and this past year performed the musical, “The MUSIC MAN”. After months of rigorous rehearsals the students performed a fantastic weekend of shows at the Performing Arts Center This event continues to motivate many students who come out and support their peers on the weekend of the show and find themselves auditioning the following fall. Thanks to the West Side School Theater Association (WSSTA), in collaboration with our director and musical staff, the team continues to find new ways to challenge these fifth and sixth graders. They are laying the building blocks for these students to excel in theater as they continue on to the Jr. and Sr. High.

Performing Music

The instrumental music program had many school and community performances for the year 2018-2019. Students at West Side School sang and played in winter and spring concerts as well as various grade level celebrations such as *Symbols of America* in second grade and *International Day* in third grade. Students at many events throughout the year performed musical arrangements written by our music staff as well. We look forward to many more performance opportunities next school year.

New additions at WS included the creation of a ukulele club and a 5th and 6th grade steel drums group, both under the direction of music teacher, Ms. Susan Kleiner,

NYSSMA

This year the annual NYSSMA festival for levels 1-4 took place at Oyster Bay High School. Over 1400 students from the Huntington area participated in the NYSSMA festival. We had over 200 of our own Cold Spring Harbor students participate in the various NYSSMA festivals throughout the county. We also had a record number of students in the All County festivals this year.

ART

Following the NYS Learning Standards for the Arts, the WS Art Department integrates curriculum work into art classes at all grade levels. Experiences in Art includes production, knowing and using art materials, responding to and analyzing works of art and understanding cultural dimensions and contributions through art history as well as the opportunities for students to see their own work on display. Additionally, the art program is vital in supporting school-wide efforts, such as International Day, Cultural Arts programs, and creating meaningful artwork for areas of the school. Examples include, the “*Makerspace*” sign outside the WS Creative Learning Lab and a new “*Rockin’ Science*” sign, designed by sixth grade students (Class of 2019), that now enhances the hallway outside the WS Science lab. Elementary artwork was on display at the Cold Spring Harbor Public Library again this year, which was an opportunity for students to see their work in a professional forum. Student musicians were guest performers providing music for the community celebration. The student exhibit included a collection of work K-8 that remained on display for an entire month.

Once again, students took part in competitions for the Huntington Tulip Festival and a West Side third grader took third place at the Heckscher Museum’s Annual Tulip Festival competition. Images created by fifth and sixth grade students reflecting the tulips that grow at the Heckscher Park, became the cover artwork for WS spring concert programs and some of the designs were replicated to beautify the WS glass hallway.

This year, the Art Department worked closely with the entire West Side faculty, the Cultural Arts Committee, and PTG leadership to transform the stage doors that are a focus in the West Side/Ted Hilton gymnasium space. The WS Art department, under the leadership of Ms. Andria McLaughlin, coordinated the work with students and teachers in grades 2- 6 to choose words and create illustrations, resulting in a project representing the core values of West Side School.

Projects in the Arts integrated curriculum and technology in authentic ways. For example, a resurgence of interest in vinyl records inspired an art project focused on learning about the revival. Sixth graders manipulated their own photographs in Adobe Photoshop and mod-podged (a form of decoupage) their images to a real vinyl record, and painted their records with their own unique designs.

FLES

All grade level FLES curricula align with the National Standards of Foreign Language Learning, which places emphasis on oral communication skills. Students learn through song, play, multi-media, and other avenues. To support transition to FLES in the curriculum, a presentation and overview of second grade FLES program was provided for parents at the PTG meeting,, focused on the initial curriculum elements of the FLES program.

Each year, the AATSP (American Association of Teachers of Spanish and Portuguese) selects a theme that students must to depict in their posters. This year's theme was "¡Juntos más fuertes: el español y el portugués!" Together Stronger: Spanish and Portuguese! Honors went to five WS students this year.

In FLES, second grade students were introduced to the Spanish language in the areas of listening, speaking, reading and writing. As third graders learn about the world and its continents, the same focus was taught in FLES. Students practiced their Spanish speaking skills during small group activities. They described their continent's colors and names all in Spanish, while creating globes. Fourth grade expanded on previous knowledge beginning with the study of Spain compared to the United States. Comparing and contrasting the cultures and traits associated with each country assisted in learning more about their own culture. Fifth graders continued to build their proficiency, with a focus on Spanish speaking countries in South America and their capitals. There was also an introduction to native foods, reviewing food items and mealtimes. Reading *Las aventuras de Isabela* by Karen Rowan reinforced and introduced new vocabulary. In sixth grade, there was more focus on dialogues and expressions. Sixth graders researched Latin American countries and built on their knowledge of clothing and shopping expressions. Food was revisited, adding restaurant dialogue and cultural foods. Students studied Spanish menus and enjoyed a field trip to *Quetzalcoatl*, a local Mexican restaurant, where they are responsible for ordering and conversing in Spanish.

CULTURE

West Side on Twitter @CSHWestSide.

Throughout the course of the school year, West Side School highlighted its many events on social media. Highlights included a glimpse of events such as Cinco de Maio, student presentations, the Liberty Bell in Philadelphia, visiting Ben Franklin's printing press, Symbols of America, and just as important, the everyday work of students such as math tangram puzzlers and students who challenged themselves to solve the math problems of the month.

The Golden Ticket

West Side continued the golden ticket as way of supporting our initiative to honor students who exhibit grit and kindness. The golden ticket was handed out during the school year to students who went above and beyond in the areas of grit and kindness. The hallway display outside the WS Main Office continued to be an area where students frequently paused to study and note which classes were earning grit tickets. Classes were recognized each month at WS Assemblies.

The Great Kindness Challenge

This year, West Siders participated in The Great Kindness Challenge with millions of other students around the country during one week in January. The objective for everyone was to perform as many kind deeds as possible throughout the week. In anticipation, all classes saw a video to jumpstart the event. Throughout the week, an interactive bulletin board was maintained with suggestions from the third and fourth grade lunch groups. The other half of the bulletin board was open for students to share different ways they showed kindness throughout the week. In addition, a student checklist was sent home with each child at the beginning of the week, which suggested even more ways to be kind. Finally, during the week, students shared at least one way they showed kindness on an index card which was added to the board daily. The Great Kindness Challenge blended right into the work West Side focuses on each day.

COMMUNITY AND COLLABORATION

Student Council

Student Council worked very hard this year. Helping Hands Rescue Mission, Smile Train, Jump Rope for Heart for the American Heart Association, and the Backpack Initiative which is part of the Fresh Air Fund Organization were just a few of the fundraising initiatives promoted by The West Side Student Council representatives and officers.

West Side kids Care

As part of the “West Side Kids Care” Club, students participated in “Valentines for Veterans” where they made Valentines that were distributed to Veterans in local nursing homes and hospitals, letting our veterans know we appreciate their service and sacrifice.

The Little Shelter Program

The Little Shelter Program completed its eighth year at West Side School. Students not only benefited from the opportunity to have a unique literacy experience, but a warm and welcoming canine social interaction with Bella.

Camp Crestwood

This year our sixth grade students once again attended a day at Crestwood Day Camp with their peers from Lloyd Harbor School. Throughout the course of the day, the students swam, enjoyed a barbeque lunch together, and participated in numerous sporting events during the morning and afternoon sessions.

School Improvement Team: Student-Led Reflections (SLRs)

This year, after several ideas were considered, the West Side School Improvement Team (SIT) focused on one major goal, which was to continue the Student-Led Reflection experience for West Side's sixth graders. The West Side School Improvement Team of teachers, parents, and interim-principal, reviewed feedback from the previous year when the SLRs were first implemented. Members agreed that the SLR experience was a unique speaking opportunity that provided the oldest WS students the chance to reflect on the work they completed over the course of the year in the presence of trusted adults. Fifth and sixth grade teacher teams met to revise and streamline the binders and with guidance from their teachers, students compiled selected work in a binder that they designed as a personal portfolio. Essays were composed in their writing classes and projects were selected from their core content classes of science, social studies, math, and literacy. Projects from special area classes were also selected based on student choices. Students chose a core value as the first focus in their portfolios. Discussions at the SIT meetings led to adding a parent component. The parent component was the addition of something meaningful from the parent or an artifact from the student's family, such as a letter, a photo, or a poem. The artifact was to be added to complete the student portfolio. The SIT members agreed that the SLR project should continue as part of WS's sixth grade experience with further refinements to the parent component. The WS SIT also initiated the start of a simple 2-5 portfolio with the selection of a single piece of student work at the end of each grade to create a glimpse of each student's work from their years at West Side. The WS SIT will also revisit this goal next year.

CULTURAL ARTS

Through the collaborative efforts of the Cultural Arts Committee parent representatives for West Side School and our classroom and special area teachers, cultural arts programs were planned for students at every grade level. Below is a sample of programs from the school year:

- Presentation for all students in grades 2-6 by renowned author, Gordon Korman
- Grade 3- "Robin Hood" with Barbara Klein
- Grades 2-3 Felix Petre, "Songs and Stories of Latin America"
- Grade 4- "Westward Expansion" program presented by David Ruch; Journeys
- Grade 5/6- Lincoln Center Education: "A Midsummer Night's Dream."
- Grade 6- Shakespeare w/ Barbara Klein, Renaissance Fair

Additionally, our Cultural Arts representatives worked closely with the Art department, to support project-based work by and for the students, including the original design for the West Side/Ted Hilton gymnasium stage doors.

West Side is grateful to the PTG for their generous financial support to provide excellent programs for the students and for helping to turn so many creative ideas into reality.

C. Lloyd Harbor School – Mrs. Valerie Massimo, Principal

Welcome to LHS... where learning is challenging, collaborative, and creative! Lloyd Harbor had an enrollment of 360 students. This year there were 3 classes per grade level, two through five. Fifth grade teachers worked as a team, each being responsible for one subject (Math, SS, Science), as well as ELA instruction for their own homeroom. In sixth grade, we had 4 teachers who worked as a team consisting of students switching in the areas of Math, ELA, Science and Social Studies. Students also were afforded the opportunity to engage in the following encore classes: Art, Music, Science, Physical Education, Health, Spanish, Library and Computers. On the following pages you will find highlights for this year.

CURRICULUM & INSTRUCTION

HIGHLIGHTS ON TECHNOLOGY & MEDIA SCIENCE

This year we were able to transform a fifth grade team (traditional) classroom into a **Flexible Learning Space**. Ms. Conroy's room was newly furnished with a variety of seating options including a couch, ottomans, skate tables, stand up tables and tables with wheels. The furniture immediately created a welcoming and creative learning environment, which came with a myriad of benefits. The couch and stand up area allowed for a stadium seating approach to large and small group mini lessons, while the wrap around couch provided a more appropriate setting for group conversations. The high tables and standing desks worked well for students who prefer to move while working, resulting in greater work production. The ottomans and skate tables were an absolute favorite because they easily transformed from comfortable independent work spaces to a collaborative circle, great for group and/or partner projects. The same benefit applies to the tables with wheels, which were constantly on the move, either pushed together to create a larger work space or added to another group of seating for collaboration. Independently, they offered a nice amount of space for the students who need to spread out while learning. Additionally, the two carpet areas, Promethean Board and white board created a room with no front, but instead an environment that is very much student centered. This set up allowed for students to engage in a variety of activities and centers. Whether they were in a small group mini lesson in the couch area or working on STREAM projects using the additional furniture in the room, it fostered choices and preferences based on learning styles. Our new flexible seating not only transformed the aesthetics of the room, but more importantly it transformed the learning experiences creating a classroom where learning was challenging, collaborative and collaborative.

This year in **Technology** we continued transitioning to using Google Classroom and Google Drive. The second graders began the year learning how to login to the chromebooks in the

CLL and created safe passwords. Soon after, they joined the Google Classroom and the honed their skills on Google Apps. Students in second and third grade had weekly classes where they learned how to insert text boxes, pictures, Word Art and shapes in Google Slides. They also worked with Dash and Dot Robots using the Blockly app to program the robots. Fourth and fifth grade students built and programmed the Lego Mindstorms eV3 robots while the sixth graders coded using Code.org as part of their Robotics learning. Fifth grade students participated in a MakerSpace unit where they researched topics that interested them. Students then built projects based on their research. This year LHS classes were able to transport themselves to different places using the brand new Virtual Reality goggles housed in the CLL.

Students at Lloyd Harbor School have been actively involved in the **Library Media Center**. Second graders voted for their favorite Caldecott Award Winner. Many students voted for the book "Blue" to win, but "Hello Lighthouse" took the title. They also did an author study on Dr. Seuss. They learned about him, read his books, and did many 'Dr. Seuss-themed' activities. Second graders ended the year with a unit on cinquain poems. They wrote about a wide variety of topics, from spaghetti to dogs.

Third graders celebrated *Women in STEAM* (a new unit) through a marshmallow STEAM challenge, a coding "Dance Party," and more. They learned about Mae C. Jemison, Amelia Earhart, and Katherine Johnson. They also researched problems that our environment is facing and came up with ideas and inventions to help solve those problems. They ended the year with an introduction to coding and participated in challenges on *Hour of Code*.

Fourth graders visited the Library Media Center to do a *Boston Tea Party STEAM Challenge*. They built tea crates using limited materials and had a friendly competition. They learned to strategize, think creatively, and collaborate with peers.

Using the databases provided by Lloyd Harbor School, fifth graders researched topics based on their interest during Science Friday. Using Chromebooks, they navigated through ScienceFlix, PebbleGo Next, Encyclopedia Britannica, and more, to research topics such as tsunamis, endangered species, and technology. They made informative posters and cited sources for a final project.

Students have enjoyed the addition of some flexible furniture. Backjacks and beanbags are just two of the additions that helped students learn in a comfortable environment that provided flexibility and choice.

HIGHLIGHTS ON LITERACY

Our literacy learning began this year with a look back at **Summer Connections**, where students were asked to read at least two books over the summer. When they returned to school in the fall, they were given the opportunity to share what they had read with their Lloyd Harbor School peers.

In addition to our school-wide summer reading initiative, selected students in the primary and elementary schools who receive support services in reading during the school year, were invited to attend the **Summer Reading Club Program**. Students met at Goosehill Primary School during selected sessions, three times a week, throughout the month of July. Literacy skills were reinforced, all while continuing to promote the enjoyment of reading a good book!

Our work with **Teachers College Reading and Writing Project** continued in grades three through six. A staff developer met with teachers at scheduled points throughout the year to provide support in reading instruction. Teachers were given the opportunity to observe various lessons and participate in a debriefing afterwards. At times, the format of these sessions was altered to include individual consultation with each teacher. The reading and writing curriculum calendars were re-examined and refined by each of the grade levels. This served to highlight concepts taught and created a greater sense of coherence within the grade levels.

The **Teachers College Specialty Group** continued this year as well. Selected teachers across the grades from Lloyd Harbor and West side attended meetings and observed classes in schools throughout Long Island. The theme for this year was centered on transfer – having students do interpretive work and think deeply about their reading. Much of the focus was on re-reading. Teachers would do an initial read aloud of a shorter text and then do a second read with the same students later in the day to focus on higher level thinking skills. Other times teachers revisited a text with students they had read a day or two earlier. Both fiction and nonfiction texts were considered for this work.

Teachers in grades two and three had the opportunity to explore the new materials of the guided reading component of **Fountas & Pinnell Classroom (FPC)**. This is a cohesive, multi-text approach to literacy instruction for all students ranging in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities. It is comprised of authentic texts, conferring cards, minilessons and professional tools and learning. In April, several teachers from the primary and elementary schools attended a presentation on the implementation of this program.

This May our second grade students participated in the **Pick a Reading Partner Program (PARP)**. The goal of this program is simply to reinforce adults spending time reading with children. The theme was Rainbow: Color Your World with Reading. Over the course of the week, students filled out a reading log and chose at least one activity each night to complete from a specially created and designed choice board. Throughout the week students presented shared book recommendations on LHTV and “special visitors” were invited into the classrooms to read aloud a picture book. A bulletin board was created to celebrate student achievements throughout the week.

The **K-6 Assessment Calendar** provided a unified framework for the administration of literacy assessments across the elementary schools. The online version of the Degrees of Reading Power (DRP) was once again administered in grades five and six. Data reports were generated instantaneously, which included student performance results on comprehension clusters aligned to the Common Core State Standards. Students in grades three and four continued to participate in the paper based version of this test. The STAR Reading Assessments were again administered to Lloyd Harbor students in the fall, winter and spring. These are standards-based, computer-adaptive assessments that measure students’ reading comprehension, monitor achievement and growth, and track understanding of focus skills aligned to New York State Learning Standards. Grade level teachers attended data meetings which facilitated the interpretation of the reports offered within this program. During the winter months, English Language Arts Benchmarks were administered to grades two through six. An outside consultant generated benchmark scores and data profile sheets so that teachers could analyze results and determine how these results would best inform their instruction. The Fountas and Pinnell Benchmarks were administered in the fall and spring to determine the strengths and opportunities for growth of our students as readers. This was our first year using the third edition of this assessment. A literacy consultant provided training last spring and this fall to teachers on the administration of this new edition. The training helped to clarify teacher questions and more closely align administration practices. Student benchmark levels were entered into eSchool to document student progress along the literacy continuum.

The **Little Shelter Program** completed its ninth year at Lloyd Harbor School. Students continued to benefit from the opportunity to have an enriching literacy experience by reading to a specially trained dog. They also benefited from the warm and welcoming social interaction they received from this canine as well!

Academic Intervention Service providers and special education teachers participated in professional development focused on the implementation of the Fountas and Pinnell Leveled Literacy Intervention Program (LLI). LLI is an intensive, small-group, supplementary literacy intervention for students who are not achieving grade-level expectations in reading. The goal

is to lift the literacy achievement of these students. It is one of the foundational programs used within the AIS Reading department. The three-day workshop served to offer additional insight into the basic tenets of the program and provided additional resources for instruction.

AIS providers continued to collect data and document student progress throughout the year. Targeted goals were created for each student and progress reports were sent to parents quarterly. End of the year student summary sheets cited programs used and will serve to facilitate articulation between providers in the fall.

HIGHLIGHTS ON CORE CLASSES

GRADE 2

Second graders were academic adventurers who explored rural, urban and suburban communities, and created power points to highlight their knowledge and share their excitement about a “dream” community. They visited Schmitt Farm and learned about some of the science of growing crops. They were able to write about our visit in the Writer’s Workshop! Our students embarked on numerous scientific endeavors with the help of our new program, Science 21. The hands on approach allowed our second graders to learn about matter, the Earth’s changes, and interdependent relationships in ecosystems. Children explored a range of topics in math supported by the Envisions program, but we worked to incorporate some of the modules into our math curriculum this year to enrich the students’ academic experience. Students explored and grew as writers, beginning with personal narrative in the fall, progressing to All About Books in the winter, and writing impressive realistic fiction books in the late spring. Social-emotional learning was a big piece of the puzzle in grade two as well. Being the youngest students in a new school presented challenges for some, and learning how to navigate socially and be part of a team in a new environment was an important lesson. This was an enriching year, both academically and on a social/emotional level. The students worked hard and are well prepared for their next great adventure.....grade three!

GRADE 3

Lloyd Harbor’s third graders had an amazing year of accomplishments! The students improved their skills in math, solving multi-step problems and learning all about multiplication, division and fractions. In writing, they authored personal narratives, persuasive essays, informational books and more, incorporating paragraphs, details and examples. The third graders were thrilled to learn the cursive letters and write in script. The students frequently visited the Creative Learning Lab and worked on Chromebooks, iPads, and Google Classroom. They used this technology to create State Posters, Australian Animal Trading Cards and books. Our third graders even became masterful typists by using a new

program called Typing Club. The third grade went on field trips to the John Engeman Theater and the Long Island Children's Museum. At the end of the year, our students celebrated their many achievements with a Third Grade Luau.

GRADE 4

LHS fourth grade students focused on inquiry projects in Social Studies this year. Students researched topics and questions of their choice about the Iroquois, the American Revolution, and Westward Expansion. Inquiries were presented to classmates in various ways. The fourth grade Social Studies inquiries were linked to the TC reading and writing units. Our Colonial Studies tradition of visiting Lloyd Manor House, making tin lanterns, and learning how to cross-stitch continued, culminating with Colonial Day as well as our May 10th trip to Philadelphia. SEL and growth mindset lessons were taught to help students "find their grit" and persevere through challenging lessons. A six-week robotics unit was taught. Students learned how to build a robot and program it to move and turn. Fourth graders also learned about 3D printing and used the program TinkerKad to design and make pencil holders. Math lessons continued to be investigative in nature and approach, allowing students to problem solve and articulate strategies with classmates.

GRADE 5

Students in fifth grade had the opportunity to participate in Robotics and Makerspace this year. They used computers to program robots using "code" to make it perform different tasks. They also participated in Genius Hour this year. They chose a topic they are passionate about and began to educate, problem solve, fundraise and invent while guiding their own curiosity. Students utilized the Chromebooks and a variety of applications from paper to screen to create, organize, and present their projects. Projects incorporated aspects of science, technology, engineering, arts, and mathematics.

Students went on a field trip to MoMath in NYC. They explored the hands-on math museum and learned about tessellations and cryptography. They also learned concepts ranging from measurement to constant diameter through engaging exhibits.

This year the fifth grade attended the CSH DNA Learning Center. They learned about genes and DNA. Students learned about Ötzi the Iceman and read about his mysterious death. They used microscopes to examine the forensic evidence from Ötzi's stomach to narrow down his activities and locations for the last 3 days of his life. It was intriguing.

Students visited The American Museum of Natural History. They saw how the ancient civilizations of the Olmecs, Mayas, Aztecs, and Incas lived thousands of years ago. Students also had the opportunity to see the IMAX movie Oceans: Our Blue Planet 3D and explore the museum after their educational packets were completed.

Students visited The New York Hall of Science in Queens. They explored the hands-on museum and got creative in the design studio where they participated in a Makerspace-type of activities. They are so creative!

Students visited LH Beach and had a blast celebrating the end of the school year with our friends and family. The CSH fire trucks arrived and drenched us with their firehoses, we searched for sea life in the Sound, played various BBQ-type of games, danced to the DJ's music and enjoyed a picnic lunch and snacks as well. It was a great time!

GRADE 6

As they concluded their final year at Lloyd Harbor, this year's sixth graders participated in a variety of academic and social experiences.

Many students will remember the hands-on projects that solidified their learning about ancient civilizations across the globe. In social studies, sixth graders interviewed each other about life in ancient Greece, created Roman mosaics, and constructed a Great Wall of China—made of cereal boxes that lined the hallway!

The kids also needed cereal boxes for their work in determining unit prices in math class. In their new flexible seating, students enjoyed learning about how math relates to sports statistics and playing Kahoots online to review for tests.

In ELA, the students read dozens of books on a variety of topics. After the nonfiction and social issues book clubs, students researched articles about their social issues, simplified information appropriate to share with second and third graders, and then selected picture books to read with the younger children to teach them about topics like peer pressure, animal abuse, and homelessness.

Science provided more hands-on learning experiences. In addition to our annual trips to the DNA Learning Center and the Nature Conservancy, students enjoyed coding and robotics in the STEAM Room. Students also loved the monthly enrichment projects, like making a cell cake with friends or crafting newspaper shoes and racing with them at recess.

This year's Cultural Arts highlight offered a week's worth of rehearsals, culminating in a performance of Shakespeare's *A Midsummer Night's Dream*. The children will also remember attending *King Kong*, for some their first Broadway show, and performing in or watching the spring performance of *Annie*. Finally, the year ended with a joint LHS/WSS trip to Camp Crestwood, where students enjoyed a variety of activities such as swimming, ziplining, and bungee jumping.

HIGHLIGHTS ON THE ENCORES and MORE

SEL

This year, the Lloyd Harbor School's mental health department continued to provide social emotional lessons every few weeks in each classroom, grades 2-6. The lessons covered the CASEL (which stands for: Collaborative for Academic, Social, and Emotional Learning) core competencies which are evidenced based. They include the following: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; and Responsible Decision-Making. In conjunction with West Side staff, LH created lessons addressing each of the competencies. Furthermore, the mental health staff included information in the Friday notes about these lessons and added resources such as articles and videos that the parents could use to reinforce the lessons taught in school.

SCIENCE

Some highlights in Science this year for third graders revolved around engineering design challenges. Some favorites included the "Crazy Chain Link Challenge" and "Sky High Tower Contest" in which they had to collaborate and design the longest, continuous chains and highest possible towers while factoring various constraints. Students had fun designing, planning, collaborating and seeing their designs materialize. While learning about simple machines, students devised and created their own simple machine inventions to make an everyday task easier. The designs were imaginative, practical and innovative. Investigation of ecosystems and habitats were a favorite of third graders. After a unit focusing on genetics in animals, variation and selection, students selected a species to research further. They then presented their findings of the animal's unique behavioral and physical adaptations unique to its species that help it to survive in nature in the form of an informational brochure. Students were also introduced to such scientific tools as graduated cylinders, microscopes, pan balances, Microslide viewers, hand lens, and more.

Fourth graders began the year learning about states of matter and the different ways in which they can undergo physical and chemical changes. They especially enjoyed hands on activities in which they experienced changing matter from one state to another. A highlight of the fourth grade energy unit was an investigation of electrical energy which was explored through several lab investigations. Students especially enjoyed creating their own circuits and were even able to create a simple circuit to power their own mini "ScooterBot", a tiny robotic creature that "scoots", spins, and twirls around! Fourth graders also displayed a love and talent for engineering challenges. Students also focused on ecology learning about animal adaptations, life cycles, habitats and more. They even created their own food web card games to play and show their learning. A particular favorite STEM challenge was designing and building a model insect with a protective external casing that helped the insect to survive. The insect's "shell" had to withstand the constraint of weight to help protect it

and basically make it “unsquishable”! The creations were imaginative, fun and very effective. I think we have many potential future engineers in the making!

HEALTH & PHYSICAL EDUCATION

This year the students at Lloyd Harbor all participated in a brand new **Health** Curriculum. Students actively participated in lessons once a week during their Health classes and cross curricular activities within Physical Education. Students participated in a Mental Health unit which focus on students learning about their feelings, emotions, and thoughts. Students learned the STAR decision making model to help make safe and healthy choices when faced with a personal or social matter. Students also learned how the human body functions and works through interactive lessons using virtual reality and new applications on the Promethean Smart Boards. The topic of Nutrition was focused on heavily throughout the school year. Students learned how making healthy choices when choosing something to eat can affect many different aspects of their overall health. *Common Sense Media* was used throughout the school year to give examples of how students should be using the internet and online games safely for education and recreational purposes. The Health department worked to create lessons with *Too Good for Drugs* to teach the students proper information about drugs, alcohol, and vaping - focusing on decision making and what to do if you are faced with a challenge or peer pressure.

Another amazing school year has passed and our students have been working very hard in **Physical Education** classes. Students participated all year in a variety of different lifelong fitness activities, as well as sport-specific skill activities. Students in second and third grade worked hard to develop fundamental skills through a variety of movements. The students chose the *Rock Paper Scissor Challenge* for Field Day this year, which incorporated many different skills learned in Physical Education. Students in fourth and fifth grade then took the skills they have learned in previous years and used them in group games. Students worked together cooperatively to complete tasks learning skills such as team work, cooperation, communication, and trust. The sixth grade students this year were able to help create their own Physical Education curriculum by choosing activities within the given units. This year’s graduating class of LHS stepped up to the challenge and did a fantastic job organizing and running Field Day activities for all grade levels in the school. Students also worked hard to be recognized in programs such as *Count Me In* and *Be on the Ball*. Each year the PE department tries to bring in an outside program. This year *Athletic Movement Protocol* visited Lloyd Harbor and worked with the students in fifth and sixth grade. AMP is a specialized sports specific movement and training facility. Additionally, students participated in the fundraiser for the American Heart Association, *Kids Heart Challenge*, formally known as Jump Rope for Heart.

MUSIC

Performing Music

The instrumental music program has reached new heights at LHS. Once again this year the Harbortones, now under the direction of Ms. Beja, performed at the Main Street Nursery's Holiday Concert series in December along with several High School Ensembles. The Harbortones also competed in the yearly Music in the Parks festival at Dorney Park. They received a rating of Excellent and enjoyed a fun day in the park. Our instrumental students also continue to perform for district events such as the Elementary Art show opening at the CSH Library and board of education meetings. Each day on LHTV students sing a patriotic song for the school, and on Fridays our student instrumentalists take a turn. Our music staff also prepared special groups to perform at the opening ceremonies for Lloyd Harbor's field day, which included some special guests from the faculty, as well as the renowned graduation orchestra which performed at the LH graduation ceremony.

NYSSMA/All County

This year the annual NYSSMA festival for levels 1-4 took place at Oyster Bay High School. Our school continues to break our own records this year in NYSSMA participation! This year we also had 86 students from the district selected as All County musicians in various groups (Band, Orchestra, Chorus and Jazz Band), many of them from Lloyd Harbor. The students performed concerts at the Tilles Center for the Performing Arts in mid-January.

Grade 6 Broadway Trip

In November, the sixth grade classes traveled into Manhattan to see a matinee performance of the musical, King Kong. LHSP TG worked with our administration and music department to make this trip happen. Before the performance, the students were taken to a midtown rehearsal studio where they participated in workshops hosted by several Broadway performers. The students took part in several musical theater activities that Broadway performers do routinely to put them in the mindset of learning a show. The experience culminated in a question and answer session with one of the members of the cast of King Kong. The students' questions were thoughtful and intelligent and it was a wonderful experience for all. This trip will certainly continue to resonate in the students' minds as one of their fondest memories of sixth grade at LHS.

Musical Theatre

For the first time in the history of LHS Theater Arts, this year's sixth grade musical production enjoyed its run at the High School PAC. In April, under the direction of Mr. McKee and Ms. Beja, the sixth grade students performed their rendition of *Annie*. In its new venue, the show was a hit with the students, families and guests. The cast performed four shows (two during the day and two in the evening). The theater program, now well into its fifty-

sixth year, is stronger than ever thanks to the leadership of our music faculty and school administration.

This year, also under the direction of Mr. McKee, the fifth grade students performed a musical revue entitled *I Got You*. This production included songs from well-known musical productions such as *Dear Evan Hansen* and *Mean Girls*. The production once again featured our very own faculty in some of the skits! This production also took place at the PAC in mid-June. It was an exciting and impressive year of theater at LH!

CULTURAL ARTS

Cultural Arts programming at the Lloyd Harbor School continues to engage, inform and spark our students' imaginations. This joint effort between staff and our parent committee allows us to bring a multitude of diverse programs to our school. Each grade enjoys a number of assemblies throughout the year. Our second grade celebrated *Earth Day* with Mark Rust, while our third grade was introduced to a variety of animals in Nick Jacinto's *Animal Show*. Our fourth grade was electrified by the dancers of *Flamenco Vivo*. This year, our fifth grade spent time creating works of art during Mark Kistler's *Dare to Draw* program. Once again our sixth grade was fortunate to spend the week participating in a *Shakespeare Workshop*. Finally, our entire school joined together for *Hollyrocks*; an interactive game show which brought out some friendly competition among students and staff alike! We are grateful for the valuable Cultural Arts programs that continue to be offered at Lloyd Harbor School.

ART

Lloyd Harbor students continued to enjoy being creative in our NEW room. Our art teacher worked closely with the fourth and fifth grade teachers throughout the year, creating S.T.E.A.M initiatives, which would mirror the curriculum in the classroom. One of the highlights was a Diego Rivera-inspired mural whereby each student worked collaboratively creating five various panels infused with math, science and art. Second Grade worked with Artist in Residence, William Kasso to create murals inspired by his vivid street art. Lloyd Harbor's Fifth & Sixth Grade Art Show was received proudly by students and parents. Artwork was displayed throughout the creative hallway and third grade wing. The Art department was instrumental in our implementation of the school-wide initiative bringing awareness to autism for "Autism Awareness Week" through the development of puzzle pieces which were proudly displayed as a mural. LHS displays consisted of student work at Central Office (May), Cold Spring Harbor Public Library (K-8-April), LH Fifth & Sixth Grade Exhibition, and Junior High Exhibition. Students pieces were exhibited throughout the month to give our community a chance to see the fine talents of our artists. The 3D printer located in the art room has been used to support STEAM education. The Night of the Living Museum is always a high point for the Art Department as it gives our students and community an evening to fully engage in the arts as active participants. Various workshops

are set up, and visiting artists come in to work with our students as a culminating activity to their artistic year. A student in third grade was highlighted as a winner of the Huntington Tulip Festival, sponsored by Heckscher Museum. Overall the students at LHS had an exciting year showcasing their artistic talents! The modern amenities of space and technology invigorated our students, giving them a platform to continue building their creative talents.

FLES (Spanish)

Second Grade students were introduced to the Spanish language using songs to learn their Spanish names and simple greetings. Reading books such as “Oso pardo, Oso pardo, que ves ahí?” (the Spanish version of “Brown Bear, Brown Bear, What Do You See?”) allowed for opportunities to learn numbers, colors, and colors. Students learned how to express their likes and dislikes through identification and conversation of food items.

The third grade program continues to build on student knowledge of the Spanish language. They engaged in reading and conversing about their everyday life using new vocabulary such as colors, shapes, weather, seasons, and clothing. The students created a book called “Los estaciones y la ropa” which detailed what they wear for each season. They had the opportunity to take it home to share with their families. For the unit on South America, using the Virtual Reality Googles, students were able to take a “trip” to the Galapagos!

Fourth Grade expanded on previous knowledge, beginning with the study of Spain and comparing it to the United States. An educational performance in the Spanish dance of flamenco was a wonderful treat! They also learned about Pablo Picasso in FLES, as well as, in Art class. They created their own Picasso and wrote descriptions of them in Spanish! “Brandon Brown quiere un perro” was their first Spanish novel. They acquired new vocabulary on families, pets, and rooms of a house.

Fifth graders learned how to describe themselves, family, and varied professions. Then they were able to describe their classes and schedules using time. Students participated in a wonderful program from Lincoln Center that entertained and educated them on the Afro-Latino music called boogaloo. Reading the “Las aventuras de Isabela” novel was great practice on using known vocabulary, as well as, learning new vocabulary. They created text messages between themselves and Isabela using known vocabulary and expressions. All units allow for many opportunities for one on one discussions and conversations.

In Sixth Grade, students researched Latin American countries. For their unit specific cities, the students researched popular stores, restaurants, and museums to create their own city in the classroom. They had to describe their stores, give directions to and from their locations, as well as, using vocabulary learned over the years in the discussion of the city. “Berto y sus buenas ideas” is the novel they read, which strengthened their reading comprehension skills. In this reading, students learned about many sights in Madrid and a

typical Spanish school schedule. The students reviewed foods and were introduced to restaurant items. The Sixth Grade had lunch at the Quetzalcoatl Mexican Restaurant in Huntington. Students ordered their meals, communicated with the restaurant employees, and conversed with teachers and classmates in Spanish. This was a wonderful activity where they could demonstrate their proficiency in Spanish.

COLLABORATION, CLUBS AND ACTIVITIES

SCHOOL IMPROVEMENT TEAM

This year our School Improvement Team had great success in our initiatives thanks to the partnership between parents, teachers, and staff members. Our goals supported work on projects aimed at enhancing and showcasing our wonderful school community. Working together, SIT identified five core values that LHS strives to embody each and every day: *kindness, respect, empathy, inclusion, and honesty*. In a community effort, parents, students, and teachers worked together to create meaningful thoughts or phrases. These Original Words of Wisdom will be displayed on the walls of our building for all to read and be inspired by. In addition, the SIT committee researched and chose famous inspirational quotes to display as framed posters at the entrance of the school to further emphasize these core values. Another project the SIT committee initiated to highlight these principles was a Flower Garden of Kindness. Each student was encouraged to write about an act of kindness or what kindness meant to them on a flower petal. These petals then became a part of the flower garden exhibited in our LHS halls. Two more projects initiated and completed by the SIT committee were the LHS School Video and grade level T-shirts. Both projects will bring a sense of unity, school spirit, community pride to our LHS students.

STUDENT COUNCIL

The LH Student Council continued its theme of "Local Heroes" once again this year. Student Council's fundraising focused on helping veterans and children on Long Island. For Veterans Day, the students made cards and wrote messages of thanks to the veterans at the New York State Long Island Veterans Home in Stony Brook, New York. For the holidays, Student Council ran a toy drive for *Toys of Hope*, a local organization that helps families in need in the Huntington area. The toy drive was a success, over 100 toys were donated. The spring fundraiser helped VetDogs. VetDogs trains service dogs for veterans in need of assistance with everyday tasks as they transition to civilian life. An assembly was held, which the students loved. The VetDog fundraiser culminated with a patriotic lunch in the cafe' - Potatoes for Pups. Students were treated to a special lunch of stuffed baked potatoes. The Student Council raised \$1,018.00 for VetDogs. Various spirit days and "Wacky Wednesdays" were coordinated throughout the year.

MATHEMATICS ENRICHMENT

In October, the Math Olympiads club started with 23 members. Of the 23 who signed up, 18 remained in the club for the entire year. The meetings took place on Tuesdays for one hour after school. This year we focused the non-contest club meetings on practicing problems that are common to the Math Olympiads. This strategy seemed to help the students. 13 students got 10 or more, out of 25 problems correct. 13 of the students earned a patch which is given to students in the top 50% of all participants in the Olympiads. One student earned a pin which is given to students in the top 10% of all participants in the Olympiads.

D. Cold Spring Harbor Jr./Sr High School
Jim Bolen, Principal
Daniel Reardon, Assistant Principal
Joanna Waters, Assistant Principal

In reflecting upon the 2018-2019 school year, our team has remained focused on putting the student at the center of our daily work. Whether it be in their classroom learning experiences or in their peer-to-peer interactions throughout the day. Our goal is always to strike this balance of meeting our students' needs while also continuing to strengthen and enhance our academic program. This year, we continued this push with a two-pronged approach. One, working with teachers on creating more student-centered classrooms. While on the other side, working with our students to create and foster new school spirit initiatives. Taken together, both initiatives support our students in a way that creates a more varied and robust for our students each day here at Cold Spring Harbor Jr./Sr. High School.

As a building administration, we have been working with our directors to continue our shift toward the new Next Generation Learning Standards. These standards are focused on inquiry, critical thought and reasoning and put the students at the center of making their own meaning from the materials they are working with in class. Last school year (2017-2018), we focused on the concept of student engagement with content and what that means for teachers. This past year (2018-2019), we worked with teachers on introducing the concept of learning targets, which help to communicate with students what skills they need in order to critically think and analyze. More detail can be seen on these efforts later in the report.

In my conversations with students in the previous school year, they were looking for more ways to increase school spirit. To that end, we introduced the "Numbers Game" where classes would compete through the year in spirit days, competition events, and Battle of the Classes, culminating at the Spring Pep Rally, where we awarded the Seahawk Cup to the Class with the most points. This really helped to galvanize the class around themselves, instead of their team or club, creating a good-natured sense of competition. Students were looking for ways to have an identity as a larger group and we feel that the Numbers Game has helped to bring about that spirit. The Class of '20 won, and we have the plaque made to add to the cup to present to the students in the fall. We are looking forward to kicking off our Numbers Games events during Spirit Week for Homecoming this fall.

Cold Spring Harbor Jr./Sr. High School was recognized in the 2019 edition of the annual ***US News and World Report*** as one of America's Best High Schools. Though the methodology was changed this year (medal status is no longer given out and the rating features have been

altered), we were ranked #420 in the nation and #44 in the state, #7 on Long Island and #1 in the county out of 17,245 school that were ranked.

Results on the Regents exams were good and pointed to changes made in exams due to the Next Gen standards. English saw an increase in passing and mastery. In Math, Algebra had a similar pass rate with a dip in mastery, while Geometry had a slight dip in passing but an uptick in mastery. Algebra II had the same pass rate as last year, but also showed an uptick in mastery. Science had the best showing in Chemistry with both passing and mastery up. Earth Science and Physics were uneven but within range of last year's results. Though we had a higher passing rate in Living Environment, the mastery dropped by 16%. In Social Studies, our passing rates were very similar, but we did see drops in mastery for both exams. This data gives us good information to share with our staff regarding changes in exam structure and focus on inquiry, inferential questions and critical thinking as we move forward.

Our AP results show that while we have a slight dip in participation rate due to a declining enrollment, we gave over 1000 exams for the first time ever with 65% of our students achieving a 3 or better on the exams.

2018-2019 saw a continued focus on instruction in the classroom. We continued to build on our transformation of the classrooms. Last year we began with student engagement, which expanded to include the discussion of learning targets in preparation for a more deliberate roll-out of the Next Generation Learning Standards in 2019-2020. Below highlights some of the work:

Learning Targets

- Introduced the concept at the start of the year during day two of Superintendent's Conference Day. Follow-up continued in the fall during faculty and department meetings to reinforce the messaging. I attended department meetings to have more in-depth and content specific discussion/examples with/for the departments.
- Conducted workshops for teachers on learning targets utilizing my own "non-target" lessons from 2012. Modeled how to turn lessons into ones with targets for students.
- Follow-up discussions on learning targets happened within additional department meetings and were also included as parts of our post-observation conversations.

1:1 Chromebook Initiative

- Roll-out of the 1:1 initiative continued in the 2018-2019 school year for the entire school.
- PD continued for teachers on the Superintendent Conference Days, as well as the October and January ½ day PD day. Staff had a menu of options to choose from, based upon their level of comfortability and progress with programs/applications for the Chromebook.
- Support from Christine Joneleit continued for the first half of the year. The staff became more accustomed to using others for support during the ½ day PDs as well as during the summer, more could be learned from our own teacher leaders.
- This led to support for a TOSA position for Danielle Beach to serve as a technology trainer for the staff for .3 of a position in the 2019-2020 school year.

Middle Level Programming

We expanded our middle level work to include teaming in the 8th grade this past school year. We continued our relationship with Nancy Doda who came in and worked with both 7th and 8th grade teams, together and on their own. We had some good success this year with the teams, though more time is needed for the teams to build upon what they have learned and form solid teams of colleagues where each can be trusted. We were successful in having an 8th grade trip for the entire grade level to the Tenement Museum in NYC. We also put together a mindfulness/wellness day for the 7th grade teams.

We asked the team members for what supports they needed to be successful. They asked for time to collaborate. In order to accomplish this task we carved out some time from the June testing schedule and gave each grade level team a day to work on items that were important, including plans for back-to-school nights and planning team days and trips for the 2019-2020 school year. Next year, due to staffing changes, we will have some new members of the team and we are also looking to include our world language teacher where appropriate. We will be bringing Nancy Doda back to help work through these continued transitions as well.

Science Research Program

We continued to see a growth in our Advanced Science Research program. Here are some highlights from the 2018-2019 school year:

- 18 students conducted summer research
- 43 freshmen participated in the research program (either research honors or ASR)
- 65 students entered Toshiba Exploravision (6 teams received honorable mention)
- 5 students entered projects into LISEF
- 6 students entered projects into LISEF JV

- 30 students entered projects into LISC Senior
- 30 students entered projects into LISC Junior
- 4 projects entered to MIT Think
- 8 projects into CleanTech
- 2 projects entered into Barron Prize for service projects
- 21 students participated in Ecybermission
- 3 projects entered into the John's Hopkins Center for Design competition
- 11 students participated in Team America Rocketry Challenge
- 2 students entered into Stockholm Junior Water Prize
- 3 students entered into Neurological Surgery P.C. Health Science Competition

Other honors include:

Honors at LISC : Top 25% 1 team; Highest Honors: Top 7% 1 team

Peter D. Feine Memorial Award (LISC) 1 team

BAE Internship: 2

Spellman High Voltage Electronics Semifinalists

The research program will continue next year with an ASR III course and will have new direction under the leadership of Kim Libertini.

Meeting the Social and Emotional Needs of Students

We had some rather large-scale events take place this year, Chris Herren as a speaker and Challenge Day for grades 10-12. Challenge Day was a major undertaking, involving the utilization of many staff members and requiring some schedule alterations, yet the result was more than worthwhile. These events also took place in a difficult year marked by two major student losses, one a recent former student and the other the sibling of a senior. Below are some highlights of our continuing SEL programs at the Jr./Sr. High School:

- Caumsett State Park trip for both the 7th and 8th grade students as a way to build team unity and identity.
- Continuation of the student drop-in centers in H-1 and the Nest.
- Continued our Character Recognition Program for students, honoring those who demonstrated integrity, empathy and respect. Over 70 students were recognized, with many family members present for each of the three ceremonies.
- Discussion through our SIT meetings on our core values of respect, integrity, service/scholarship, empathy and being an upstander. Work on promoting these values will continue in the 2019-2020 school year.
- Our mental health staff created push-in lessons for grades 7-11 focusing on the various SEL competency standards as prescribed by the State. The team did a wonderful job on both creating and then implementing these lessons.

Overall, this has been a good year. There have been challenges regarding reduced staffing, administrative turn over and student loss, yet overall the year was positive and the building is understanding of my leadership style and how we will move forward. Our next challenge is working with the staff on rolling out the Next Generation Learning Standards across all disciplines.

Humanities – Theresa Donohue, Director of Humanities

Teachers College Reading Writing Project

Our affiliation with **Teachers College Reading and Writing Project** continued this year in grades 6-8. The middle school Teachers College staff developer met with teachers and leaders at scheduled points during the year to provide a layer of support and guidance in the planning and teaching of reading and writing. A major focus was how to provide effective feedback and how to celebrate writing. Teachers observed demonstration lessons in designated classrooms and debriefing time was allotted for teacher noticings and clarifications. Teachers in grade 8 also piloted the Historical Fiction Reading Unit and it was met with great success. Teachers of grades 6-8 also had articulation time to collaborate and set expectations for students in each grade level. Curriculum calendars were created for each grade level as well as formalizing the texts used at each grade level. Additionally, a mini TC Training Institute was offered to the teachers in June. During the institute teachers learned how to develop “toolkits” to support the units of study.

English Language Arts

Next Generation Learning Standards

Phase one of the adoption of **The Next Generation Learning Standards** was completed. Following the three –year implementation roadmap released by New York State Education Department, teachers continued to build awareness of the new standards. During grade-level and department meeting time, teachers analyzed crosswalk documents provided by the NYSED to better understand the changes to the standards. It was determined that for the November 5, 2019 Secondary Conference Day the focus would be on literacy in the content areas with a specific focus on the literacy standards. During the 2019-2020 school teachers will build their level of understanding and capacity of designing lessons that are aligned to these new standards. The final stage of the roadmap, “implementation” will be in the school year 2020-2021. At this time the 3-8 ELA assessments will reflect the new standards.

Secondary Summer Reading Program Revisions

A collaborative revision of the summer reading program was initiated at the Jr/Sr High School for the summer of 2019. The teachers, working with the high school librarian and one of the local public librarians, created a robust list of books for the students in grades 7-10 to choose to read over the summer. Students in the 11th and 12th grade chose from a smaller grade-level appropriate list as well. The introduction of choice to this summer reading program was very well received by the students, teachers and community.

Social Studies

NYS K-12 Social Studies Framework

As mentioned previously, the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies.)

This year, the Social Studies department launched the Agents of Change research project for seventh grade. Collaborating with the library-media specialist and support staff, teachers created a research opportunity for junior high students to leverage databases and other resources available in the District as they learned about historical figures and their contributions to America. Projects took on many forms and were celebrated in the Nest at the conclusion of the project. Professional development in the area of research will continue to support the growth of research projects such as this one moving forward.

Professional Development

The implementation of the new Social Studies standards have been progressing. Teachers are gaining more capacity understanding the framework, practices and skills needed to be successful on the newly revised regents examinations. During 2018-19, we continued to deepen our understanding through both on and off-site workshops and conferences, emphasizing the development and differentiation of multiple sources, application of historical inquiries and historical thinking practices. To further support best practices in inquiry-based history instruction and curriculum design, we once again were honored when Professor Abby Reisman joined us to consult and lead an interactive workshop for our grade 6-12 teachers of social studies and the Director of Humanities at the very start of the school year. Dr. Reisman traveled to the Jr/Sr High School where social studies teachers of grades 6-12 worked with Dr. Reisman as she modeled and engaged teachers in inquiry-based history instruction. She introduced teachers to the Stanford History Education Group (SHEG). The SHEG curriculum is based on four instructional practices central to inquiry-based history instruction. These include: modeling historical thinking, facilitating classroom discourse, supporting students to develop evidence-based claims, and assessing students'

historical thinking skills. Conversations were had regarding the parallelism of these historical thinking practices with the Advanced Placement historical thinking practices and the C3 Framework. This powerful resource will be used as the K-12 social studies program continues to implement and align to the C3 Framework. Additionally, Dr. Reisman returned in the Spring to lead another interactive workshop with the 5th & 6th grade teachers who all would be teaching social studies for the 2019-2020 school year. This led to many summer curriculum projects that were completed over the summer of 2019 that focused on incorporating the historical thinking practices into the social studies units of study in grades 5 & 6.

Secondary teachers attended the Long Island Council for Social Studies conference at the Huntington Hilton. Additionally, the Director of Humanities and elementary teachers attended the National Council of Social Studies Conference in Chicago which focused on inquiry in the classroom. Upon return, the teachers shared their knowledge with the staff and incorporated what they had learned into the classroom.

Framework Global History and Geography Regents and Framework US History Regents

The new Regents Exam in Global History and Geography II will be based on the NYS K-12 Social Studies Framework, with an Evidence-Centered Design as its foundation. The first administration of this exam in Cold Spring Harbor will be in June 2020. To continue to prepare our students for the new regents assessment a 2019 summer curriculum project was approved to realign the Global History 10 course to include historical thinking practices, more classroom discourse and varied primary documents to support evidence-based claims. Additionally, NYSED released the test design of the newly revised Framework US History Regents Exam. The design is similar to the Global exam test design and assesses the same skills, practices and historical thinking practices using United States History as the context. Over the next year, teachers will engage in capacity building of this new exam as well as attend workshops offered by both BOCES and LICSS to further understand the new exam. A summer 2020 curriculum project will be proposed to align the 11th grade US History curriculum to include historical thinking practices, more classroom discourse and varied primary documents to support evidence-based claims. The first administration of this exam will be June 2021.

STEM – Meridyth Hansen, Director of STEM

In response to the 2017 NYS adoption of the Next Generation Science Learning Standards and the mandate of full implementation by September 2020, the 2018-19 school year reflects focused professional development at the district, department, and individual level.

Junior/ Senior High School Science

At the high school level, the timeline for implementation of Next Generation Science Standards (NGSS) was presented, the NGSS documents were provided, discussed and reviewed for each content specific area and an ongoing discussion to address shifts in pedagogy was seeded. Our high school teachers worked on curriculum development projects to align science lab activities with the new standards, turnkeyed materials from BOCES workshops on NGSS, collaborated to learn and adopt new pedagogies (i.e Claim Evidence Reasoning, Rocketbook resource, applications of Science Journal) that address the shifts in science standards and focused on the development of learning targets in lessons to support the standards.

Additionally, as a pilot school for the changes in the Advanced Placement College Board registration process, our teachers were ahead of the new AP implementation and directly experienced the framework. The navigation of the new system in 2018-19 allows for a seamless transition for the 2019-20 school year. To adequately prepare for the changes to AP Curriculum, a number of science teachers attended workshops that centered around the new AP resources, the platform of myAP classroom, alignment of AP curriculum to meet the Next Generation Science Standards and the changes to content specific curriculum.

The science department has continued to establish itself as a leader in the district Promethean board technology initiative. The science teachers facilitated workshops to train faculty on the use of Promethean Boards in classrooms throughout the school year.

Elementary Science

Our elementary science program continued the implementation of Science 21 by extending the program to grade 2. Extensive outside professional development training and support for Science 21 was provided by to our second grade teachers. Grades 5 and 6 met for articulation and collaboration on NGSS alignment. There was also an increased focus on curriculum mapping between the science programs at Lloyd Harbor School and West Side School in order to align programs and create common NGSS aligned assessments for both schools.

Science Research

In an effort to expand research experiences and provide students with greater opportunities to engage in authentic inquiry, design and presentation, there has been a focus on the growth and development of the science research program. Teachers had multiple visits to local schools, including Huntington, Half Hollow Hills, Walt Whitman and St. Anthony's High School to: view the framework of those established research programs, discuss ideas for the integration of the Cold Spring Harbor coral reef into the research program and develop a plan for the growth of Cold Spring Harbor's Research Program.

This year in science research marked tremendous growth. We increased our entries into a multitude of science research competitions (Exploravision, Long Island Science Congress, Long Island Science and Engineering Fair Junior and Senior, Barron Prize, Ecybermission, The American Rocketry Challenge, Neurological Surgery PC Competition, Davidson, Clean Tech, Stockholm Junior Water Prize, MIT Think, and Johns Hopkins University R programming)

The research of our students was well recognized with projects noted among the top 7% and the top 25% of received honors at Long Island Science Congress, semifinalists in Spellman High Voltage Electronics and six teams earned Honorable Mention in Exploravision. Additionally, two Cold Spring Harbor research students were accepted for research internships with BAE Systems and one student was accepted to CSHL Partners for the Future Program for the 2019-20 school year.

The focus on growth of the research program led us to hold informational meetings with parents on student research internships and a general meeting about our research program. Both of which support their research efforts through collaboration opportunities and project development support. We continued to expose our research students to real-world research experiences through our participation in Cold Spring Harbor Laboratory Meetings and our luncheons with scientists from the lab. In order to provide continued support to our research students and establish a strong foundation of research skills we continued the offering of our summer research courses and a number of our students took advantage of the opportunity. The work to build this program remains an ongoing effort and will receive continued focus in the 2019-20 school year.

Math

The New York State Next Generation Math Standards were a focus for the 2018-19 school year. As a whole, all levels centered around the steps necessary to unpack and integrate these new standards into the curricular frameworks.

Junior/Senior High Math

The timeline for implementation of the Next Generation Math Standards and new assessments was presented and discussed. Grades 7 through 12 math teachers participated in professional development presented by the STEM Director with the new standards as the focal point. As changes were made to implement flexible furniture, teachers engaged in collegial conversations centered on best practices and use of the flex furniture to address these new standards. The math department has been one of the first departments to create flexible classrooms and implement shifts in pedagogy that incorporate flex seating. A number of math teachers supported the district Promethean board implementation and offered workshops for their peers on the use of the Promethean in the classroom.

Our math AP teachers gathered information on the changes to the AP Curriculum, piloted the AP Course registration and began preliminary work with the new MyAP Classroom platform. In response to the changes in AP Curriculum, the AP Calculus teachers evaluated textbooks and settled on a new text that would best support the AP curriculum.

Elementary Math

The 2018-19 school year for elementary math was focused on curriculum mapping, aligned assessments, and the NYS Next Generation Math Standards.

Grades K and 1 participated in a number of outside professional development sessions with Trish Despagni to implement the Engage NY Modules and refine lessons to meet our students' skillset. There was an increase in articulation and collaboration between grades at the elementary level. Grades 2 and 3 participated in extensive outside professional development in order to continue to integrate Engage New York Modules into the Envisions framework. Math professional development involved examination of testing data, identification of learning gaps, and the creation and modification of curriculum to address the needs of the Cold Spring Harbor population of learners. Grades 5 and 6 worked with Brian Cohen to create district and standards aligned common assessments. Elementary math teachers collaborated with the special education teachers, in workshops led by our outside professional developer, Trish Despagni, to identify below grade level learning progression, at grade level and enrichment in order to move forward with the development of differentiated lessons. Grades 2 through 6 all began to integrate materials from the modules into the existing framework. Collectively 2018-19 set the stage for the development and implementation of common manipulatives, anchor charts, language and pedagogy across the elementary grades district wide in the 2019-20 school year.

Counseling Center – Barbara Donnellan , Interim Director of Guidance

Guidance Curriculum by Grade Level:

There is a cogent set of classroom guidance lesson plans at each grade level. Counselors meet in small groups with their own students for process-related lessons and in full classrooms for more informational sessions. The curriculum is aligned with National and State Standards in Counseling.

Junior High

The shift in position to move Mrs. Pickering to the Junior High wing continues to create a warm and welcoming environment for our Middle Level students. Her work with Dr. Main allowed for more collaboration and coordination to meet our students' needs. In addition, Mrs. Pickering's office allows for more group conferences in a flexible counseling center. Below are examples of curriculum at the middle level.

- Grade 7: Transition to 7th Grade (small group *Meet Your School Counselor* meetings); Learning Styles/Time Management; Introduction to Mindfulness; Exploring Careers/Introduction to Scheduling for Grade 8; Preparing for Final Exams
- Grade 8: Transition to Grade 8 (small group meetings): Managing Time; High school transcript review; Introduction to GPA's; National Junior Honor Society requirements; Introduction to Mindfulness; Exploring Careers/Grade 9 Scheduling; Q and A sessions with high school students to prepare for transition to grade 9.

High School

The high school counseling center welcomed a new leave replacement counselor as well as a new interim director of guidance. The goal for the year was to have this seasoned director work closely with our leave replacement and our probationary counselor. A new permanent director of guidance, Justin Arini, has been hired and will begin to shape the department utilizing the updated National and State Standards in Counseling, especially as it is related to work in grades below 7.

- Grade 9: Introduction to High School; Building your Transcript; Extracurricular Activities/Commitment; GPAs and course selection.
- Grade 10: Students again participated in a career interest inventory using Naviance. The counselors worked together in the computer labs with students and gave them individual help. The purpose is to familiarize the students with both the tool they have at their disposal and the notion of continued research about self and educational options related to their preferences. Some found the tool indispensable; others found things to explore. This work is useful again in junior and senior years when narrowing the vast array of

possible paths students can consider, and counselors often find juniors and seniors updating their preferences on their own.

- Grade 11: Two small group sessions in fall and one in winter devoted to knowing oneself, criteria to consider when investigating colleges, decisions and who they belong to, how to work with the counselor to achieve a list of viable colleges, etc. This series is followed by information sent home requesting a “Junior Biography” to be submitted to the counselor any time between February and early June so that a Junior Family Conference can be scheduled to aid the family individually.
- Grade 12: Classroom visits are conducted in September to go over procedures for applying and requests for letters of recommendation and transcripts. Thereafter all communication is either individual with students/families or in bulk via Naviance emails. Counselors run Common Application workshops in the Counseling Center on a weekly basis throughout the first few months of the school year to assist students in completing their college applications.

Parent evening meetings

Dr. Donnellan conducted all evening guidance meetings which were well attended by both parents and students. The Financial Aid Workshop was held in September, with a representative from Adelphi University, to deal with the new changes in the FAFSA form and a College Testing Workshop was implemented to talk about the various standardized tests available and whether they are right for you. Method Test Prep also gave a presentation on the college process and how the colleges create an SAT superscore. The feedback for all of the meetings have been extremely positive.

Book Awards

14 juniors were recognized this year at the June 2019 Board of Education for their outstanding academic achievement.

College Visits

The following colleges plan to visit CSH during the 2019/20 school year *(as of 8/5/19)*:

College Visits	
American University	Niagara University
Bentley University	Providence College
Brandeis University	Rensselaer Polytechnic Institute
Bucknell University	Roger Williams University
College of Charleston	Sacred Heart University
Dartmouth College	Saint Anselm College
Dickinson College	Salve Regina University
Drexel University	Skidmore College
Fairfield University	St. John Fisher College
Florida Institute of Technology	St. John's University
Fordham University	State University of New York at New Paltz
Gettysburg College	SUNY College at Brockport
Goucher College	Syracuse University
Hofstra University	The College of New Jersey
Iona College	The New School
Ithaca College	The University of Alabama
Johnson & Wales University, Providence	The University of Scranton
Landmark College	Towson University
Loyola University Maryland	Union College - Schenectady
Manhattan College	University of Connecticut
Marist College	University of Massachusetts-Lowell
Monmouth University	University of Miami
Moravian College	University of Pittsburgh-Pittsburgh Campus
Muhlenberg College	Vanderbilt University
	Vaughn College of Aeronautics and Technology

Physical Education, Health & Athletics – Michael Bongino, Director

The participation in the Athletic Program was outstanding this school year. Each sports season, a high percentage of the student population competed in interscholastic athletics for Cold Spring Harbor:

- Fall season
 - High School = 56%
 - Junior High = 63%
- Winter season
 - High School = 39%
 - Junior High = 53%
- Spring
 - High School = 49%
 - Junior High = 73%

Mr. Bongino held three Code of Conduct meetings for student-athletes, parents and coaches. The Athletic Vision that was developed over the past several years was presented. The topic of the code of conduct was to review the Athletic Code of Conduct for all stakeholders with an emphasis on possible consequences if a student-athlete breaks the code of conduct. Highlighted in the presentation was expectations regarding bullying, vaping, and sportsmanship. The Junior High Code of Conduct was student centered. High School Athletes spoke to the Junior High students about the athletic culture that has been developed over the years. Two main topics discussed was time management and importance of commitment.

Mr. Bongino attended the NYS Athletic Directors conferences in 2018-2019. The conferences provide valuable insight to various domains of running an athletic department. Mr. Bongino completed his second year as the president of the Council of Administrators organization. Mr. Bongino completed his first year as the Nassau County Girls Soccer Coordinator. Mr. Bongino continues to member of the Executive Council and Athletic Council in Nassau County. Mr. Bongino will be at the Turning Stone in Verona NY July 30th through August 1st. The CSH Athletic Department hosted the Girls Soccer Playoffs, wrestling county championships, NYS Gymnastics Championships, County Wide Track Invitational and the 4th Annual Gains for Brains Lacrosse Showcase. All events were extremely successful.

The Athletic Department continue to use various social media outlets to highlight, promote and communicate about the athletic program and all that is going on with Cold Spring Harbor teams and athletes. All community members can follow CSH Athletics at the following Social Media outlets; @cshathletics on Facebook, Instagram and Twitter.

Mr. Bongino continued with the Varsity Seasonal Awards to highlight the student athletes and the individual and team accomplishments. A seasonal highlight video is put together for the students, parents and coaches to watch. The video is posted on social media as well. The senior varsity recognition dinner was held at the Huntington Crescent Club on June 4th 2019. It was extremely well attended. A senior highlight video was put together for the student-athletes, coaches and parents. The video highlighted the entire school and the most outstanding achievements. Mr. Bongino worked with the Seahawks Booster Club to host a big BBQ for homecoming weekend to generate more community involvement. After the Pep Rally, all the athletic fields were used for games to highlight the entire program. The Booster Club set up a very large tent for the community to enjoy food and all the games. The football game was the culminating event at 6pm under the lights. It was an extremely successful Homecoming.

Varsity Team Highlights

Fall Season:

Varsity Girls Soccer

Advanced to Nassau County Championship Game

Varsity Field Hockey

Advanced to the Nassau County Championship Game
Emily Berlinghof – All American

Varsity Girls Tennis

Advanced to Nassau County Playoffs

Varsity Girls Cross Country

Advanced to the Nassau County Playoffs

Varsity Boys Cross Country

Advanced to Nassau County Playoffs

Varsity Boys Soccer

Advanced to the Nassau County Championship Game

Varsity Football

Conference IV Long Island Champions

Winter Season:

Varsity Girls Basketball

Advanced to the Nassau County Championship Game
Conference Champions

Varsity Boys Basketball

Advanced to the Long Island Championship Game
Nassau County Champions

Wrestling

Raymond Costa – County Champion
Jackson Polo – County Champion
Gaven Bell – County Champion
Kolton Gagnon – County Champion
Division II Nassau County Champions
Earned Invite to the NYS Dual Meet Team Championships

Girls Winter Track

4 x 200 Relay Team County Champions

Gymnastics

Hosted the NYS Gymnastics Championship

Ice Hockey

Nassau County Champions

Spring Season:

Varsity Boys Tennis

Griffin Schlesinger – 3rd place in Nassau County Singles

Varsity Girls Lacrosse

NYS Class “C” Champions – Back to Back State Champions
Caroline DeBellis – All-American, Northeast Regional Player of the Year
Sophia Taglich – All - American

Varsity Boys Lacrosse

Nassau County Class C Champions- 5x in row
Danny Striano – All American

Varsity Boys Golf

Max Van Son – 7th place in NYS Championships
2nd in Nassau County Championships

Varsity Baseball

Nassau County Champions and Long Island Championship Finalist

Health and Physical Education

Teaching and learning this year focused on supporting the overall department vision of “A Commitment to Excellence”. Below you will find new initiatives and highlights pertaining to the work of the faculty and students in the 2019-2019 school year.

The Physical Education Department at the Junior/Senior High School certified our students in CPR. In the elementary schools, the continuation of fitness and learning through activities was the primary focus. Students at Goosehill learned about pool safety in Physical Education. In Lloyd Harbor and West Side the students had a program called AMP come in for 2 days. AMP is a program that teaches students about agility and explosiveness.

The elective program in Physical Education has proven to be a success and the students are engaged taking courses they have chosen. The focus is to offer courses the students would benefit from beyond the years at Cold Spring Harbor. Dance Movement and Fitness taught by Danielle Castellane had 6 sections. Leisure Activities taught by Chris Phelan had 8 sections as well. This class also took a trip Ice Skating. Project Adventure taught by Christian Lynch develops confidence and trust in students through challenge activities.

Danielle Castellane and Mr. Bongino visited Lynbrook High School to observe a course in Mindfulness. It was very informative and something that will be looked at to incorporate into the Health and Physical Education program at Cold Spring Harbor.

Cold Spring Harbor Students from Lloyd Harbor, West Side and the Jr/Sr High School were selected as Nassau and Suffolk Zone Physical Education Award winners for 2018-2019. Both Lloyd Harbor and West Side had the "Too Good for Drugs" program in for 4 weeks with the 4th, 5th and 6th grade. The health teachers began Health Corner in Friday notes to keep the community informed on what is being covered in Health Education. Mr. Bongino met with Mr. Simon monthly to discuss the scope and sequence of the health curriculum. A clear scope and sequence has been developed for Kindergarten through 10th grade. The Great Body is the primary curriculum used at the Elementary level. The curriculum to clear and defines expectations to the classroom teachers in K-3rd grade. Highlighting what is being covered at the HS, JH and Elementary levels. Mr. Bongino also gave insight to further growth of the program into grades K through 3 for the 18-19 school year. Maturation program continued for the 6th graders. The program is implemented by Mr. Forbes and Ms. Incarnato.

Section III: District Office

A. Business Office

James J. Stucchio, Assistant Superintendent for Business

Audits

Four financial audits were completed or in the process of completion during the 2018-2019 school year. They were:

- Independent Audit for fiscal year ending June 30, 2019
- Risk Assessment Update for fiscal year ending June 30, 2019
- Internal Audit on Food Service Operations

Audit Response Plans and Findings

Independent (External) Audit – The Independent Audit Response Plan for fiscal year ending June 30, 2018 was prepared by the Business Office and approved by the Board of Education on December 11, 2018. In the audit there were “no instances of noncompliance” and no noted “deficiencies in internal controls.” There was one current year recommendation to be addressed and three prior year recommendations, one of which was implemented and two that were “in progress.”

The Independent Audit for fiscal year ending June 30, 2019 contained no recommendations and noted that the three prior year recommendations were “in progress.” As this audit is still in draft form, an audit response plan has not yet been developed, but will be within 90 days of the Board of Education’s receipt of the management letter.

Risk Assessment Update Audit - The Board of Education received the Risk Assessment Update report for fiscal year ending June 30, 2019, on September 10, 2019. The report identified eighteen financial system areas in which risk was evaluated. Included in those eighteen areas are fifty-six sub-categories. Of the fifty-six sub categories, all received a risk assessment of “Low” with the exception of “Medical Benefits & Retiree Health Insurance: Medical Benefits” and “Purchasing & Related Expenditures: Employee vs. Subcontractor IRS Compliance,” which both received “Moderate.” The Audit Response Plan for the Internal Risk Assessment report will be prepared within 90 days from its receipt.

Based upon the report, the audit committee recommended that the internal auditor perform an extensive system review of those areas identified as having a moderate control risk. Field work will be conducted during the 2019-2020 school year.

Internal Audit on Food Service Operations – An Internal Audit Report on Food Service Operations was received by the Board of Education on September 10, 2019. Of the ten categories reviewed, recommendations were made in the “Board Policies,” “Inventory & Commodities,” “Vending Machines,” “Lunch Prices,” and “Cash Collections” categories. An analytical review was also included, which identified the district’s higher labor and food costs, as compared to similar sized districts. The Audit Response Plan will be prepared within 90 days from its receipt.

Audit Committee

The audit committee convened several times during the 2018-2019 school year. On July 30, 2018, the audit committee met with representatives from Nawrocki Smith, LLP to discuss the preliminary independent audit plan and procedures for the prior year engagement. On October 3, 2018, Nawrocki Smith, LLP presented the draft financial statements, independent auditor’s report, and management letter. In addition, at that meeting, R.S. Abrams reviewed both the Internal Risk Assessment Update for the fiscal year ending June 30, 2018, and Internal Audit Report on Information Technology. A final meeting was conducted on July 2, 2019, with Nawrocki Smith regarding the preliminary audit plan and procedures for conducting the independent audit for the recently closed fiscal year.

Bond Rating

There has been no change to the school district’s AAA/Stable bond rating as determined by Standard & Poor’s. This is the highest possible bond rating category. The AAA bond rating was again reaffirmed in July 2014, when the district refunded bonds. It must be noted that Cold Spring Harbor is one of very few school districts and public entities that have obtained this gold standard, which reduces costs by securing lower interest rates.

Budget Development

With a tax levy limit of 2.94%, the district was able to maintain class sizes as well as all student programs and services in the adopted 2019-2020 school budget of \$70,274,817, an increase of 2.64%. The levy increase of \$1,851,236 needed to balance the budget was at the limit permitted under the law. Much of the emphasis in preparing this proposed budget had been on academic initiatives, in order to enhance the instructional program. Due to declining enrollment, there were staff reductions, primarily at the secondary level, and additional support was provided for instructional technology. A new coding program was introduced into several grades, and the Science 21 program was expanded to grade 3, as the district continues to focus on STEM (Science, Technology, Engineering, Mathematics.) Funds were

again provided to purchase additional flexible furniture options at all levels, which was supplemented by a \$225,000 grant from the Educational Foundation. Also, monies were provided for security upgrades including two additional guards. The moderate tax levy increase that remained within the tax cap limit contributed to the budget approval rate of 69.05%. As part of the effort to encourage participation in the budget vote, Mr. Fenter and Mr. Stucchio presented information regarding the budget, state aid, and tax cap implications at the Community Budget Forum that was held on January 29, 2019. In addition, they made various visits to parents' groups during the budget development process. These presentations were well received and parents were supportive of the district's efforts to craft a fiscally prudent budget that maintained all student services.

Capital Projects Committee

The Capital Projects Committee met regularly during the year, as the Board of Education considered a bond referendum for the fall of 2019. Each principal and department leader met with the committee to propose projects to be included in the potential scope of work, which involved all four school buildings. Site visits were made by the committee to Chaminade High School, Jericho High School, Mineola High School, and Farmingdale Middle School to learn more about their academic programs and recent construction projects.

As a part of this process, an online survey was conducted to ascertain the priorities of the community pertaining to the defeated January 2017 bond referendum, proposed scope of work and financing for a new project. In addition, regular updates were provided at Board of Education meetings throughout the year. On June 18, 2019, a community bond forum was held to educate about potential projects and financing, as well as allow residents the opportunity to address the Board of Education on this topic.

In addition to the potential bond referendum, the Capital Projects Committee also recommended the reconstruction of the Field House Locker Rooms and district wide security upgrades as the 2019-2020 capital improvement plan to be placed on the ballot as Proposition Two --Capital Reserve Fund Expenditure Vote.

Capital Reserve Expenditure Vote

This past year, the school district had a successful vote on an expenditure from the Capital Reserve Fund, which was a part of the above-mentioned capital improvement plan. On May 21, 2019, the voters approved the referendum by a margin of 72.99% to expend \$500,000 from the 2015 Capital Reserve Fund III. This was in addition to a \$700,000 transfer from the proposed 2019-2020 general fund budget.

Health Insurance – The Affordable Care Act

The school district continues to comply with the Affordable Care Act, which went into effect on January 1, 2016. As required under the regulations, the district offered a compliant health plan to all employees who work more than 30 hours per week and who were identified as full-time, under the law. While most employees are covered under collective bargaining agreements, the district identified 14 additional employees who met the eligibility requirements. These employees were offered a modified HIP plan and 2 accepted. In addition, the district complied with the IRS regulations regarding year-end notifications of Health Coverage.

Security

The Board of Education continued to prioritize the safety and security of the district's students, staff, and visitors. A security forum was held on October 30, 2018 to update the community on the security upgrades completed, in-progress, and planned. Also, a security update has become a standard item at Board of Education meetings. Among the initiatives completed at all schools during the 2018-2019 school year are: security vestibules outfitted with bank-teller windows and Armored One Bullet Resistant Glass and a new unified security software platform. Goosehill and West Side also received new exterior cameras to provide a 360-degree view and door ajar systems, both of which had already been installed at Lloyd Harbor and the Jr./Sr. High School.

As a part of 2019-2020 capital improvement plan, \$267,800, was appropriated in capital funds for further district-wide security upgrades, including the one-button lockdown system. Furthermore, two security vehicles are planned (one donated from the Lloyd Harbor Police Department and one purchased) as well as two new security guards. One of the guard positions will provide additional support during the school day at the primary and elementary schools.

Mr. Fenter and Mr. Stucchio continue to attend a number of regional and local meetings with law enforcement personnel to strengthen the school-police partnership and to gain perspective on recommended security procedures and best practices. The district's leadership team met several times to review safety protocols and practices and ensure they are consistent among all buildings. Security is an area that the district will constantly seek to improve. This task will never be complete.

Tax Anticipation Notes

On September 26, 2018, the district completed the sale of Tax Anticipation Notes in the amount of \$6 million to fund its cash flow requirements for the 2018-2019 school year. The full issue was awarded, again, to lowest bidder Jefferies, at a net interest rate of 2.048812%.

These notes are necessary to fund our obligations while awaiting the receipt of property tax revenues, which begins in November for Nassau County and January for Suffolk County.

The Tax Cap

New York State law limits tax levy increases for all municipalities including school districts. While the law refers to a 2% limitation or a cap based on the Consumer Price Index (CPI), there are exclusions to these limitations for items such as capital expenses, payments in lieu of taxes, and certain employee pension costs. Furthermore, the legislation allows municipalities to factor in the percent growth in taxable assessments and apply that percent increase over the allowable cap. Therefore, the actual tax levy limit, as permitted under the law, will often be different than the 2% that is used to define the legislation. This year 2.0% was used because it was less than the change in CPI of 2.44%. However, Cold Spring Harbor was entitled to a greater increase due to an assessment growth factor of 1.0102%. This additional growth factor is determined by the New York State Department of Taxation and Finance and accounts for growth in assessment rolls. Therefore, the allowable tax levy increase was determined to be the sum of the increases in the CPI and growth factor for a total of 2.94% or \$1,851,236. The local capital exemption remained relatively unchanged from the prior year. As the proposed 2019-2020 budget required a tax levy increase of 2.94%, the school district is at the allowable limit.

B. Office of Curriculum and Instruction

Kurt Simon, Assistant Superintendent for Curriculum and Instruction

This report represents the annual update to the Cold Spring Harbor community about the work of the Office of Curriculum and Instruction throughout the course of the 2018-19 school year which represents the efforts of our leadership team and teaching staff to meet the District goals.

The Assistant Superintendent for Curriculum and Instruction in conjunction with the District's leadership team is responsible for ensuring that all students have access to cohesive, inclusive, student-centered instruction that reflect best practices grounded in the New York State Learning Standards. This responsibility includes providing high quality professional learning experiences, monitoring the core instructional programs by working with principals, directors, chair people, and through regular, on-going Curriculum and Instruction meetings with building and district-level leadership team members.

The relationships of the Assistant Superintendent for Curriculum and Instruction go beyond the school walls in an effort to collaborate with the Cold Spring Harbor community as much

as possible including the District's parent organizations, the Cold Spring Harbor Educational Foundation and the Cold Spring Harbor Public Library.

Next Generation Learning Standards

The New York State Department of Education is in the process of giving schools three and a half years to adapt to the 2021 New York State assessments which will be aligned with the Next Generation Learning Standards. All schools around the State were charged this year with building a sense of awareness around these new standards, phase one of the State's plan. In the spring of 2019, the State shifted to phase two of their plan which is building capacity with the new standards.

Updates regarding the Next Generation Learning Standards were shared with the Board of Education and the community at the annual New York State Report Card Presentation in October of 2018. The District's progress towards meeting these standards was also shared during the District's annual goals presentation to the Board of Education in June of 2019. The leadership team, in collaboration with staff developers, utilized Superintendent's Conference Days, faculty meetings, department meetings, grade level meetings and conferences to address these shifts throughout the school year.

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act is the federal law signed by President Obama on December 10, 2015, that replaced No Child Left Behind (NCLB). In the State of New York, multiple measures will be used to identify the success of our schools which began in the 2017-18 school year. There is an emphasis on ELA, Math, and Science for a more balanced approach to measure academic achievement in schools which now includes Social Studies at the secondary level. New York State also included student growth as a component to commend teachers for substantially moving students ahead. In the category of student growth, students will be compared to similar students who took the NYS grades 4-8 ELA and math assessments. Academic progress will also be measured against short and long-term goals as set by the State. In addition, chronic absenteeism (students who miss 10% or more of school) was added to focus on the climate of schools in New York. It should be noted that a school district with a 95% participation rate on the state assessments is still a requirement from the federal government. Also included in the State's ESSA plan is English Language Learner (ELL) proficiency and graduation rates over the course of 4, 5, and 6 years. Finally, college, career and civic readiness was added as the State's seventh measure, identifying the percent of students who leave high school prepared measured by diplomas, credentials, advance course credit and enrollment for example. Information regarding the Every Student Succeeds Act was also shared with the Board of Education and the community at the October 2018 Board of Education meeting as part of the NYS Report Card presentation.

Professional Development Committee

Chaired by the Assistant Superintendent for Curriculum and Instruction, the Professional Development Committee continues to promote student achievement by providing learning opportunities that are aligned with District and building goals, along with the New York State Education Department Professional Development Standards.

In the spring of 2019, over 140 Cold Spring Harbor teachers took the 2019 Needs Assessment developed by the Professional Development Committee who collaborated to analyze the data, much of which was in the form of short responses. Throughout the survey, many teachers shared ways in which the District could support them in their professional growth, such as with student engagement, the use of technology, and building capacity towards the Next Generation Learning Standards. All results will help drive professional learning opportunities in the 2019-20 school year.

One area in which the Professional Development Committee supports professional learning is through collegial circles. This year, two collegial circles were supported by the District in connection with the Intercounty Resource Center (ITRC) with a focus on technology and literacy and led by Cold Spring Harbor teachers. Due to the enthusiasm teachers have with the Promethean boards, teachers in each building met outside school hours to continue their growth in utilizing these new touchscreen devices. In addition, one resource that was shared with teachers during Fountas and Pinnell training was *The Reading Strategies Book* which generated a tremendous amount of interest across the district K-12. Therefore, a second collegial circle was formed to share best practices and learn ways to utilize this resource in the area of literacy.

Professional Learning

This year, half-days at the elementary and secondary levels once again provided teachers collaborative professional learning time. The District offered two “Lunch and Learns” in the spring, one led by the District’s Teachers College staff developer to enrich literacy across the content areas and the other led by staff developer, Brian Cohen, to inform teachers’ understanding of student motivation and instructional design in the area of math.

Over the years, the District has learned how much the staff values teacher-led workshops. In the 2018-19 school year, teachers in all schools K-12 participated in this type of work alongside many leaders. Some examples of workshops, most of which were teacher led at the elementary level are below:

- Bringing Math to Life through Art
- Kids Need to See the Forest AND the Trees
- Bringing Your Lessons to Life with Primary Sources
- Flexible Seating Means Flexible Thinking

- Introduction to Mindfulness
- Building a Positive and Productive Learning Community
- Titan Technology – Promethean Boards
- Getting the Most Out of Google
- Virtual Learnability – VR

Delayed openings at the Junior/Senior High School provided an opportunity to deliver professional learning workshops to support teacher growth and reach District goals. Workshops, often led by teachers, focused on a variety of areas including, but not limited to:

- Expanding the 1:1 technology initiative
- Developing learning targets
- Building teacher awareness and capacity with the Next Gen ELA, math and science standards and crosswalk documents, and new standards for the arts and ACTFL World Readiness Standards for world language
- Implementing the Stanford Historical Education Group (SHEG) lessons in Social Studies
- Enhancing teaming at the middle level
- Learning about new graduation requirements from New York State
- Supporting a co-teach environment

Partnership with Teachers College Reading and Writing Project, Columbia University

Over the course of the 2018-19 school year, the District continued its relationship with the Teachers College Reading and Writing Project, including its recent expansion to the junior/senior high school. Based on feedback and conversations with leaders, teachers and staff developers, lab site time was increased to provide a more personalized approach to professional learning through a coaching model.

This year, in addition to the on-site visits, the District hosted 25 teachers in conjunction with the Long Island Suburban Specialty Group sponsored by Teachers College. Teachers opened up their classrooms to become lab sites for a portion of the day with a goal to support students in analytic work. A local district also requested a site visit of their own to see Cold Spring Harbor teachers deliver reading workshop lessons. At the end of June, the District hosted a two-day mini-institute on building reading and writing toolkits to support teachers at the elementary and junior high levels to bolster their units of study with the District’s staff developer.

One area to highlight in eighth grade was the time dedicated to book club work to support a unit of historical fiction in reading in connection with students’ study of World War II in

social studies. The staff developer outlined the three bends for this particular unit focusing on character, conflict, perspective, and background knowledge in an effort to increase the rigor of instruction experienced by Cold Spring Harbor students.

Fountas and Pinnell Training to Support the Assessment of Literacy

This year, at the K-6 level, the District retrained all teachers over the course of multiple days to support their growth in delivering the Fountas & Pinnell benchmarks with fidelity. Time was dedicated to standardizing the process and giving teachers the necessary tools to speak fluently about their students' strengths and areas for growth. Teachers and reading assistants spent time analyzing the data of the Fountas and Pinnell Benchmarks focusing on accuracy, fluency, comprehension, and writing about reading.

Local and National Conferences

This year the District leadership team continued to collaborate and work with teachers to attend national conferences in an effort to reach District goals, learn from educators from around the country and the globe, and increase knowledge as it relates to best practice and pedagogy. Upon return teachers worked with leaders to prepare presentations for their colleagues during faculty meetings to share the information obtained from each national conference. The level of excitement connected with each of the presentations and the amount of learning that occurred has sparked a new wave of interest in these professional learning experiences around the District. Some notable national and local conferences and workshops attended by Cold Spring Harbor teachers from the 2018-19 school year are below:

- American Middle League Education (AMLE) National Conference
- National Council for the Social Studies (NCSS) National Conference
- Future of Education Technology (FETC) National Conference
- Character.org National Forum on Character
- Learning and the Brain
- Leveled Literacy Intervention Training
- 2019 NYS AWLA World Language Conference
- 2019 ASSET Technology Conference
- Introduction to Responsive Classroom
- Self-Regulation Interventions for Children and Adolescents
- 8th Annual Collaborative CTE Conference
- AP Overview for AP Teachers, Administrators, and Coordinators

Professional Learning in the Humanities

The social studies department continued their work with Dr. Abby Reisman, Assistant Professor of Teacher Education in the Teaching, Learning, and Leadership Division at the

University of Pennsylvania this year in grades 5-12. Dr. Reisman visited the district twice, once during the opening Superintendent's Conference Day in August and again in the spring. Professional learning in this area supported the incorporation of SHEG lessons and New Visions lessons into U.S. History classes. Support was also given to teachers to collaborate and fully understand the newly-designed SAQs (short answer questions) that students will be asked to answer on all Social Studies Regents exams moving forward with a focus on the different vocabulary that students will need to answer these questions and how the Stanford Historical Education Group (SHEG) historical thinking practices relate to this work. This intense learning has helped to build their capacity for teaching social studies more effectively.

Time was also utilized during the 2018-19 school year to review and unpack the social studies practices for each grade level and the new structure of the 2020 Global Regents. Teachers determined how they could begin to incorporate the skills needed for these types of questions into the upper grades.

Led by the District's Director of Humanities, English teachers at the secondary level spent much of the year working on building their capacity with the Next Generation English Language Arts Standards. Throughout the school year, professional learning time was dedicated to paying particular attention to the Writing Standards, utilizing specific documents from NYSED's website such as the "At a Glance Standards" documents that are a more concise version of the standards as they continued the process of unpacking the many resources that will support their work moving forward.

Professional Learning in STEM

The Science 21 program was expanded in the 2018-19 school year to second grade teachers who participated in workshops throughout the year led by District consultant, Kathi DiNota. The curriculum is divided into three units supported by three different kits which provided the focus of each professional learning session. Professional learning workshops also supported the District's instructional goal of building capacity with the new Next Generation Science Standards. During the school year, Cold Spring Harbor teachers also collaborated with second grade teachers from a neighboring school district to plan and share best practices.

Trish Scavuzzo returned to the District again this year to work with general ed teachers, teaching assistants and special ed teachers in grades K-3 to continue examining their units of study. During her time with District staff, Ms. Scavuzzo's workshops were interactive and modeled various ways of supporting hands-on learning, differentiating instruction, and building a stronger sense of using similar vocabulary among and across grade bands as she supports the growth and development of units within the curriculum. With the Next Gen

Learning Standards on the horizon, Ms. Scavuzzo also utilized her time with the teachers to examine some of the changes that will be taking place and formative assessment including important mathematical language.

Staff developer, Brian Cohen, also returned to Cold Spring Harbor this year to support the upper elementary teachers in the area of math, provided an overview of the Next Gen Math Standards, research on visible learning by John Hattie and examined common unit assessments. Professional learning in this area increased dialogue between the grade levels as teachers work to establish a stronger sense of shared expectations, common language shared between the schools, and a similar system of communicating with students.

At the secondary level, the District's STEM Director led teachers through workshops to build awareness and capacity with the Next Generation Learning Standards in Math and crosswalk documents. Meanwhile, science teachers at the secondary level worked on different ways throughout the 2018-19 school year to integrate the Next Generation Science Standards into new lab practices. Superintendent's Conference Days and department meetings after school were utilized to share this valuable information and collaborate with colleagues.

Professional Learning at the Middle Level

In addition to the middle level professional development in the area of literacy with the District's staff developer from Teachers College and the work with Dr. Abby Reisman in the area of Social Studies, the seventh and eighth grade teachers also worked with world-renowned middle level consultant, Nancy Doda. During the year, Dr. Doda led workshops that included various ways to build community, increase communication with parents and students, foster collaboration, and provide more integrated learning opportunities amongst the team in addition to reviewing research on adolescence.

Junior high teachers also had time to unpack, understand, and plan for the Agents of Change research project which was introduced this year in social studies. The time together allowed them to locate the best databases and resources for students to use. Teachers set up a library schedule with the Junior/Senior High School's library-media specialist to support this new endeavor.

Cold Spring Harbor Educational Foundation

The Cold Spring Harbor Central School District continues to collaborate with the Cold Spring Harbor Educational Foundation, a relationship that was founded in 2012 and one that continues to grow each year in an effort to support innovative change in K-12 classrooms across the District. Throughout the school year, the Superintendent and Assistant Superintendent for Curriculum and Instruction met with members of the Education

Foundation on a regular basis to work towards projects that support both the visions of the District and The Foundation.

In the 2018-19 school year, the District accepted two generous grants from The Foundation, a microgrant to support an indoor/outdoor STEAM lab at Goosehill Primary School and a Transforming Classrooms Grant to help transform learning spaces in all of the buildings with flexible seating at Goosehill and a combination of flexible seating and Promethean boards at Lloyd Harbor School, West Side School, and the Junior/Senior High School.

The indoor/outdoor STEAM equipment supported the Goosehill principal's vision to create more creative, hands-on experiences for the kindergarten and first graders blending exploration, experimentation, and discovery in both indoor and outdoor learning environments. Using these materials, students will experiment, investigate, problem-solve, and build skills and theories about the world and how things work.

The 2019 Transforming Classrooms Grant, accepted by the Board of Education in June, will allow the Cold Spring Harbor School District to accelerate its plan to continue establishing more personalized, flexible and collaborative classroom environments to meet the various learning styles of *all* students in the district, K-12, with the purchase of additional Promethean boards and flexible furniture for these learning spaces. The District remains committed to ensuring that all students are prepared with the necessary skills to adapt to a rapidly changing world and global economy, one where they will be successful collaborating in teams, using a variety of multimedia tools to share information, and bring positive change to their community beyond the classroom walls.

Summer Curriculum Writing

With the support of the district-wide directors, principals, chair people, and other leaders, summer curriculum writing opportunities were identified with the support of the teachers as the District leadership organized a thoughtful list of opportunities needed to move the needle forward in the area of curriculum development. In an effort to continue striving to meet the District's annual goals, some of the District's summer curriculum projects are included below:

- Aligning Global History 10 to the Framework and Regents
- Enhancing social studies units at the elementary level to support inquiry
- Creating toolkits to support reading and writing units of study
- Creating common unit assessments in math at the elementary level
- Revising Pre-Calculus Honors to include more inquiry-based labs and activities
- Revising Advanced Science Research
- Developing coding lessons to support the integration of Kidoyo

- Creating common, quarterly assessments in World Language
- Updating the SAPP curriculum in health
- Revamping summer reading units in English
- Supporting changes to AP coursework
- Writing curriculum for Senior Selectives
- Developing curriculum for Freelance 3D Art and Design
- Enhancing the music curriculum at the primary level

Summer Reading

With the support of the principals, the Director for Humanities, and the library-media-specialists across the District, an identical summer reading experience for Lloyd Harbor and West Side students was created with a reading celebration to culminate the experience in the fall of 2019.

At the Junior/Senior High School, the principal, director of humanities, library-media specialist and a representative from the Cold Spring Harbor Public Library worked to create a comprehensive list for students in grades 7 and 8 as well as, students in grades 9 and 10R to provide more student choice through a variety of texts and genres from which to choose to support their summer reading experiences.

APPR

As identified in the Commissioner’s Regulations, Subpart 30-2.9, the Assistant Superintendent for Curriculum organized the required Annual Lead Evaluator training for the 2018-19 school year.

C. Special Education and Pupil Services

Denise Campbell, Assistant Superintendent for Student Services & Human Resources

The 2018-2019 school year was a year in which there were opportunities for student growth in the areas of both academics and social-emotional learning. Through enriched program development and enhanced professional development, our dedicated staff continuously seeks to improve opportunities available for all students.

Our social-emotional learning opportunities continue to grow in order to support all students both in and out of the classrooms. In response to the New York State Education Department mandate for schools to provide more direct and explicit information to students regarding mental health and emotional wellness, the Cold Spring Harbor Mental Health Team has created a curriculum addressing the domains and competencies of social

emotional wellness. Students in grades k-12 were provided with a series of social emotional learning lessons addressing varied topics developmentally appropriate to that grade level. The ultimate goal of these lessons is to equip our students with the knowledge and skills necessary to develop healthy and adaptive social and emotional responses through their academic careers and beyond.

In the area of professional development, special education and student services faculty attended not only many conferences, but had a lot of ongoing professional development throughout the school year with consultants in specialty areas. This allowed staff to work together to enhance their craft, be exposed to common strategies to implement during skill instruction, and support curriculum through a tiering approach enabling all students at varying levels to be exposed to the content of their peers. The elementary teachers continued a professional development initiative with a math consultant, creating tiered math lessons in order to meet the differing needs of all students both in the classroom and in a small group setting. Teachers also attended training in reading programs including LLI, Lindamood-Bell, Orton Gillingham, Wilson, and Seeing Stars. In addition, teachers participated in the Responsive Classroom training and conferences to support students with ADHD. The primary and elementary schools have continued to work on improving the strategies and programs they are utilizing to support our students.

In the Junior/Senior High School, our vocational program has continued to expand. Students are now collaborating with *Stop and Shop, Marshalls, Old Navy, Effman Music, the Cold Spring Harbor Library, and Sweetie Pies*. Our students have been able to improve upon their overall vocational skills through both skill instruction in the classroom, and internship experiences in the community. Teachers have been fully enmeshed in a digital classroom experience, helping students to access information, supporting both students and parents in accessing materials easily. Teachers continue to introduce students to new ways of storing their workloads digitally as well as using digital tools to support their study skills outside of the classroom.

SEPTO has continued to provide support and guidance to our community. Through continued collaboration with the school district, SEPTO continues to support our homework and friendship clubs at the elementary level and offered workshops to support parents. In addition, SEPTO held successful fundraisers allowing teachers to complete “wish-lists” for their classrooms in order to create more flexible and engaging learning spaces for their students. SEPTO also has been supported two different Senior Award scholarships for students showing outstanding achievement throughout their high school careers as well as students acting as positive peer mentors for students. In order to acknowledge Hedi Astor, a beloved Special Education teacher, SEPTO named one of their awards in her honor. We are excited to see what SEPTO has planned in the year to come.

D. Technology

Joseph Monastero, Executive Director of Instructional & Administrative Technology

FLEXIBLE LEARNING SPACES

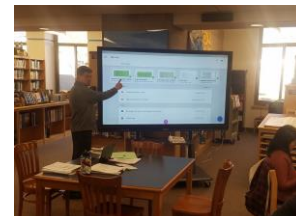
The 2018-19 school year began with new student-centered learning spaces around the district. At the Jr./Sr. HS the Math lab, HS and Jr High Libraries and 2 classrooms at the Jr./Sr. HS, were updated to flexible learning spaces. The Math Lab has had all of the computers removed from the room. Students now code using their Chromebooks in a space that promotes collaboration and the free flow of ideas. The HS Library has had many of the desktop computers removed allowing for collaborative spaces to be created in various spots of the room. The Jr High Library/ Nest will now have very flexible furniture allowing for greater student engagement and collaboration than before. Classroom redesigns around the district are relying on mobile computing which allows for greater student collaboration than ever before. At the elementary level 3 rooms at LHS and 2 at WSS were defronted. These spaces allow students the voice and choice to work in an environment that is collaborative and fits their various learning styles.

Over the course of the school year multiple meetings and professional development sessions occurred to help staff and students create new flexible learning spaces. The QR code to the right is a link to a Professional development presentation that was created by the Flexible Learning Sub-Committee of the District Wide Technology Committee. Below are pictures of new Flexible learning spaces. The QR code contains many more pictures and examples of Flexible learning.



Additional staff have started the path to flexible, defronted (making every section of a classroom a learning space) learning spaces during the school year and the 2019 summer. With the funding from the District budget and a generous grant for the CSH Educational Foundation, CSH is well on the way to greatly enhancing the learning environment of our students.

Technology is an important factor in the creation of student centered, flexible learning spaces. Promethean Interactive Boards were installed in classrooms around the district (Jr./Sr. HS 11 units, LHS 5 units, WSS 3 units & GHP 1 unit). The boards are 75 inches in size, 4K touch display interactive computers. Staff and students are able to interact with them via touch, input devices and casting from their devices. These boards are replacing our ageing SmartBoards. Extensive professional development occurred over the school year. Classes were taught by Promethean representatives and in-house experts. A collegial circle was also formed where staff from around the district participated by sharing their knowledge with their colleagues. During the 2019-20 school year over 50 additional boards are expected to be installed in learning spaces across the district.



Virtual Reality - VR at Cold Spring Harbor has taken a foothold this past year and is expected to expand during the 2019-20 school year. Staff and students participated in various training sessions on the use and integration of Virtual Reality in the classroom. Some of our inhouse experts presented at conferences to help educate local educators on the use and benefits of VR. Ms. Beach (Jr./Sr. HS) presented at a CSH hosted ASSET meeting where she taught Technologists how she has integrated VR into her lessons. I presented at the Nassau/Suffolk BOCES Technology Fair on the creation of VR experiences by staff and students. At the 21st Annual ASSET Long Island Conference four Cold Spring Harbor students and three staff members presented on the use of Virtual Reality in the classroom. The four student presenters were; Milan Lustig, a future Computer Engineer for NASA, Nicole Schrock, a future Computer Scientist, Stephen Schmidt, a future Architect, and Kelly Callaghan, a future Attorney. The staff presenters were; Theresa Donohue, Sandra Rivadeneyra and myself. The QR code to the right will take you to the presentation.



The adult presenters shared the research behind the use of Virtual Reality and how they are using this technology in the classroom. The expert student presenters shared the benefits that they have experienced leaning via Virtual Reality.

The presentation was created asynchronously via Google Slides. All seven presenters worked both in groups and independently developing their segment. The level of comfort with this collaboration method was high with the staff and students alike.

Excluding the conference keynote speaker's presentation, the Cold Spring Harbor session received the most attendees. Seventy adults sat in the seats provided with at least 25 more sitting in the center aisle or lined up against the back row. I was informed that at least 20 conference attendees were turned away from the CSH presentation due to space limitations. I am very proud of how the students represented Cold Spring Harbor at the conference. The future is looking very bright with students like Nicole, Milan, Stephen, and Kelly as leaders.



All of the previously mentioned technologies (Promethean Interactive Panels, VR and Flexible Learning Spaces) have played a major role in creating learning spaces that are student centered, collaborative and inviting to our students and staff. Our work has expanded beyond the boundaries of the CSH District. Multiple schools have reached out to CSH with many visiting to experience our work. This is a list of schools that have visited CSH to experience and learn from our student-centered learning expansion work; Syosset-Canvas, 1:1 computing, Kings Park - VR, Half Hollow Hills and Manhasset-Canvas, Long Island University, East Quogue and Lindenhurst School - Flexible Learning Spaces. During these visits staff and students were excited to share their work with the visitors. Relationships between CSH and many of these districts have been created and I expect will continue to grow. The sharing environment the staff has created with these schools not only helps expand our work, but it also provides positive reinforcement to our staff and students.

District-Wide Technology Committee Meeting

The district-wide technology committee is popular, with 36 members on the team. At the start of the school year, team members discussed how their teaching has changed over the past 15 years with the introduction of technology into the classroom. Members were also tasked to envision how they see technology changing education over the next 10 to 15 years. Staff was very forward-thinking, positive and excited for the future of education. The team envisions a learning environment where collaboration and shared ideas are the norms. An environment where learning continues to grow and be fostered in an exploratory setting. Over the course of the year, team members worked in four subcommittees; 1:1/ Personalized Learning, Creative Learning Spaces, Professional Development, and Software/Digital Tools across the district. The QR code to the right will take you to the year-in-review presentation outlining their work. Committee members: Ms. Adams, Ms. Barrese, Ms. Beach, Ms. Brogan, Ms. Cirino, Ms. Clark, Dr. Colascione, Ms. Condell, Ms. Cucolo, Ms. Diehl, Ms. Engel, Mr. Fenter, Ms. Fraiberg, Ms. Franciscovich, Ms. Georgiou, Mr. Glynn, Ms. Hansen, Mr. Loughren, Ms. Massimo, Ms. Matthews, Ms. Mauriello, Mr. Mendreski, Ms. Oshan, Mr. Reardon, Ms. Reilly,



Ms. Santoro-Goldberg, Ms. Segura, Ms. Shalley, Mr. Simon, Ms. Squicciarini, Ms. Urso, Ms. Victorson, Ms. Villa, Ms. Wilkens, Ms. Wright. I want to give a special “Thank You” to the members for the time and commitment the members expressed all year long.

Staff Recognition

The Model School Administrator of the year was awarded to our very own Valerie Massimo on June 5th. Ms. Massimo was awarded this honor for her continued efforts in enhancing the learning environment of Cold Spring Harbor CSD. At the event, she was honored, along with five teachers from across Suffolk County. Ms. Massimo and the acknowledgment of her award were highlighted in the “People on the Move” section of the July 7th edition Newsday. Congratulations, Ms. Massimo.

Sheila Mauriello, a Science Teacher at the Jr./Sr. High School was recognized at the Annual Bright Lights Luncheon for her extraordinary contributions toward the integration of technology in our schools. Sheila embraces the use of her Promethean panel in her room, providing professional development with staff on its use. She also uses Chromebooks, Canvas and other technologies to enhance the student learning experience.

FETC 2019 Conference (Future of Education Technology)

Five staff members attended the annual FETC conference in Orlando from January 26 to 30. The attendees attended over 80 sessions on the use of technology in schools. Our staff has integrated and used the knowledge obtained at the conference with their students to enhance the learning experience. Staff attendees eagerly shared their new knowledge with colleagues at department and faculty meetings.

Attendees: Kurt Simon, Brigid Victorson, Eleni Koundi, Josh Bosley and myself.

Online resources

Family ID - Family ID was introduced at the tail-end of the school year. This system will reduce and eventually eliminate the need for paper forms. Over the February school vacation, CSH started the process of moving the Athletic forms to the Family ID platform. When implemented, parents filled out Athletics forms online. Parents will only need one account for all of their children sharing common data between family members. Nurses, coaches, and athletic staff will no longer work with paper registration and health forms. Users will have electronic access to the required data, streamlining the process of approving students to participate in athletics. The moment a student is cleared or suspended for participation in a sport, the Athletics Office, coaches and all other authorized staff members will be informed and once implemented in the athletics department, we will move to utilize the Family ID system with other district forms. Permission slips, acceptable use forms, and

Special Education intakes are just some of the expected areas of future use of Family ID. Goodbye paper forms.

Online School Registration - This is the second year for online student school registration at CSH. The process ran smoothly again this year. Parents filled out many of the forms at home, shortening the time required by our staff to register families. This year we started the scanning of all registration forms at the registration appointment. The required forms are now stored in our school management systems (SMS) and are easily accessible to staff from the convenience of their computer. No longer will we need to look for registration files in a paper folder. Student pictures were also taken during the registration process and added to the eSchoolData. Now staff have an image of all our new students before school starts. I want to thank Gloria Albert, Gerry DiGesù and Dawn Fox for their efforts with registration.

KidOYO - Staff from around the district tested various coding platforms in an effort to find the right program to fit our needs. After many meetings, demonstrations and discussions we centered on the KidOYO online coding platform. On May 17th, staff participated in KidOYO Professional Development. Staff were broken into groups of 8-10 people and took an introductory dive into the functions and capabilities of the web-based system. Attendees learned how to use the built-in lessons to teach students problem-solving skills via coding. Staff also participated in several lessons to gain the first-hand experience with this tool. The CSH KidOYO community has been created. This community will allow staff to build the lessons and structure that will be used with our students in the 2019-20 school year. Attendees of this training were; Carolyn Matthews, Kristen Sewell, Laura LaPollo, Margaret Diehl, Chris Conklin, Stephanie Scanlon, Andrea McLaughlin, Deirdre Wetzell, Kevin Craine, Whitney O'Donnell, Jon Mendreski, Melissa McLees, Linda Gerver, Jane Derosa, Erica Fraiberg, Joe Monastero and Valerie Massimo.



Select staff from across the District will attend a three-day KidOYO camp over the summer at Suny Stony Brook. This camp will provide staff in-depth training on the use of KidOYO. Attendees will then, in turn, Turn-Key-Train Cold Spring Harbor Staff during the school year on the use of the program. This is an exciting new program that will challenge and teach our students to become stronger problem solvers.

E-Waste recycling

Over the 2018-2019 school year, three recycling pickups occurred. The Tech Team collected e-waste from around the district. Numerous vendors were contacted for proposals for the environmentally friendly and secure disposal of these items. Staff and community members were encouraged to bring their e-waste in for proper disposal during the disposal periods. Not only was the e-waste properly disposed of, but CSH was able to earn some money for the CSH items. We receive certificates that all hard drives were wiped clean in accordance with Federal regulations.

Tech Tip Tuesday T^3

Starting in February of 2019, a weekly Technology Tip was sent to all staff. The tips were sent in the "Tech Tip Tuesday T^3" email. These tips are also posted on our website and at the QR code to the right. The tips are designed to help faculty improve their technical skills and knowledge in small doses. Some of the topics shared; Screen capture/snipping, converting non-Google files to Google File formats, Spam and Phishing email, Educational Videos, Chrome extensions, How to prevent scams and the Google Sunroof Project.



Enhanced communication with parents.

At the start of the school year The Tech Team worked with SchoolMessenger (Communication system) and eSchoolData (School Information System) to develop a shared database that allows for an enhanced level of school to home communication. The new database structure allows for more email addresses to be contacted with sending out email blasts. Approximately 40 % more email addresses are now reached with the new database structure over the previous version. Stationary backgrounds have also been deployed for each of the four buildings, athletics, and District-wide email blasts. These stationary backgrounds provide a professional and consistent feel to each blast sent by the district. The increased level of communication has been praised by community members and staff alike.

CBT (Computer Based Testing)

The West Side School, grade 6 was selected to participate in Computer-Based Field Testing in English Language Arts. Students took a practice State test that closely mirrors the 6th grade English Language Arts exam. Students took the 40-minute test on Chromebooks at the start of the school day. This event provided students with real-world experience taking a computer-based exam, and experience for the staff in administering CBT's. After the exam, I talked with the students regarding how they felt taking an exam via computer. Students were extremely positive about the experience. The one universal complaint was that there is not a spell checker built into the system. I believe that this comment illustrates how deeply

vested our students are in using technology in their learning environment. When what has become a standard tool (Spell Check) is not present, students realize how vital technology is to their work. The CBT Field Test was a huge success illustrating that if/when CSH is mandated to fully participate in CBT, we are ready. A thank you to Lydia, her staff and students at WSS for their efforts.

Technology and Innovation Showcase

The 2019 Technology and Innovation Showcase occurred on May 21st in the Jr./Sr. High School New Gym. The event had staff and students show off their work to the community in the field of technology. We also had UpCycle in attendance to responsibly recycle e-Waste of community members. Students and staff engaged the community in learning styles that were unfamiliar to many of them. Adults were amazed at how skilled our students are using technology to learn and solve problems.

The following staff participated in the event: Danielle Beach, Laura Cirino, Bob Colascione, Jane DeRosa, Erica Fraiberg, Myra Georgiou, Jack Healy, Chris Homer, Alison Incarnato, Sheila Mauriello, Melissa McLees, Whitney O'Donnell, Christine Oswald, Ed Powers, Jessica Skirbe and Pam Vegna (Robotics).



I am very appreciative of all the staff who took the time to prepare and present with their students at the Showcase. Custodial and the Administrative teams were very supportive in making this event a success. The Education Foundation was also instrumental in the planning of the event and sponsoring food for staff and students.

A look forward...

In the coming year, we will continue our 1:1 Chromebook program at the Jr./Sr. HS. The computers that will be provided to the 7th and 10th graders are a little bit more powerful and sturdier than previous models. An exciting new feature is that the stylus has a “garage” built into the body of the computer to hold the stylus. 3-year-old returning units will be redistributed to classrooms at the elementary buildings. Promethean interactive boards will be installed in over 50 additional learning spaces. Flexible student-centered learning spaces will be increased in all buildings, impacting all of our students. New backend servers will enhance the security and speed of our network structure providing a work environment that is very responsive to the needs of staff and students.

E. Food Services

Gerri Tiger, Director

As I look back at the school nutrition program in the 2018–2019 school year, my eleventh year in the district, it had its ups and downs. Financially the program was down. Over the last three years, we have had high expenses for new equipment of \$46,600, repairs of \$36,000, and a new Point of Sale System for \$22,500. Thankfully, 2019-2020 has started with minimal costs for repairs and equipment needs are low.

Even though we have seen a decline in enrollment, currently we still serve approximately 45-48 % of our students lunch every day. The Jr/Sr High averages \$3,400 daily sales and the three elementary schools serve an average of 365 meals and \$475 in ala carte sales daily. This year, the lunch prices were increased at the elementary schools to \$3.00 and at the Jr/Sr High to \$3.25 and the made to order Deli Bar increased to \$4.25. These increases were necessary to meet the USDA guidelines on minimum lunch prices and to help with increased food and labor costs. The last price increase was in September of 2011.

Last year, I had several meetings with parent groups and students in all the schools. The biggest concern raised was the nutritional values that the students were offered. To help address this issue, this last year we introduced a variety of organic and “clean label” snacks to the students and will be expanding on this throughout this year. The biggest challenge is getting students to try and accept new foods. The 100% grass fed beef hamburgers have been very popular, and at the end of last year we tested a new 100% grass fed beef only hot dog at the West side end of year BBQ. Both of these items are NYS produced and meet all USDA guidelines. As several parents came to me to say how good the hamburger and hot dogs were, they have been added to this year’s menu beginning in October. We continue to serve whole muscle chicken and more fresh fruits and vegetable than canned or frozen products.

Going forward, to address the parents request for more information on what their children are eating, the district has purchased a menu system. This system will allow parents to know what their child’s food choices are, and will contain nutrition information on fat, calories, sodium, iron and carbohydrates. It will also give information regarding allergies, to identify any food that may not be suitable for their child. This system will be up and running with the November calendar. I will be presenting at parent meetings at each school to demonstrate the new system for parents. As the data base grows it will include a link to any snack that is sold in the schools.

Student debt is always a concern. At this time, our office sends emails to all students with low or negative balances at least every two weeks. In addition, letters are mailed home and phone calls made if there is no response or payment has not been made to the account. The letters indicate the amount owed and the different ways that payment can be made, along with information on how to apply for Free or Reduced meals. The USDA supports that no

child goes hungry, and so does our district. We inform parents in the letter that if their child has a negative balance of \$25.00 that they will always be served a meal but will be prohibited from charging any ala carte menu items.

As always, the goal of this department is to keep our students nourished and thriving in a great educational environment.

F. Buildings and Grounds

Mark Margolis, Director

Buildings & Grounds worked closely with the Administration and the architect to develop the proposed Bond Project that will be voted on November 2019.

There were many construction projects completed which are listed below:

West Side

- Renovations to the CLL – rooms 201 & 201
- Repairs to the underground oil tank
- Roof Drain lines within the building replaced
- Site work to include improved roof drain capacity, new sidewalks, curbs and paving at the parent drop off entrance
- 2 Corridor Bathrooms renovated
- Replacement of an old “fuses” electric panel

Goose Hill

- 2 Adult bathrooms renovated
- New paving, curbs and sidewalks in front of the District Office entrance
- Asbestos floor tile removal and carpet installations in the District Office area

Cold Spring Harbor Jr/Sr High School

- Installation of a new electric power panel in the NOC

Some other projects were funded by the building and grounds operating and maintenance budget included:

- Installation of a generator for the Coral Reef Project
- Interior renovations to the NOC space
- Repairs to roof drain lines over H 21 & 22 in the Jr Sr HS
- Relocating the science room in GPS
- Replacing the A/C compressor over the Social Studies office
- Installing Air Conditioners at Lloyd Harbor for the Band Room and LHTV room
- Relocating Air Conditioners at LH to follow students IEPs
- Interior renovations in District Office

APPENDIX A

STUDENT ACHIEVEMENT DATA

COLD SPRING HARBOR SCHOOL DISTRICT

State Testing Results

Comparison of Results 2014 through 2019

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
ELA –Grade 3	47	44	67	75	78	83
ELA – Grade 4	55	57	67	68	75	72
ELA – Grade 5	51	52	45	58	60	58
ELA – Grade 6	48	50	65	58	78	79
ELA – Grade 7	57	56	58	69	69	69
ELA – Grade 8	56	72	75	68	70	78
Math –Grade 3	61	63	78	77	87	91
Math – Grade 4	70	74	76	79	80	84
Math – Grade 5	62	65	67	75	67	71
Math – Grade 6	72	82	84	81	80	91
Math – Grade 7	69	69	67	79	78	79
Math – Grade 8	24**	20**	23**	18**	44**	64**

****A waiver approved by the US Department of Education ended the “double-testing” of accelerated math students beginning with the 2014 assessments. In CSH, eighth graders took the Algebra 1 Common Core Regents and the Integrated Algebra Regents with students receiving the higher of the two scores. They were not required to take the NYS Math 8 assessment.**

All numbers are percents; representing the percent of students scoring a 3 or 4.

COLD SPRING HARBOR JR./SR. HIGH SCHOOL

NEW YORK STATE REGENTS EXAMINATION RESULTS

2014 - 2019

DISCIPLINE	Number Tested					Percentage Passed					Percentage Mastery*					Average					Median											
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019		
Com. Core English June Only	153	158	161	157	176	153	100	100	100	99	98	100	69	84.48	88	85	86	92	90	91.3	93	92	94	95								
Com. Core English Jan Only						14						93												76								
Com. Core English June & Jan						164						99												92								
Integrated Algebra	162						99						73																			
Algebra I \$	164	170	172	146	154	140	98	97	99	100	99	99	18	27	59	60	73	54	86	87.7	85.4	87	88.5	86								
Geometry	186	155					95	98					58	51																		
Geometry (CC) #		153	166	177	150	144		93	92	94	99	95		29	33	31	46	56	80.3	83.9	85.3	81	84	87								
Algebra 2/Trig.^	163	161	141				90	92	91				58	48	65																	
Algebra II^			139	161	176	145			86	93	97	97			1	32	51	54	79.4	83.2	84.3	81	85	86								
Living Environment	205	201	167	157	170	146	99	100	99	97	98	99	72	82	66	66	76	60	85.6	88.5	85.5	88	91	86								
Chemistry	138	109	121	159	165	132	97	89	98	99	95	98	36	11+	43	50	39	52	83.7	81.4	84	84	82	85								
Earth Science	145	171	177	153	116	105	97	98	97	97	97	95	60	64	77	86	78	73	90.6	88.9	87.6	90	92	85								
PhysicsΔ	158	109	66	40Δ	40	40	87	88	85	88	93	93	41	44	15	23	33	23	76	78.6	78.4	76.5	82	78								
Global Studies	160	165	157	182			99	96	98	95			79	78	69	73			87.2			90										
Transition Global%						162					97	98								88.9	87											
U.S. History & Govt.	154	168	158	158	178	162	99	100	99	99	98	99	88	82	87	84	85	79	91.5	91.3	90.6	94	95.5	94								

*Mastery - 85% or above

\$June 2014 - All Integrated Algebra students took both the Integrated Algebra Regents and the Common Core Algebra Regents; students are permitted to choose their higher score to appear on their transcript and to be used in computing their final grade for the course. For that administration only.

#June 2015 - All Geometry students took both the Geometry Regents and the Common Core Geometry Regents. This is the first year the common core Geometry Regents was given. The scores for both are reported above. Students are permitted to choose their higher score to appear on their transcript and to be used in computing their final grade for the course. For that administration only.

+June 2015 - There were no Chemistry Honors classes taught this year.

^June 2016 - All Algebra 2/Trig students also took the Algebra 2 CC Regents. The scores for both are reported above. Students are permitted to choose their higher score to appear on their transcript and to be used in computing their final grade for the course. For that administration only.

-June 2016 - There were no Physics Honors classes taught this year.

ΔJune 2017 - Starting this year only Physics Regents students took exam.

English Regents June 2019

<u>Grade Range</u>	<u>Number of Students</u>	<u>Percent</u>
100	3	2.0%
91-99	102	66.7%
81-90	38	24.8%
71-80	10	6.5%
65-70	0	NA
Below 65%	0	NA
Total	153	100%
Mastery Level (85-100%)	141	92.2%

Statistical/Academic Comparison
of the Classes
(2013 through 2019)

CLASS PROFILES

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Students	170	155	158	168	157	180
Average GPA	3.415	3.448	3.566	3.527	3.539	3.616
Average SAT 1600	1192	1174	1217	1251	1231	1261
Average SAT 2400	1787	1762	1834	1869	*N/A	*N/A
Average ACT	27	26	27	28	28	28
Submitted Applications	1368	1241	1275	1258	1299	1805
Applications per Student	8	8	8.1	7.5	8.3	10.03

*SAT Format Change

Summary Data for Net Applications (2019)

College Admission Decisions: Class of 2019

College	Net Apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Adelphi University	6	5	0	1	0	0	0	0
American University	9	7	0	0	1	0	0	0
Amherst College	3	1	1	1	0	0	0	0
Arizona State University	7	6	2	0	0	0	1	1
Auburn University	5	4	0	0	0	0	0	0
Baldwin Wallace University	1	0	0	1	1	0	0	0
Barnard College	2	0	0	2	0	0	0	0
Baruch College of the CUNY	1	0	0	0	0	0	1	0
Bates College	2	2	1	0	0	0	0	0
Baylor University	2	2	0	0	0	0	0	0
Bentley University	3	2	1	0	0	0	0	0
Binghamton University	50	46	3	2	1	1	4	2
Boston College	32	9	4	11	5	0	6	0
Boston University	30	11	1	9	1	0	0	0
Bowdoin College	3	0	0	2	1	0	1	0
Brandeis University	4	3	1	0	0	0	0	0
Bridgewater State University	1	1	0	0	0	0	0	0
Brooklyn College of the CUNY	1	0	0	0	0	0	0	0
Brown University	15	1	1	11	1	0	0	0
Bryant University	1	1	0	0	0	0	0	0
Bryn Mawr College	1	1	0	0	0	0	0	0
Bucknell University	14	6	2	2	4	0	0	0
Butler University	1	1	0	0	0	0	0	0
California College of the Arts	1	1	0	0	0	0	0	0
California Institute of Technology	1	0	0	1	0	0	0	0
California Institute of the Arts	1	0	0	1	0	0	0	0
California State University, Long Beach	1	0	0	0	1	0	0	0
California State University, Monterey Bay	1	1	0	0	0	0	0	0
Carnegie Mellon University	11	4	1	5	1	0	0	0
Case Western Reserve University	6	2	1	1	1	0	0	0
Champlain College	2	2	0	0	0	0	0	0
Chapman University	3	2	0	0	1	0	0	0
Clark University	3	3	0	0	0	0	0	0
Clemson University	20	11	4	7	3	2	2	0
Coastal Carolina University	2	1	0	0	0	0	0	0
Colby College	4	1	0	0	3	0	0	0

College Admission Decisions: Class of 2019

College	Net Apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Colgate University	12	3	0	3	3	1	0	0
College of Charleston	12	10	1	1	0	0	1	0
College of the Holy Cross	5	1	0	1	2	0	1	0
Colorado College	1	1	0	0	0	0	0	0
Colorado State University	4	3	1	1	0	0	0	0
Columbia University	6	0	0	4	0	0	0	0
Concordia College - New York	1	1	0	0	0	0	0	0
Connecticut College	3	3	0	0	0	0	0	0
Cornell University	26	8	4	13	3	0	2	1
CUNY-Macaulay Honors College	2	1	0	0	0	0	0	0
Curry College	1	0	0	0	0	0	0	0
Dartmouth College	15	1	1	12	0	0	1	0
Denison University	1	1	0	0	0	0	0	0
DePaul University	1	1	0	0	0	0	0	0
Dickinson College	2	2	0	0	0	0	0	0
Drexel University	6	5	0	0	0	0	1	0
Duke University	20	4	4	10	0	0	0	0
East Stroudsburg University of Pennsylvania	1	1	0	0	0	0	0	0
Eastern Connecticut State University	1	0	0	1	0	0	0	0
Eastern University	1	1	0	0	0	0	0	0
Eckerd College	2	0	0	0	1	0	0	0
Elon University	17	14	6	1	0	0	0	0
Emerson College	4	2	0	2	0	0	0	0
Emily Carr University of Art + Design	1	0	0	1	0	0	0	0
Emmanuel College	1	1	0	0	0	0	0	0
Emory University	15	2	0	7	1	0	0	0
Fairfield University	20	10	1	1	4	0	3	0
Fairleigh Dickinson University	1	1	0	0	0	0	0	0
Farmingdale State College	7	5	1	2	0	0	0	0
Fashion Institute of Technology	1	1	0	0	0	0	0	0
Flagler College	1	1	1	0	0	0	0	0
Florida Atlantic University	4	2	0	1	0	0	0	0
Florida Gulf Coast University	1	0	0	0	0	0	0	0
Florida Institute of Technology	1	1	0	0	0	0	0	0
Florida State University	6	4	0	1	0	0	0	0
Fordham University	15	6	1	3	0	0	1	0
Franklin & Marshall College	4	2	0	1	0	0	0	0

College Admission Decisions: Class of 2019

College	Net Apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Furman University	1	0	0	0	1	0	0	0
George Mason University	3	2	0	1	0	0	0	0
Georgetown University	10	0	0	7	0	0	4	0
Georgia Institute of Technology	10	0	0	5	2	0	0	0
Gettysburg College	5	4	0	0	0	0	0	0
Gordon College	1	1	0	0	0	0	0	0
Grinnell College	1	0	0	0	1	0	0	0
Hamilton College - NY	3	1	0	1	1	0	0	0
Hampshire College	1	0	0	0	0	0	0	0
Hartwick College	3	3	0	0	0	0	0	0
Harvard College	6	3	3	1	0	0	0	0
Harvey Mudd College	1	0	0	1	0	0	0	0
Haverford College	3	1	0	1	0	0	0	0
High Point University	8	6	0	0	0	0	0	0
Hobart and William Smith Colleges	3	2	0	0	0	0	0	0
Hofstra University	7	4	2	1	0	0	0	0
Hood College	1	1	0	0	0	0	0	0
Indiana University at Bloomington	23	19	3	2	0	0	0	0
Ithaca College	6	5	1	0	0	0	0	0
James Madison University	12	9	0	1	0	0	1	1
Johns Hopkins University	10	1	0	9	0	0	0	0
Johnson & Wales University (Denver)	1	1	0	0	0	0	0	0
Kenyon College	2	2	0	0	0	0	0	0
Keuka College	1	1	0	0	0	0	0	0
La Salle University	1	1	0	0	0	0	0	0
Lafayette College	8	5	1	0	2	0	0	0
Landmark College	1	1	1	0	0	0	0	0
Le Moyne College	1	1	0	0	0	0	0	0
Lehigh University	22	11	2	1	11	4	0	0
Liberty University	1	0	0	0	0	0	0	0
Long Island University, Post	4	3	0	1	0	0	0	0
Louisiana State University	1	1	0	0	0	0	0	0
Loyola Marymount University	1	1	0	0	0	0	0	0
Loyola University Maryland	8	6	0	0	1	0	0	0
Loyola University New Orleans	1	0	0	0	0	0	0	0
Lycoming College	1	0	0	0	0	0	0	0
Lynn University	3	2	1	0	0	0	0	0
Manhattan College	1	0	0	0	0	0	0	0

College Admission Decisions: Class of 2019

College	Net Apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Manhattanville College	2	1	0	0	0	0	0	0
Marist College	13	9	1	0	4	2	2	1
Maryland Institute College of Art	1	1	0	0	0	0	0	0
Marymount Manhattan College	1	1	0	0	0	0	0	0
Massachusetts Institute of Technology	2	0	0	2	0	0	1	0
McDaniel College	1	1	0	0	0	0	0	0
McGill University	3	2	0	1	0	0	0	0
Mercyhurst University	1	1	0	0	0	0	0	0
Merrimack College	1	1	0	0	0	0	0	0
Messiah College	1	1	0	0	0	0	0	0
Miami University, Oxford	6	4	0	1	0	0	1	0
Michigan State University	6	4	0	1	0	0	1	0
Middlebury College	5	1	1	3	1	0	1	0
Misericordia University	1	0	0	0	0	0	0	0
Mitchell College	1	0	0	0	0	0	0	0
Molloy College	1	0	0	0	0	0	0	0
Muhlenberg College	3	3	0	0	0	0	0	0
Nassau Community College	1	1	1	0	0	0	0	0
Nazareth College	1	0	0	1	0	0	0	0
NCAA Eligibility Center	1	0	0	0	0	0	0	0
New College of Florida	1	1	0	0	0	0	0	0
New York Institute of Technology	4	3	1	0	0	0	0	0
New York University	24	6	4	13	2	1	0	0
North Carolina State University	4	3	0	0	0	0	1	1
Northeastern University	27	8	1	11	0	0	8	1
Northwestern University	17	1	0	10	1	0	2	0
Northwood University	1	0	0	0	0	0	0	0
Nova Southeastern University	2	2	0	0	0	0	0	0
Occidental College	1	0	0	0	0	0	0	0
Ohio University	2	1	0	1	0	0	0	0
Oklahoma State University	1	1	0	0	0	0	0	0
Old Dominion University	1	1	0	0	0	0	0	0
Olin College of Engineering	1	0	0	1	0	0	0	0
Orange County Community College	1	1	1	0	0	0	0	0
Pace University, New York City	2	1	1	1	0	0	0	0
Pacific Lutheran University	1	1	0	0	0	0	0	0
Palm Beach Atlantic University	1	0	0	0	0	0	0	0
Pennsylvania State University	32	28	7	2	2	1	1	1

College Admission Decisions: Class of 2019

College	Net Apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Pepperdine University	2	2	0	0	0	0	0	0
Pomona College	1	0	0	1	0	0	0	0
Pratt Institute	1	1	0	0	0	0	0	0
Princeton University	7	2	2	1	0	0	0	0
Providence College	11	7	2	2	0	0	1	0
Purdue University	4	2	0	0	0	0	1	1
Quinnipiac University	10	8	0	0	1	0	0	0
Reed College	1	1	0	0	0	0	0	0
Rensselaer Polytechnic Institute	7	5	0	1	1	0	0	0
Rice University	5	0	0	3	1	0	0	0
Richard Bland College	1	1	0	0	0	0	0	0
Ringling College of Art and Design	2	2	1	0	0	0	0	0
Rochester Institute of Technology	6	5	1	1	0	0	0	0
Roger Williams University	4	3	0	0	0	0	0	0
Rollins College	2	1	0	0	0	0	0	0
Rutgers University-New Brunswick	1	1	0	0	0	0	0	0
Sacred Heart University	5	5	0	0	0	0	0	0
Saint Joseph's University	1	1	0	0	0	0	0	0
Salisbury University	1	0	0	0	0	0	0	0
Salve Regina University	1	1	0	0	0	0	0	0
San Diego State University	1	1	0	0	0	0	0	0
Santa Clara University	3	2	0	1	0	0	1	0
Savannah College of Art and Design	2	1	0	0	0	0	0	0
School of the Art Institute of Chicago	1	1	0	0	0	0	0	0
School of Visual Arts	2	2	0	0	0	0	0	0
Seton Hall University	2	2	0	0	0	0	0	0
Sewanee: The University of the South	1	1	1	0	0	0	0	0
Shenandoah University	1	1	0	0	0	0	0	0
Siena College	1	1	0	0	0	0	0	0
Skidmore College	6	5	1	0	1	0	0	0
Smith College	1	1	1	0	0	0	0	0
Sophie Davis School of Biomedical Education of the CUNY, The	1	0	0	1	0	0	0	0
Southern Connecticut State University	1	0	0	0	0	0	0	0
Southern Methodist University	4	3	0	0	0	0	1	1
Springfield College	1	0	0	0	0	0	0	0
St. Bonaventure University	1	1	0	0	0	0	0	0
St. John Fisher College	1	1	0	0	0	0	0	0

College Admission Decisions: Class of 2019

College	Net Apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
St. John's University	4	3	1	0	0	0	0	0
St. Joseph's College - Brooklyn Campus	1	1	0	0	0	0	0	0
St. Lawrence University	2	2	0	0	0	0	0	0
Stanford University	3	0	0	2	0	0	0	0
State University of New York at New Paltz	5	4	0	1	0	0	0	0
Stevens Institute of Technology	3	3	0	0	0	0	0	0
Stonehill College	1	1	0	0	0	0	0	0
Stony Brook University	16	9	1	3	0	0	1	0
SUNY Albany	16	13	3	1	0	0	1	0
SUNY Alfred State College	1	1	0	0	0	0	0	0
SUNY Buffalo State College	5	4	0	0	0	0	0	0
SUNY College at Cortland	6	3	0	1	0	0	0	0
SUNY College at Geneseo	5	4	0	0	1	1	0	0
SUNY College at Old Westbury	4	1	0	1	0	0	0	0
SUNY College at Oneonta	4	2	0	2	0	0	0	0
SUNY College at Potsdam	3	3	0	0	0	0	0	0
SUNY Fredonia	3	3	1	0	0	0	0	0
SUNY Maritime College	1	0	0	0	0	0	0	0
SUNY Oswego	8	6	0	0	0	0	0	0
SUNY Plattsburgh	3	3	0	0	0	0	0	0
Susquehanna University	1	0	0	1	0	0	0	0
Swarthmore College	4	1	0	3	0	0	0	0
Syracuse University	9	5	0	1	1	0	0	0
Temple University	2	1	0	1	0	0	0	0
Texas A&M University	3	2	0	0	0	0	0	0
Texas Christian University	2	2	1	0	0	0	2	2
The Catholic University of America	3	2	0	0	0	0	0	0
The Culinary Institute of America	3	2	0	0	0	0	0	0
The George Washington University	14	6	3	6	2	0	0	0
The Juilliard School	3	0	0	2	0	0	0	0
The New School	1	1	1	0	0	0	0	0
The Ohio State University	12	2	1	7	3	0	3	0
The University of Alabama	11	10	2	0	0	0	0	0
The University of Arizona	4	3	0	0	0	0	0	0
The University of Iowa	1	1	0	0	0	0	0	0
The University of North Carolina at Chapel Hill	22	2	0	15	3	0	0	0

College Admission Decisions: Class of 2019

College	Net Apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
The University of Scranton	2	1	1	0	0	0	0	0
The University of Tampa	13	10	1	2	0	0	0	0
The University of Texas, Austin	13	1	0	10	0	0	1	0
Trinity College	2	1	1	0	0	0	0	0
Tufts University	11	2	2	7	0	0	1	0
Tulane University	36	14	6	9	5	0	12	0
Union College (New York)	7	5	1	0	0	0	0	0
University at Buffalo	9	7	2	1	0	0	0	0
The State University of New York								
University of Bridgeport	1	1	0	0	0	0	0	0
University of California, Berkeley	9	2	0	3	1	0	0	0
University of California, Davis	1	0	0	0	0	0	0	0
University of California, Irvine	2	2	1	0	0	0	0	0
University of California, Los Angeles	17	2	0	9	2	1	0	0
University of California, San Diego	12	6	1	3	0	0	0	0
University of California, Santa Barbara	12	6	2	4	1	0	1	0
University of California, Santa Cruz	4	3	0	0	0	0	0	0
University of Central Florida	3	1	0	1	0	0	0	0
University of Chicago	4	0	0	4	0	0	1	0
University of Colorado at Boulder	14	10	6	1	0	0	1	0
University of Connecticut	8	5	1	1	1	1	0	0
University of Dayton	4	2	0	0	1	0	0	0
University of Delaware	21	17	2	1	1	0	2	2
University of Denver	4	3	0	1	0	0	0	0
University of Florida	9	5	2	2	0	0	0	0
University of Georgia	13	5	1	7	0	0	8	1
University of Hartford	2	2	0	0	0	0	0	0
University of Kansas	1	1	0	0	0	0	0	0
University of Maine	3	3	0	0	0	0	0	0
University of Maryland, Baltimore County	1	1	0	0	0	0	0	0
University of Maryland, College Park	10	7	2	1	0	0	0	0
University of Massachusetts Dartmouth	1	1	0	0	0	0	0	0
University of Massachusetts, Amherst	9	9	1	0	0	0	0	0
University of Massachusetts, Boston	1	1	0	0	0	0	0	0
University of Massachusetts, Lowell	1	1	0	0	0	0	0	0
University of Miami	45	19	2	5	11	2	5	1
University of Michigan	31	9	5	15	3	0	14	3

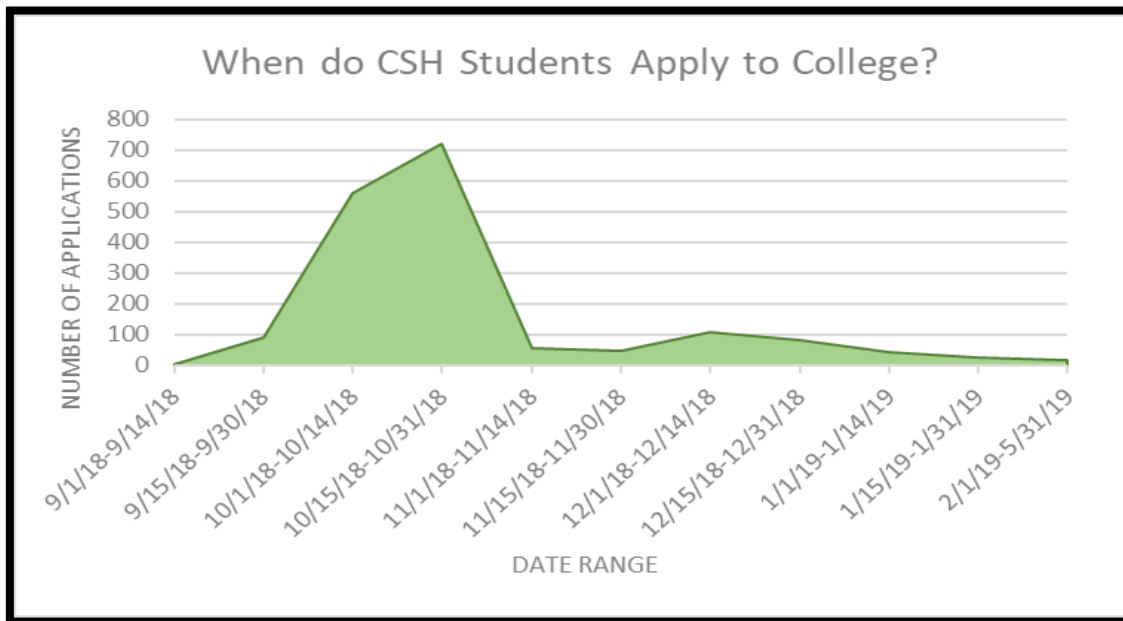
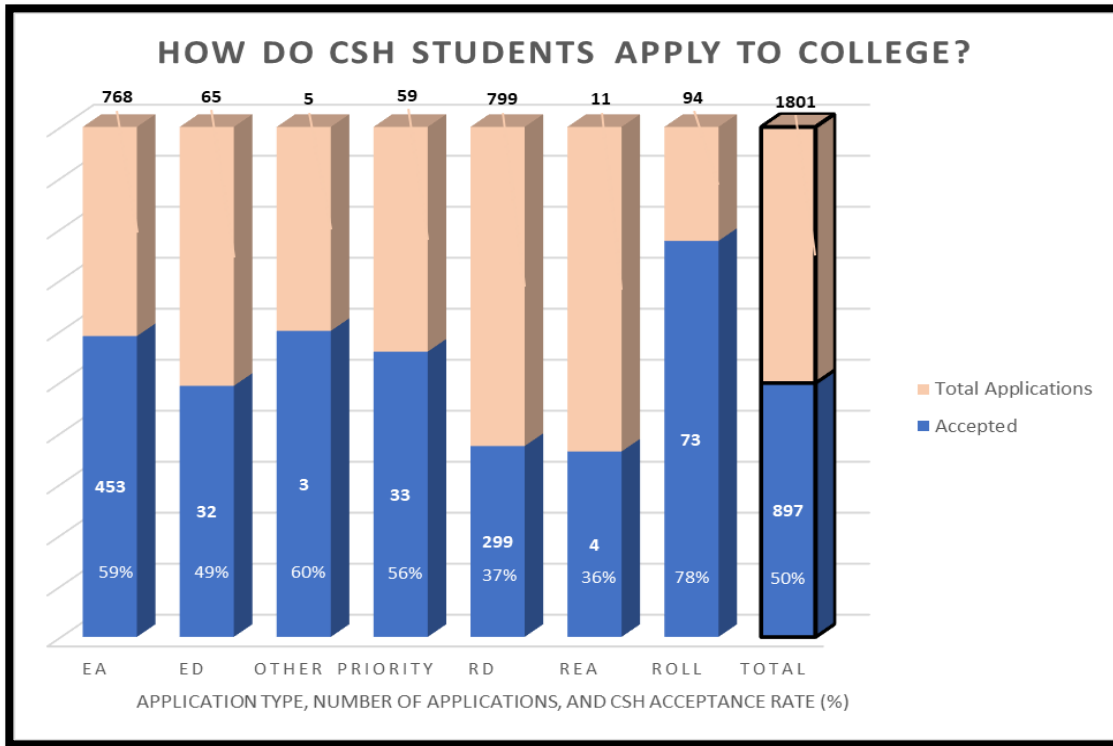
College Admission Decisions: Class of 2019

College	Net Apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
University of Minnesota, Twin Cities	2	1	0	1	0	0	0	0
University of Mississippi	1	0	0	0	0	0	0	0
University of Missouri Kansas City	1	1	0	0	0	0	0	0
University of New Hampshire at Durham	2	2	0	0	0	0	0	0
University of New Haven	1	1	0	0	0	0	0	0
University of North Carolina at Greensboro	1	1	0	0	0	0	0	0
University of North Carolina at Wilmington	2	2	0	0	0	0	0	0
University of North Carolina School of the Arts	1	0	0	0	0	0	0	0
University of North Florida	1	1	0	0	0	0	0	0
University of Northern Colorado	1	1	1	0	0	0	0	0
University of Notre Dame	12	2	1	7	1	0	1	0
University of Oregon	2	2	0	0	0	0	0	0
University of Oxford	1	0	0	1	0	0	0	0
University of Pennsylvania	9	1	1	7	0	0	0	0
University of Pittsburgh	3	2	0	0	0	0	0	0
University of Providence	1	1	0	0	0	0	0	0
University of Puget Sound	1	1	0	0	0	0	0	0
University of Rhode Island	9	5	0	1	0	0	0	0
University of Richmond	15	5	2	1	4	0	2	0
University of Rochester	6	5	1	0	1	0	0	0
University of San Diego	4	2	1	0	2	1	0	0
University of San Francisco	1	1	0	0	0	0	0	0
University of South Carolina - Columbia	20	13	1	3	5	1	3	1
University of South Florida, Tampa	2	2	0	0	0	0	0	0
University of Southern California	25	5	3	17	0	0	0	0
University of Southern California School of Cinematic Arts	1	0	0	1	0	0	0	0
University of St Andrews	5	4	2	1	0	0	0	0
University of Tennessee, Knoxville	3	3	0	0	0	0	0	0
University of Utah	2	1	0	1	0	0	0	0
University of Vermont	16	10	1	0	2	0	3	2
University of Virginia	42	2	2	30	4	0	5	0
University of Washington	1	1	0	0	0	0	0	0
University of Wisconsin, Madison	28	17	4	3	2	0	3	2
University of Wisconsin, Milwaukee	1	1	0	0	0	0	0	0

College Admission Decisions: Class of 2019

College	Net Apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Ursinus College	1	1	0	0	0	0	0	0
Utica College	1	1	0	0	0	0	0	0
Vanderbilt University	14	2	2	9	3	1	0	0
Vassar College	3	0	0	2	1	0	0	0
Villanova University	27	10	3	6	7	0	3	0
Virginia Commonwealth University	1	0	0	0	0	0	0	0
Virginia Tech	9	6	2	0	0	0	0	0
Wake Forest University	14	5	2	0	4	0	0	0
Washington and Lee University	2	0	0	1	1	0	0	0
Washington University in St. Louis	12	2	0	7	2	0	0	0
Wellesley College	2	0	0	2	0	0	0	0
Wentworth Institute of Technology	1	1	0	0	0	0	0	0
Wesleyan University	9	1	0	6	2	1	0	0
West Virginia University	4	4	0	0	0	0	0	0
West Virginia Wesleyan College	1	1	0	0	0	0	0	0
Westfield State University	1	0	0	0	0	0	0	0
Westminster College	1	1	0	0	0	0	0	0
Whitman College	1	1	0	0	0	0	0	0
Whittier College	1	1	0	0	0	0	0	0
Wilkes University	2	0	0	1	0	0	0	0
William & Mary	10	2	0	4	1	0	0	0
Williams College	3	1	0	1	1	0	0	0
Worcester Polytechnic Institute	3	2	2	0	2	1	0	0
Xavier University	1	1	1	0	0	0	0	0
Yale University	7	1	1	2	0	0	0	0

College Admission Decisions: Class of 2019



APPENDIX B

DISTRICT NEWSLETTERS

COLD SPRING HARBOR



VOLUME 42, NUMBER 1

A REPORT ON OUR SCHOOLS

FALL 2018

New Appointment

Assistant Principal High School

The Jr./Sr. High School and the Board of Education extend a warm welcome to Mr. Dan Reardon, new Assistant Principal (Grades 10-12). He joins us from the Mineola School District where he was Dean of students and Supervisor of ENL and Dual Language in a 5-8 building. Prior to that he had administrative experience at Manhasset High School 2012-2016, while also teaching high school Spanish there from



2008-2016. Mr. Reardon earned his Bachelor's degree in Business Management from Franklin & Marshall College, a Bachelors in Spanish and a Masters in Secondary Education, both from Molloy College, and an Educational Leadership Program at Stony Brook University. Mr. Reardon is also a songwriter and recording artist and is currently working on releasing his new country record. He shared, "I am excited about the opportunity to work in a prestigious district such as Cold Spring Harbor which values academic excellence and emphasizes community, culture and tradition. I am also eager to interact with our students, staff and community members." Principal, Dr. Jim Bolen

(continued on page 2)

National Merit Scholarship Program 2019



Principal, Dr. Jim Bolen, Interim Director of Guidance, Barbara Donnellan, Semi-Finalist, Sterling Rosado, Guidance Counselor, Mary Jo Hannity, and Superintendent, Robert C. Fenter. Commended students, Theodore Farynick, Luca Magariello, Sibelle O'Donnell, Rafaello Sanna, Nicholas Suter, Grace Tauckus and Henry Tsekerides.

Congratulations to the following students for being named *Commended and Semi-Finalists* in the 2019 National Merit Scholarship Program. During the fall of their junior year, students across the nation take the PSAT, and the top scores are then established. The National Merit Scholarship Program, dating back to 1955, is an annual academic competition which identifies and honors high school students in the U.S. through recognition and college scholarships. Less than 3% of the 1.6 million students in 22,000 high schools who take the PSAT will become a recipient of the awarded *Letters of Commendation*. Seven of our students received the honor of Commended status: **Theodore Farynick, Luca Magariello, Sibelle O'Donnell, Rafaello Sanna, Nicholas Suter, Grace Tauckus and Henry Tsekerides**. In order to truly appreciate how rare it is to then be identified as a *Semi-Finalist*, less than 1% of stu-

dents nationwide advance as a *Semi-Finalist*, and this year that honor goes to **Sterling Rosado** who received this distinguished recognition at the high school. Superintendent, Robert C. Fenter shared, "We are very proud of our National Merit Scholarship winners, for this distinction recognizes the hard work and commitment of our students, the support they have received from their parents and teachers, as well as the community support for our fine schools." Congratulations to all! □



Welcome back to school! See opening week reports from our principals on pages 6-9.

A Message from the Superintendent...

Dear Community Member,

I would like to take this opportunity to welcome you back to another exciting school year. As we begin the year, I want you to know that your leaders, teachers, and support staff have been hard at work over the course of the past several months to ensure that the school year ahead is a successful one for our students. In addition to our significant efforts to enhance District-wide security measures, we have developed, with the guidance and support of our Board of Education, district goals that will assist our educational community to focus on areas of importance to our students. This year, the instructional goals we will be working towards are as follows:

- To support the continuing development of curriculum and learning experiences to support the new learning standards in Math, English, Social Studies, and Science.
- To further develop our K-12 Literacy Continuum to ensure that students are developing critical reading and writing skills at all levels.
- To continue to incorporate inquiry and research experiences for students of all grade levels.
- To continue to expand and enhance our student-centered middle level program with effective teaming practices and cross-curricular connections.
- To continue to incorporate educational technology into our instructional program in a way that promotes student-centered and collaborative learning experiences.
- To continue to support the development of our social and emotional literacy program at all grade levels.

In Cold Spring Harbor, our teachers and leaders work very hard to ensure that our students develop the skills to be successful, not only in school, but for many years to come. By working towards our district goals, we can better ensure that our students will be prepared in the areas of writing, teamwork, research, the responsible use of technology, and the development of healthy and strong interpersonal relationships. We take great pride in these efforts and know that they will have an important impact on our students.

I would like to thank the community for their support of our efforts to provide the very best education for our students. I would also like to thank the Board of Education, our leaders, teachers, and support staff, and all of the wonderful parent groups, including the Cold Spring Harbor Educational Foundation, who have played an important role in the successful work of our schools.

Looking forward to a productive, exciting, and successful school year ahead!

Sincerely,



Bob Fenter
Superintendent of Schools

New Appointment, cont'd

said, "We are excited to have Dan here to round out our building administrative team. His background in teaching high school in a 7-12 build-

ing, coupled with his work as an administrator in a 5-8 building, gives Dan the experience to work well with all of our students here in Cold Spring Harbor." Welcome Mr. Reardon! □

New Appointment Interim Director of Guidance

Joining the staff this fall at the Jr./Sr. High School, is Dr. Barbara Donnellan, as the new Interim Director of Guidance. Dr. Donnellan worked as the Coordinator of Guidance in the Lindenhurst School District K-12 from 2001-2018. She currently is also an Assistant Professor at



New York Institute of Technology since 2006, and prior to that was an Adjunct Assistant Professor at St. John's University. She earned her Bachelor of Arts in Psychology at St. John's, her Master of Arts in Psychology at NY University, and her Doctor of Education in Educational Administration at Hofstra. She shared, "I am delighted to join the Cold Spring Harbor Jr./Sr. High School team this year as Interim Director of the Counseling Department, and look forward to using my skills honed over the years to promote the goals of the district." Superintendent, Mr. Robert C. Fenter expressed, "We welcome Barbara Donnellan as our Interim Director of Guidance for the 2018-19 school year and know that our students will benefit greatly by her many years of experience. Barbara possesses the knowledge and expertise necessary to provide quality supervision to our counseling program at the Jr/Sr high school." Welcome to the CSH family Dr. Donnellan! □

Mark your calendars

The "whodunit" mystery stage adaptation of *Clue* (based on the cult classic board game), will be performed by the **CSH Senior High Drama Club & Arts Booster Club** on October 26th-28th at the Performing Arts Center, directed by Mr. Marc Beja. Then, on December 8th and 9th the **West Side Musical** will perform *Music Man Jr.* also at the Performing Arts Center, directed by Ms. Jessica Beja. Please come out and support the arts!

SCHOOL SAFETY

District Administration and the Board of Education have implemented new security measures for the 2018-2019 school year. Listed below are some, but not all, of the steps addressing the important topic of safety and security.

- **Staff & Student IDs** – All students and staff at the Jr./Sr. High will be required to show their IDs upon entering the building.
- **Security Vestibules** – A two-door entrance will be constructed and used as a single point of entry at all schools for visitors, complete with bullet resistant glass.
- **Additional Security Cameras** – Additional cameras are being added to both the interior and exterior of all schools to provide 360 degree viewing at the security desks.
- **Door Ajar System** – This system is already in place at the Jr./Sr. High and Lloyd Harbor School and will be installed at Goosehill and West Side. This allows a signal to ring alerting security any time an exterior door is opened without authorization.
- **Unified Security Platform** – All the above measures will operate under a single centralized computer system allowing for rapid communication in a crisis situation.
- **SAVE Phone/RAVE System** – Hardwired phone lines have been installed at all schools with direct access to local authorities.
- **Greater Police Presence** – Local Police will be assigned to visit our district campuses on a regular basis.
- **Mental Health Efforts** – Each school is staffed with mental health professionals to provide support for those students experiencing anxiety or other issues that might impact their social and emotional well-being. In addition, at both the junior and senior high levels, drop-in centers are staffed by professionals where students have the opportunity to connect with peers and staff during the school day.

A Message from the Board...

Dear Resident,

Welcome back to the 2018-19 school year! On September 4th, our schools reopened to the 1,722 students of our community. From the very youngest, our kindergarteners experiencing their first “*first day*,” to the oldest, our graduating seniors having their last “*first day*,” the beginning of school stirred an undeniable sense of excitement for ALL of our students.

The start of another school year brings a host of new experiences. Among those are an expanded high school science research program, flexible furniture options to accommodate all learning styles, and the introduction of virtual reality. Our students may now take field trips across the globe without ever leaving their classroom! In addition, this year’s school opening marked the first in which every student at the Jr./Sr. High School had a district-issued Chromebook. None of this would have been possible if it were not for the continued support of the Cold Spring Harbor Educational Foundation and its generous donors.

This year we welcome several new members to our staff, including a new principal at West Side School and two new assistant principals at the Jr./Sr. High School. We also have a very familiar face, Mr. Kurt Simon, who assumed the role of Assistant Superintendent for Curriculum and Instruction. We reluctantly said good-bye to two long-serving colleagues, Dr. Lydia Bellino and Dr. Helen Browne, who retired this past June. Both these individuals will be very much missed, and their legacies in Cold Spring Harbor will live on for many years to come.

Over the past few months, we had dedicated significant resources to review our security infrastructure and protocols. Student and staff security is of the utmost importance to our school board and administration. Over the course of the summer and in the upcoming weeks, we will continue to upgrade our facilities with new security technology and protocols. So that we can further review any additional ideas to enhance the safety of our schools, an upcoming Board of Education work session will be solely focused on security.

Finally, the Board of Education will begin to review the merits of a bond issue to fund capital projects throughout the district. This borrowing would replace retiring debt and would address security, infrastructure, and programmatic needs. It’s time to begin imagining the future of our schools for the next decade! Be sure to look for invitations to provide input into the plans later this year. Information about all Board of Education meetings is posted on our website. We have accomplished so much, yet there is still so much to do. On behalf of the Board of Education, I wish each of you a happy, healthy, and productive school year!



Board of Education members: (back row) Elizabeth Squicciarini, Mark Freiberg, Amelia Brogan, Janice Elkin, (front row) Anthony Paolano, Vice President, Ingrid Wright, President, and Mark McAteer.

Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .



Music Honors

All-State Ensembles: In October, the Board of Education honored ten music students; **Mike Davis** (trumpet) and **Henry Tsekerides** (percussion) were selected for All-State Jazz Ensemble and Wind Ensemble respectively. **Raffi Sanna, Alexander Wang, Sisi Monti, and Kelly Gallagher** were selected for All-State Mixed Choir, while **Jillian Coughlin** and **Shelby Herling** were selected for the All-State Treble Choir. **Joseph Massa** (trombone) and **Sophia Wasserman** (violin) were selected as All-State alternates for the Jazz Ensemble and Orchestra respectively. They will perform at the All-State Conference in Rochester this December. K-12 Music Coordinator, Brent Chiarello, shared, *“This year we have a record number of students chosen for these prestigious All-State and All-National ensembles. This is a testament not only to the high level of commitment and dedication that these students have displayed in their art, but also the hard work and encouragement of their teachers. Congratulations to all on this wonderful achievement!”* □



Shelby Herling
LIAA Scholar Artist Award: Students must go through a rigorous application process that involves not only academic records and essays, but also performance credentials and an audition.

Shelby Herling was one of only twenty students on Long Island selected in the area of theater. Congratulations!

Myra Georgiou: Awarded Family & Consumer Sciences Teacher of the Year! Ms. Georgiou serves as president of the Long Island Family &



Consumer Sciences District, she is a cooperating instructor for student teachers at Queens College, and has been published in the Journal of Family & Consumer Sciences.

Dr. Jim Bolen added, *“Myra does an outstanding job in the classroom and also runs various clubs such as the Baking Club, Student Government, National Honor Society and is a staple at our International Night festivities.”* Congratulations!



Barbara Sellers inducted into the Hall of Fame: On Sept. 26th the Nassau County High School Athletics Hall of Fame honored former physical education teacher, Ms. Sellers, for her trailblazing contributions and accomplishments, exemplifying the highest standards of sportsmanship, ethical conduct and moral character. Ms. Sellers taught physical education for 37 years in CSH. She coached HS field hockey winning 335 games leading her athletes to four championships. She was named Nassau County Field Hockey “Coach of the Year” twice, and coached HS field hockey in the first NYS Empire Games winning a gold medal. She has served on numerous committees, and is most proud of being named CSH High School first girls’ Athletic Director. Congratulations on this prestigious honor! □

New Staff

A warm welcome to our newest staff! Each year an orientation is held to acclimate new staff to the district, and the culture of the community. This new teacher orientation is one part of a larger district initiative aimed at providing in-depth assistance and guidance to all new teachers throughout the tenure process. The mentoring program includes approximately forty new and seasoned staff, under the direction of Kurt Simon, Assistant Superintendent for Curriculum and Instruction; Joey Waters, Assistant Principal; and Jeanette Wojcik, New Teacher Mentor Coordinator. □



(Bottom row) Jonathan Woods, Guidance, Jessie Moran, Orchestra, Jeanette Wojcik (Mentor Coordinator), Leah Bayer, Reading Teacher GH. (Top row) Jessica Beja, Music LH/WS, Alison Incarnato, Physical Education and Health LH/WS, Jessica Skirbe, 5th/6th Grade WS, Michelle Cucolo, Kindergarten GH.



Advanced Science Research Students Attend Stem Cell Session at CSH Laboratory

On October 3, eight students from the Advanced Science Research Program attended the session on Stem Cells at the "Mechanisms of Aging" meeting at Cold Spring Harbor Laboratory. In addition to listening to eleven talks by scientists from around the world, the students had lunch and discussions with one of the session chairs, Dr. Leanne Jones from UCLA. Dr. Jones told to the students that to solve problems, they need to "think outside the box". The students had a very positive experience and returned to school with many new ideas for their own research projects. Thank you to Science Research teacher, Mr. Jaak Raudsepp, and Director of STEM, Meridyth Hansen, for making this program available to our students. □

District Goals Adopted:

Instructional

To build teacher capacity and deepen understanding of our current K-12 curricula and the Next Generation English Language Arts and Mathematics Standards, Next Generation Science Standards, and the Social Studies C-3 Framework. ★ To further develop the K-12 Literacy continuum, incorporating an articulated skills progression, clear student learning targets, and common academic vocabulary across all disciplines. ★ To expand K-12 research experiences providing students with greater opportunities to engage in authentic inquiry, design, and presentation. ★ To continue to expand and enhance the middle-level experience for students through best practices in teaming and cross disciplinary connections, with an emphasis on the unique needs of the adolescent learner.

Technology

To evaluate and enhance the integration of technology to support student-centered learning in collaborative learning environments and redesigned instructional spaces.

Health, Wellness & Safety

To evaluate and enhance our approach to social-emotional well-being by teaching self-awareness, good decision-making, and strengthening and cultivating healthy relationships between and among our students and the wider school community

Facilities

To develop a plan to address the district's infrastructure and programmatic facility needs during the next decade for a possible bond referendum in the fall of 2019.

Finance

To develop a budget which balances the programmatic needs of the district with the constraints of the tax cap and rising costs while also ensuring stability and long-term financial health.

Safe Driving

On September 20th Principal Jim Bolen held the annual Safe Driving Presentation, mandatory for all seniors. The mission for this evening each year, is that academics are secondary to student safety, and repeated lessons never get old when it comes to our children getting behind the wheel. The high school still maintains an open campus policy allowing seniors to drive off campus for lunch or free periods. Students know that driving is a privilege here, and our students have taken this privilege seriously, and have been responsible for it throughout the years. Distracted driving has become the number one killer for young drivers, surpassing drunk driving. This night serves as an impetus for dialogue with parents and children, and is the start and continuation of many conversations to keep children safe and responsible on the road. Guest speakers included, Police Officer John Groshans, Director of the Bellmore-Merrick Community Parent Center, Wendy Tepfer, and Director of Dedicatedd, Marge Lee. All three presenters left a powerful impact on both students and parents; most of whom could not help but shed a tear. Principal, Jim Bolen shared, "*No matter how many times I see this presentation, I am always moved. It is truly sobering for a family to experience together. The impact is real and the message is clear. We want to keep our children safe and having conversations about distracted driving is one of the best ways to do so.*" Thank you to our speakers for the powerful messages and presentation.d their parents learning about distracted driving. Part of our mandatory meeting for off campus privileges. Drive safe Seahawks! □



SEPTO adopts special education class in St. Thomas:

Thanks to the generous efforts of the Special Education Parent Organization, a special education classroom on the island of St. Thomas received 12 boxloads of donations for their classroom. Due to the devastating effects of Hurricanes Irma and Maria, students lost everything when their school was condemned. SEPTO collected both new and used supplies and shipped them over the summer just in time for the start of the school year, making many students and teachers happy!

Back to school reports from Our

from Our Principals

Goosehill Report

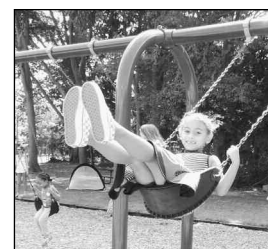
From Lynn Herschlein...

21 new families, (218 students)

It was an exciting opening with 24 new families joining the Goosehill Primary School community. Thank you to the GPFA for their help at the New Family Orientation and August Open House, where 218 students and parents visited classrooms and toured the school. Over the summer, many renovations were completed including new hallway bathrooms and updates to the cafeteria making it a bright, welcoming space. Teachers worked hard over the summer preparing for the school year. They fine-tuned lessons in science and math, and developed a new SEL unit on respecting differences. This year's focus on mindfulness will build on the themes of the past two years, kindness and diversity, helping students become more aware of their emotions and develop self-regulation and empathy. Teachers asked the children on the first day of school, "How do you feel?" One student responded, "I was worried that I wouldn't be big enough for first grade." It is important to continually check in with young children, as adults can be surprised by the simple things they may be concerned about or need to learn. Some children didn't even know what recess was! The teachers are busy building community in their classrooms and teaching skills that will ensure their students' success. To celebrate the opening of school, The GPFA organized a fun-filled, family-favorite event-- The Welcome Back Picnic. The Goosehill teachers, staff, parents and students are looking forward to a terrific school year!



Principal Herschlein welcomed students off the bus...



Music class: Welcome to new music teacher Ms. Jessica Beja!



Goosehill Picnic: The annual "Welcome Back Picnic" was held on September 14th to the delight of both students and parents. Bounce houses, music, pizza and fun were enjoyed by all. Definitely a family favorite event. Thank you GPFA!

Back to school reports from Our

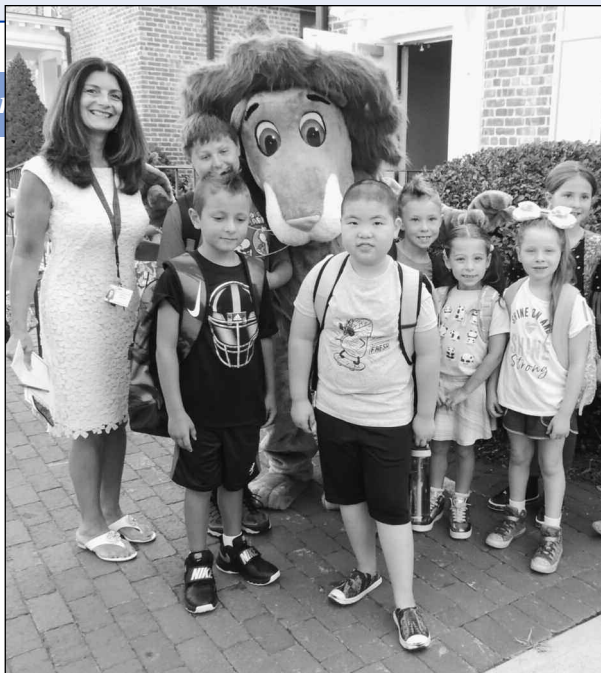
om Our Principals

Lloyd Harbor Report

From Valerie Massimo...
17 new families (355 students)

At Lloyd Harbor School, we were thrilled to welcome our 355 students, including 24 new children! In line with tradition, we had our New Family Orientation and student tour guides, which were coordinated by the PTG. On the first day, the PTG organized the second-grade shadow program to help our newest students find their way. *Leo the Lion* joined us as the buses arrived. The children loved taking their pictures with him and giving hugs and high-fives. LHTV was up and running thanks to our LHS News Team, which included Director of Technology, Joe Monastero, along with new teacher leaders running the TV station. New Assistant to the Principal, Mrs. Schnurr, and I assumed the roles of anchors and musicians for the first week of broadcasts. It was certainly a surprise for the students! Student council officers and class representatives were voted in and will take the reins, continuing with our daily reports on Top Stories, *Words of Wisdom*, and student celebrations.

Following tradition, we had all grade level town meetings with children, faculty and staff to discuss expectations for the year. School-wide goals will focus on kindness and respect... *"everyone has the right to feel safe and comfortable, and no one has the right to take that away."* The LHS family welcomed several new faculty and staff, including a new assistant to the principal and head custodian. In the area of building updates, we are in the process of finishing two music rooms that will give our children a better space in which to learn. The chorus room is now larger and brighter and students in all grades will have access the this space. Flexible seating opportunities have finally come to the grade 5 team. Ms. Conroy's classroom, in which all fifth graders study math, has been furnished with items that will allow students choices for their learning spaces.



Principal Massimo and "Leo the Lion" greeted students on the first day of school...



Seating includes large and small ottomans, skate tables and more. Children think and react differently about learning in this environment. We are all looking forward to a wonderful and exciting year here at Lloyd Harbor. Thank you to all the staff, teachers, and PTG for their incredible support to make all this possible for a successful school opening! □

Back to school reports from Our

West Side Report

From Michael Loughren...

14 new families (234 students)

This is an exciting year for me as it is my first, and I am incredibly grateful to all the staff, teachers, custodians, and PTG for all their hard work and dedication. I experienced my first “ringing of the bell” on opening day, and I was shocked by how loud it was! What a great message to tie us to the history and the culture, and I felt privileged to be a part of that. It was my honor to also meet former principal, Mr. Ted Hilton. We opened our doors to 234 students and 14 new families. Student Council members showed their leadership skills at morning assemblies and conducting orientation tours. The school supplies were ready, and teachers welcomed all with a nurturing learning environment. Our summer reading celebration proved to be a terrific engagement with the students. I have witnessed great professionalism and listened to how special West Side is, and I thank former Principal, Kurt Simon, for setting the foundation for great routines, great kids and teachers, and such a supportive staff. I am looking forward to our musical *Music Man Jr.*, and I thank the community for being so welcoming. It’s not easy transitioning, but I feel the support and know this is a great place to be. It is my goal to make the 229th year the best one ever at West Side. □



Students welcomed their new Principal, Mr. Michael Loughren to West Side...



Lunch with the Principal: “It is hard to believe that we have just completed the first full week of school and it has been very nice to settle into the regular routine. As part of this routine, it has been my great pleasure to get to know each of our students better by having lunch with small groups throughout the week. They have shown themselves to be an absolutely remarkable group of young people, and it has been a joy to get to know each of them a little bit more while learning about their interests.”

Back to school reports from Our

from Our Principals

Jr./Sr. High School Report

From Dr. Jim Bolen...

12 New families (920 students)

It certainly was an exciting and busy start to the school year. My second year here definitely gave me a breather as I knew what was coming this time around. We had lots of events upon school opening... Our kick-off started in August with schedule changes prior to the start of school. This was a new initiative whereby all schedules were fixed prior to opening day, to the relief of all students and parents. In August, the 7th grade BBQ and Orientation was held, which included all new families welcomed into the CSH Jr./Sr. High. The watermelon and cold drinks quenched everyone's thirst during the unbearable heat of opening week. We paired up our new students with peer mentors, and the kids were fantastic helping out and trading phone numbers. I would like to thank the CSH Educational Foundation for the Chromebooks; all students in grades 7-12 now have their very own. The first week we welcomed 920 students, including 12 new families. We held grade level assemblies, which is something I love the most as I have the privilege to speak to all the kids 7-12. The Code of Conduct nights were held, security procedures were reviewed, new student ID cards were distributed, and discussions of kindness and treating each other with respect were reviewed. Students spoke up and asked for more school spirit events, and they preferred to be included as a member of their class, not their team. So, we listened and came up with the numbers game, pennies for peace, wearing Seahawk shirts, and tracking classes with the most participation. Stay tuned! The Caumsett Park challenge trips for junior high happened in September, and back-to-school nights were a success. The new *Flexible-Furniture* has been installed in the Nest, library and Computer Science Lab, and the students are loving it! We are all set for a great year, thanks to a very dedicated team of staff and teachers and the ongoing support of the PTG. See you in the hallways, on the fields, and at our performing arts events. Welcome back!



Principal, Dr. Jim Bolen, and Superintendent, Robert Fenter, welcomed both newly appointed Assistant Principal Dan Reardon (Grades 10-12) and Assistant Principal Joey Waters (Grades 7-9).



Junior High . . . Junior High . . . Junior High . . . Junior High . . . Junior High . . .

Caumsett Park Challenge Days

Both the 7th and 8th graders had the opportunity to participate in a “Challenge Day” program at Caumsett Park in September; a very unique and supportive learning environment. Students participated in ice-breaker games and were placed in carefully selected groups meant to take kids out of their comfort zones, break down cliques, barriers and create new friendships. In addition, students worked on team building and problem-solving skills. Challenges included activities such as **Cooperative Games** “icebreakers,” **Initiatives** “problem solving tasks,” and **Low Ropes Course** “physical challenge.” All groups were facilitated by a BOCES trained teacher as well as co-supervised by a member of the CSH faculty. It truly is an amazing day, where students can be heard screaming “*This is impossible!*” only to find that team communication, not frustration, led to completing each task. One



7th graders screamed, “*There is no way!*” While another responded, “*Yes, there is a way!*” Eighth graders were taken on a new journey this year at Caumsett, where groups were left at different drop points with maps and compasses in hand, challenging themselves to make it back to base camp! We are very grateful to the staff at the Caumsett State Historic Park, and the Nassau BOCES Environmental Education Center for a fabulous day. □



Orientation BBQ

The **Junior High** welcomed 7th graders and new students on August 28th for the annual BBQ and Orientation, where students and parents met the faculty, and walked the halls to find their scheduled classrooms with the help of



Seahawk Ambassador upperclassmen. Students met new friends, decorated their lockers, and received their new Chromebook and team t-shirts for the class of 2024! Afterward, everyone had a chance to mingle and enjoy refreshing watermelon, lemonade, burgers and hot dogs. Welcome to the CSH Jr./Sr. High School! □



THE FOUNDATION

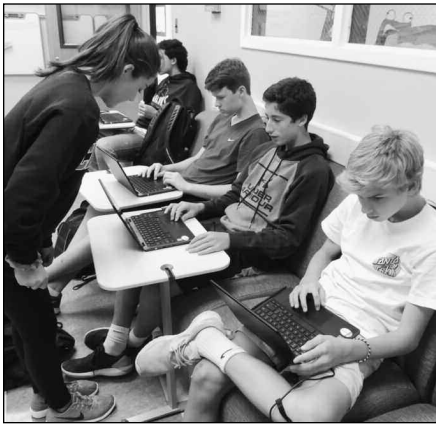
Impacting Education in CSH



Chromebook Distribution

Google Chromebooks were distributed to incoming 7th graders and new students marking the completion and first FULL year that all grades 7-12 will have a Chromebook as part of the 1:1 initiative (one device for every student). Our sincere thanks to the CSH Educational Foundation for their financial support of this initiative, and their continued support of programs and district goals. Due to the generosity of our community, and the dedicated teaching staff who participated in countless professional development classes to prepare the students, the 1:1 initiative rolled out one year ahead of schedule! Superintendent, Robert C. Fenter, shared, “*By learning programs like Canvas and Google Docs, our students will be better prepared to achieve great success in a world where they will be expected to function in global, technology-based and collaborative learning work environments. I am incredibly proud of the dedication of our teaching staff, the efforts of former Assistant Superintendent of Curriculum, Dr. Bellino, Director of Technology, Mr. Monastero, and the CSH Educational Foundation for making all this possible.*” □

“Our sincere thanks to the CSH Educational Foundation . . . the 1:1 initiative rolled out one year ahead of schedule!”



Students enjoying the new flexible furniture in the Computer Science Lab...



It's all smiles with the new flexible furniture in the Junior High Library NEST...

Flexible Furniture

The New Classroom

Due to the generous donation from a grant acquired by the CSH Educational Foundation, the Jr./Sr. High School Computer Science Lab, Senior High Library and the Jr. High Library “Nest” were updated with new “flexible furniture.” Both Ms. McLees and Mr. Mendreski notice a definitive change in the relaxed new setting. The space now allows for greater open collaboration. The students are enjoying a more collegial coffee-shop environment, rather than the clinical setting of desks facing the wall in a u-shape with their backs to each other. *“We see the student’s personalities coming through by their choice of seating. Some love the relaxed feel of the couch, others love the swivel chairs with cup holders, while others prefer the high counter top desks which have proven to be a big hit,”* shared Ms. McLees. And now that everyone has their own Chromebook, everything is paperless with the use of *Canvas* and the removal of the desktops.

Both in the senior high library and junior high *Nest*, flexible furniture spaces have been designated for quiet studying or group work. School Psychologist, Dr. Suzanne Main, has seen an increased number of students visiting the *Nest* and utilizing the space since the new furniture has arrived. Students especially enjoy congregating by the couches and appear to take pride and ownership of keeping the space clean. The *Nest* will now be open during all periods for student centered work, as well as during lunch periods. Both the *Nest* and Room H-1 are drop-in spaces used as an informal alternative area during lunch hours, where students can sit quietly or connect with friends, catch up on work, or meet with supportive adults. Both are staffed by a school psychologist or social worker to provide support when needed for students. □



The NEST.....

“The space now allows for greater open collaboration. The students are enjoying a more collegial coffee-shop environment . . . Psychologist, Dr. Suzanne Main, has seen an increased number of students visiting the Nest and utilizing the space since the new furniture has arrived.”



Senior High Library...



West Side 6th graders enjoy their new furniture. One student said, “I feel like I’m at Panera!”



Lloyd Harbor 5th graders love their choices for new seating each time they enter the classroom...

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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Cold Spring Harbor, N.Y. 11724

www.csh.k12.ny.us

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Story Faces

Lloyd Harbor: "I am a painter and a storyteller, and this is how I tell my stories." These are the words of Christopher Agostino, who tells folktales of transformation and wonder through face painting. His one-of-a-kind performance delights audiences using a combination of skillful storytelling through the spoken word, while illustrating the journey through face painting. He has an extensive repertoire of tales that fit grade level curriculum or cultural studies. Thanks to the Cultural Arts Committee, his unique presentation came to Lloyd Harbor in September, and soon will be coming to West Side. Focusing on mysterious journeys through magical lands, students were taken on adventures as volunteers had their faces painted with dramatic body painting as marks of personal identity. Mr. Agostino brings these tribal cultures to life, saying, "The face is my canvas...I bring together the imaginary and the supernatural to bring legends to life." As the stories unfold, the face painting changes and comes to life. A truly clever and fascinating way to tell a story! □

Movie Night

West Side hosted a "movie under the stars" night on Oct. 4th... except the weather had other plans! Due to the pouring rain, the venue was moved inside, and the kids snuggled in on comfy blankets and pillows. Students and parents watched the original version of Jumanji. Thank you to the PTG for hosting this wonderful family event. The show must go on! □

COLD SPRING HARBOR



VOLUME 42, NUMBER 2

A REPORT ON OUR SCHOOLS

WINTER 2018

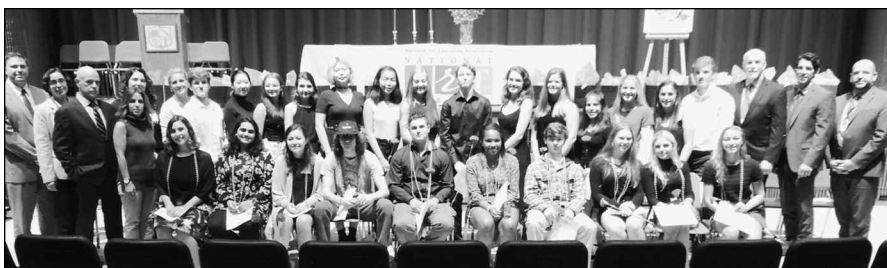


Tri-M recipients: Isabelle Alyskewycz, Charlie Arvans, William Blumin, Christine Chau, Jillian Coughlin, Timothy Coyne, Trevor Fallon, Meriah Frauwirth, Alethea Freidberg, Rachel Friedlander, Kelly Gallagher, Samuel Genser, Alexander Grey, Alexander Hastava, Shelby Herling, Kyle Jaspers, Wendy Logan, Kristina Marino, Joseph Massa, Peter Panagi, Madeline Richmond, Sergio Rodriguez, Raffi Sanna, Harlan Smyth, Nicholas Suter, Henry Tsekerides, Alexander Wang, and Sophia Wasserman.

Tri-M

Music Honor Society

The 10th annual induction ceremony for the Tri-M Music Honor Society was held at the CSH Public Library on Oct 17th. Tri-M is a program of the National Association for Music Education, dedicated to the advancement of music education. The three M's stand for *Modern Music Masters*; the criteria to be inducted into this Honor Society involve a four-year commitment to scholarship, character, cooperation, leadership, and service. Dr. Marullo congratulated 28 talented seniors who were recognized for their achievement. This is the largest group inducted in the 10-year history at CSH! Thank you to K-12 Music Coordinator, Brent Chiarello, and Tri-M Advisor, Dr. Matthew Marullo, for a beautiful ceremony. □



Art Honor Society

The First Annual National Art Honor Society Induction was held on October 11th to the delight and pride of Art Department Chair, Ms. Christine Oswald, and the entire district art department! Congratulations to the 14 juniors and 12 seniors, who recited the official pledge as members, *"I will in my life, to the best of my ability through my talents in art, help to create a more beautiful world for myself, for humankind, and for all living things."* Ms. Oswald invited longtime former art teacher, Mr. Howard Nepo, as the guest speaker. Beautiful words of encouragement and pride were shared, and he was honored to be here for this very special "first" at CSH Senior High School. Congratulations to all 26 students who received this outstanding honor. □

Shore Road Preserve

Lloyd Harbor: 6th grade science classes went on a field trip to the Shore Road Nature Preserve on October 15th to study the effects of pollution on our aquifer. The *North Shore Land Alliance* program for both elementary school's science classes teaches about Long Island's aquifer and where our drinking water comes from.



(continued on page 5)

Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .

Robotics

The CSH Cyberhawks Robotics team had a big day at the Half Hollow Hills Invitational on Saturday, October 6. The off-season competition featured 16 teams that played “FIRST PowerUp,” the 2017-18 season game in which each robot picked up power cubes and delivered them to a high scale, low switch or vault to earn points. Our own Cyberhawks were selected for the playoffs and joined 3 other high schools in an elimination tournament. The Cyberhawks’ alliance of 4 won the whole event! This was a great opportunity for some of our new student leaders to experience the engineering, strategy and teamwork required to be successful in robotics events. Congratulations to the Cyberhawks! □

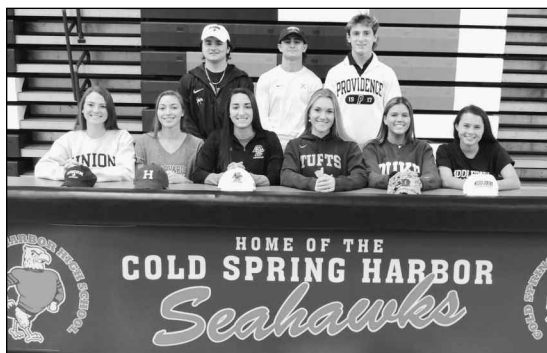


CSH Educational Foundation Donation: At the November Board of Education meeting, the Board accepted the very generous donation from the Foundation in the amount of \$20,800 for the Senior High School Robotics program. □

National Letters of Intent

Athletic commitments

Congratulations to the following student-athletes who signed their 2018 National Letters of Intent (NLI) in November, which is a binding agreement between the student and the college. This is quite an honor, and CSHHS had five (5) athletes who earned this recognition: Caroline DeBellis – Duke (Lacrosse), Sophia Taglich – Boston College (Lacrosse), Ray Costa – University of Virginia (Wrestling), Theo Farynick – Richmond (Baseball), and Danny Striano – Providence (Lacrosse). The following three student-athletes will also be continuing their athletic careers at the Division III level: Brynne Rush – Union (Soccer), Nicole Mormile – Middlebury (Lacrosse), and Caroline Walter – Tufts (Lacrosse). In addition, CSH has an IVY league college athletic commitment, Emily Berlinghof – Harvard (Field Hockey). Athletic Director, Michael Bongino, congratulated the student-athletes, along with their coaches, Danielle Castellane (Girls Lacrosse), Jamie Ackerman (Field Hockey), Ryan Towers (Girls Soccer), Dennis Bonn and Christian Lynch (Boys Lacrosse), Rich Greeney (Baseball) and Mike Ferrugiari (Wrestling & Boys Lacrosse). Best of luck to all of these committed college athletes next year! □



Nobel Prize Luncheon

The high school is privileged to continue collaborations with our esteemed neighbors at CSH Laboratory. On October 19, six students from the Advanced Science Research Program attended CSH Laboratory for sessions on *The Origin of the Organelle and Complex I: From Structure to Disease at the “The Evolving Concept of Mitochondria: From Symbiotic Origins to Therapeutic Opportunities.”* In addition to listening to eight talks by scientists from around the world, the students had lunch and discussions with Dr. Anu Suomalainen from the University of Helsinki, Finland, Ludmila Pollock, Executive Director, Library and Archives at CSHL, and Sir John Walker, 1997 Nobel Prize winner in Chemistry. Dr. Suomalainen urged her students to “Never stop seeking answers to their questions”. While Sir Walker urged them to always “Stay curious about the world they live in.” Thank you to Director of STEM, Meridyth Hansen, and Advanced Science Research teacher, Jaak Raudsepp, for organizing these exceptional opportunities for our students. □

Speech and Debate Tournament

Honors: Congratulations to senior (and Speech Captain), **Dana Drogin**, who won second place in Oral Interpretation in Roslyn in November, and to Freshman, **Thomas Tsekerides**, for winning second place in JV Oral Interpretation at Molloy College. Both of these students were coached by Speech Coach, Ms. Jeanne Glynn. Also, at the October 20th Debate tournament at Jericho H.S., sophomore **Andrew Khanin** won 5th place in J.V. Lincoln-Douglas Debate and junior teammates **Claire Weis** and **Teddy Theodoris** won 2nd place in J.V. Public Forum Debate. All five of these Speech and Debate students have earned a half-qualification for the State Championships in Speech and Debate. Dr. Andrews, Head Coach for the Speech and Debate Team, is very proud! □

Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .



Student recipients: Victoria Caselnova, Daniel DiNozzi, Merri Hannity, Dominick Striano, Zabelle Bobelian, Katherina Cotel, Matthew Kopp, Margaret Nemazi, Charlie Schneider, Brooke Antolin, Megan Avallone, Lily Cope, Anna Conza, Christopher Reilly, Natalie Schnurman, Brett Drakos, Mia Naccarato, Abigail Packert, Richard Striano, Tyler Lipman, Michael Gallagher, Luke Roberts, Maxwell Franz, Carsen Kirchner, Nicolette Loeffler, Matthew LaCapra, Arnaud Lamy, Annika Lacroze, Walter Gumersell, Andrew Khanin, Alexa Morris, Sarah Kiefer, Hannah Terry.

Character Recognition Awards

Jr./Sr. High School: Recognizing good character in students is something to be celebrated. Principal, Dr. Jim Bolen, shared, *“I absolutely love this award ceremony which focuses on core values. This is the best thing I get to do as principal, to recognize students going above and beyond, all of whom underestimate the influences and impact they have on others. I couldn’t be prouder.”* Parents and family members were invited to hear faculty share heartfelt stories about each student who best exemplify specific attributes selected for that quarter of the school year. The goal is to help promote a positive school environment essential to the healthy development of young adults, and to recognize role models. This quarter 33 students (the largest group ever!) were recognized for the attribute of *respect*. Congratulations to all! □



“Junior” Natural Helpers

The Natural Helpers Program has expanded! The “Junior” Natural Helpers had its first ever meeting on Saturday, Nov. 3 from 8am-noon. These Junior High students were selected by elementary school teachers and administrators, along with current junior high staff. The purpose of this group is to help raise awareness of certain issues, spread kindness, educate peers, and include others in events and everyday happenings. Students learn about school resources in order to be able to reach out to a trusted adult if they feel a student is in need. Quite an honor for this special group of students! Ms, Mauriello and Mr. Homer are the advisors for this club. The senior high Natural Helpers Program held their annual all-day orientation on Nov. 17th. □

2019-2020 School Budget Schedule

**Tuesday, January 29th
7:30 PM**

Community Budget Forum
Preliminary Discussion of the Proposed 2019-2020 Budget
Please join us for a presentation and facilitated discussion regarding the Budget Development Process and the Tax Cap

**Tuesday, February 12th
8 PM**

Regular Meeting of the Board of Education

**Tuesday, February 26th
6:30 PM**

Board of Education Budget Workshop Meeting
Budget Review: Goosehill Primary, Special Education, Technology, Athletics

**Tuesday, March 12th
8 PM**

Regular Meeting of the Board of Education

**Tuesday, March 26th
6:30 PM**

Board of Education Budget Workshop Meeting
Budget Review: Lloyd Harbor/ West Side, Jr/Sr High School, Personnel, Instructional Services Undistributed/General Support/ Transportation, Buildings & Grounds

**Tuesday, April 9th
8 PM**

Regular Meeting of the Board of Education
Adoption of Proposed Budget

**Monday, April 22nd
5 PM**

Petition due for Candidates for Board of Education

**Monday, April 29th
8 PM**

“Meet the Candidates Night”

**Tuesday, May 14th
8 PM**

Regular Meeting of the Board of Education Budget Hearing

**Tuesday, May 21st
6 AM to 10 PM**

Annual Budget Vote, Capital Reserve Vote, & Board Member Election
Ralph Whitney Field House, Jr./Sr High School

RANDOM ACTS OF KINDNESS



Kindness Rocks!

Lloyd Harbor – *The Kindness Rocks Project*: It all started with a single stone on a beach in Cape Cod and now the movement spans the globe. The Project (founded by Megan Murphy) is based on the profound truth that *“one message at the right moment can change someone’s day, their outlook, and, indeed, their whole life.”* These handwritten messages on stones take many forms: gratitude, affirmations, encouragement, and hope for someone to find at exactly the right time. Teacher, Ms. Wetzyl, and parent, Ms. Grossman, decided to bring the project to 5th grade last year where students painted rocks with their own messages. This October, now as 6th graders, they placed rocks in a dedicated area in the Peace Garden. Ms. O’Donnell led the 6th grade event, asking all students to reflect on how this movement shows the way to create kindness and cultivate compassion. The Kindness Rocks can be taken when you need one, shared or simply left for another one day. What a beautiful legacy to leave...and it is the student’s hope that these rocks will continue to provide random acts of kindness for many years to come. □

Rebound

The Chris Herren Story

It’s not often we find ourselves in a room where you can hear a pin drop. But, that is the contagious power and inspiration Chris Herren delivers in auditoriums around the country, spreading his harrowing story of substance abuse, addiction, near death and recovery. His Emmy nominated ESPN documentary, *Unguarded*, follows his journey through high school record-breaking games and *Sports Illustrated* features in college; drafted by the NBA Denver Nuggets in 1999 and soon after to the Boston Celtics. Yet, he told students, *“This is not my story, this is your story.”* He changed the focus to thinking about not what happened on the worst day, but what happened on that first day. That first day you decided to drink, or do drugs. And to ask yourself the most important question, *“Why?... Why am I doing this? Why am I willing to take a chance on dying?”* He wanted students to focus on that first day



because he remembered sitting in auditoriums just like this in high school, and wishing he could get out of it. He didn’t want to be lectured by some old guy. He knew he had to reach kids on a different level, and that level was starting at the beginning. *“Why are you willing to let this begin?”* He encouraged students to talk about their struggles, to stop being embarrassed by them, and to think of their younger siblings because you are their role model. Mr. Herren said, *“This talk is not about drugs, it’s about self-esteem, self-worth, confidence, the ability to share your struggles and having friends that will support you. Don’t be afraid to ask for help! Because the most terrifying thing about addiction is, you have no idea it’s coming.”* Mr. Herren said it was an honor to speak to the students and the many parents who attended both assemblies on October 16th. Dr. Bolen shared, *“Please take the time to speak with your children about today’s assembly, Mr. Herren has provided our students with much to think about.”* Thank you to our co-sponsors for this event; FOCUS, Booster Club and the CSHPTG. □

*“This is not my story,
this is your story. . . .”*

■
*“. . . the most terrifying thing
about addiction is, you have no
idea it’s coming.”*



Post it Surprise!

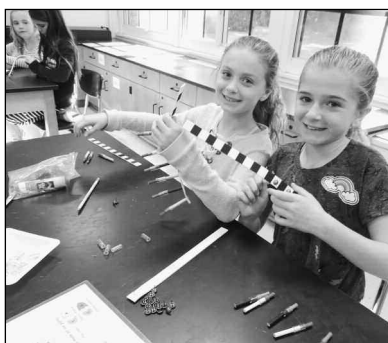
Seven years ago, a movement began, when one Post-it Note started an inspirational message revolution! It started on the mirror of a young girl who was bullied and was crumbling under the pressure of a stressful schedule. She wrote a post-it note to herself that said *“You are beautiful”* and stuck it on her mirror. She blogged about the positive impact that note did for her on a daily basis, and she asked others to participate. They did, by the thousands...and *Operation Beautiful* was born. Soon high school lockers were plastered with Post-it messages, as well as many other public places for strangers to find. At CSH Jr./Sr. High, the Junior class, spearheaded by Student Council, wanted to do a bonding activity to bring everyone together. Hence the Post-it project crept into the hallways in secret, and Post Its were pasted upon every locker for students to discover as they arrived the next morning for school. Not only did it look amazing to see lockers covered in Post-its, but the reactions were priceless! Thank you to the Junior Class for bringing a smile to everyone’s face that morning. What a delightful surprise! □



LLOYD HARBOR

My Double Helix

A visit by the DNA Learning Center to our 5th grade Science classes (*both at West Side and Lloyd Harbor*) had students participate in an investigation of the DNA double helix. They each created their very own model, under the tutelage of DNA Learning Center Educator, Mr. Thomas. Sixth grade



classes also experienced a visit from the **DNA Learning Center** with a lab activity that investigated genetic mutations through observing the various traits of fruit flies under a high-powered microscope. This kind of learning activity provides opportunities for our students to engage in real world scientific experiences and exercise higher order thinking skills. These lessons provide challenges and great enthusiasm demonstrated by our students. □



The A in STEAM

Students in Ms. Diehl's 4th grade class created 3D Political/Geographical NY State Maps.

In an effort to promote critical and *creative* thinking, students were invited into Mrs. McLam's art room to help them see and use connection between classroom learning and visual art. Students painted 3D relief mountain ranges which had previously been constructed using paper mâché. In addition to that, they used colored construction paper to create Map Keys and a Compass Rose. □

Grit – It's not easy

"If you try your hardest and still don't get what you want just believe in yourself and look for the star that you can find." These poetic words came from a third grader in Ms. Terry's class! All students read books based on a growth mindset theme and participated in a challenging math activity that built upon their multiplication skills. They encountered many struggles along the way, and discussed how they overcame their struggles with the task, and how the books inspired them. Each student was asked to write an original inspirational quote drawing from their knowledge of Lloyd Harbor School's weekly announcements *Words of Wisdom*. Now it was their turn to create their own *Words of Wisdom*. Other examples were, *"Sometimes if you really want something you need to be patient"* and *"When you are frustrated, take a break."* The culminating activity involved sharing the mini-posters they created using Google Slides. Very inspiring! □



Shore Road, cont'd

Educators teach these student groups, so they will in turn, educate others. Workshops were held both at Lloyd Harbor in the fall, and West Side in the spring by Ms. Mossey from the *L.I. Water Program* in preparation for the student field trips. Adjacent to the Shore Road Beach area, students were delighted to discover the grassland, shoreline, and life buried in the sand and under the rocks, while testing water quality and soil permeability. A highlight was discovering the abundance of the Asian Shore Crab species that have inhabited our earth, virtually unchanged, for over a billion years...and the impact invasive species have on our ecosystems. Students also found mussels, and learned that just one mussel consumes four gallons of water every day! They also held horseshoe crabs, and learned they have inhabited the earth for over 450 million years, have 10 eyes, and have blue blood which contains copper! Volunteers also explained that each day, litter finds its way to our shores, and we are grateful for the constant clean-up efforts from the *North Shore Land Alliance*. Who knew there was so much happening on our shoreline! □

Tribal Counsel

Did you know that totem poles tell a story? All over the world, totem poles are used by groups of people to tell a story about their communities. So, fifth graders at Lloyd Harbor decided to tell their story by fashioning their own unique class totem poles and tribal identities. Students were encouraged to choose traits that represent who they are. Then they worked together to choose "spirit" animals with those characteristics. This team building activity culminated with each class creating totem poles telling their story, along with clever classroom tribal names. Introducing the Conroy Crusaders, Palmer Pathfinders, and the Wetzel Warriors! □



WEST SIDE

Mangia!

West Side Garden

Sauce anyone? The West Side Garden Summer co-op continues to thrive each fall just in time to produce a bountiful selection of vegetables and herbs to make homemade spaghetti sauce for students at West Side. Parent’s sautéed pots filled with sauce for the students to sample and dip with bread and sprinkle with herbs while learning about their garden. The students take tremendous pride in knowing they grew these vegetables at their school, where parent volunteers harvest and care for the garden all summer long and enjoy the crops which even included cantaloupe this year! The line for seconds seemed to never end... Yum! ☐



My Library, My Livingroom

West Side: Library Media Specialist, Erica Fraiberg and her students are loving the new furniture set up in the library. Since the removal of four large desk-top stations (now replaced by 10 Chromebooks that tuck neatly in the corner!), students ask if they can go and read “in the Livingroom.” These third graders are focusing on curriculum this year, that asks “Where we fit into the world, from state to country to world.” Ms. Fraiberg shared, “In addition to research skills practiced in the library, students also listen to, read and reflect on global issues. For example, *A River Ran Wild*, by Lynne Cherry looks at how people polluted the Nashua River and the efforts to clean it up again. *One Plastic Bag*, by Miranda Paul, touches upon the effects of discarded plastic bags. *The Water Princess*, by Susan Verde, speaks of the hardships of getting clean drinking water. Other topics are lack of education, disabilities, discrimination, and the benefits of planting trees.” The new “Livingroom” offers students a comfortable place to sit, relax, read, and discuss. ☐



Safety Comes First!

When it comes to science experiments in the lab, 6th graders at West Side take their work seriously, and with caution! Before plunging into unknown scientific experiments, students are taught that safety is key. Ms. DeRosa expanded upon this by having the students make posters outlining the dangers and safety to abide by in the lab. This colorful bulletin board display urges and reminds students to stay alert, observe, proceed with caution, tie back long hair, avoid loose clothing or open-toed shoes, wash hands when you leave, avoid engaging in horseplay, report spills, what to do in a fire, and to use your common sense! Sounds like good advice, thanks kids. ☐

FLES Globe maps

Third grade West Side FLES students have been learning all about the world and its continents. They practiced their Spanish speaking skills during a small group Q&A activity where they described their continents colors and names all in Spanish, while creating these fabulous globes! Thank you to FLES teacher, Ms. Sandra Rivadeneyra, who kept students busy with projects during Hispanic Heritage month celebrated in October. ☐



GOOSEHILL



Young Engineers

Goosehill engineers challenged themselves to build structures to enhance imaginary play, create games, and solve problems. One group of boys sought to design the best ramp for racing their toy cars. Looks like success! □



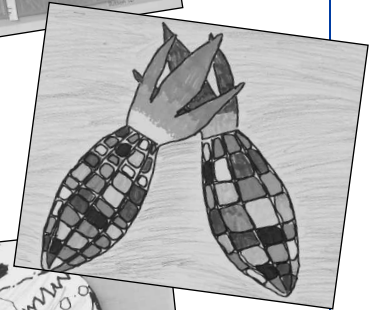
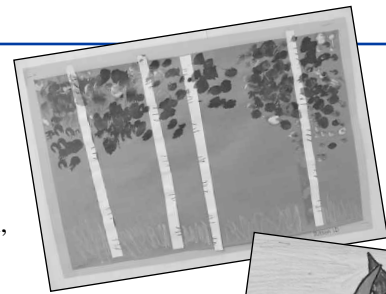
I'm not Napping!

Mindfulness Strategies: Goosehill students learn ways to self-regulate and increase focus and attention through the use of techniques such as mindful breathing. They learn to focus attention on an object to center themselves, increase awareness, and manage their behavior. □

Happy Fall

From our Goosehill Artists

Art teacher, Andria McLaughlin, had her students create a myriad of art decorating the hallways this fall, from curious cats to autumn birch trees and self-portrait hot-air balloons. Mrs. Katz' class created colorful corn husks preparing for fall harvest. Kudos to these talented artists! □



Space Stations

Goosehill students play "Space Station Knock Down" in Mr. Rory Malone's Physical Education class, where they build these creative space stations out of hoola hoops, then divide into teams to see who can knock them all down first by throwing balls and guarding their stations. Fun!



My Vote Counts

Even our youngest students take part in voting on election day, and learn that their vote counts! The whole school voted on a choice of new recess toys. Pogo sticks beat a bowling set 104 to 94! When Ms. Herschlein realized the absentee votes were never counted, she decided to order both; it was too close of a vote! Ms. Riggles' class voted on the name of their class turtle, the winning name was "Tiny." □



COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

75 Goose Hill Road
Cold Spring Harbor, N.Y. 11724

www.csh.k12.ny.us

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Reminder Kindergarten Registration

Please register your child the week of Feb 4-8th
If you have a child who is 5 years of age on or before December 1, 2019
Any questions, please call District Office 631-367-5910

Piñatas!

In Senora Fristensky's Spanish 4 Honors class, 11th graders had the opportunity to make their own piñatas. The interpretation of the piñata rested on the struggle of man against temptation. Originally, pinatas had seven points representing the seven deadly sins. The seasonal fruit and candy inside represented temptations, and the blindfold and stick represented faith. Nice job! □



Medical Professional Club

*Jr./Sr. High School: Members of the newly formed **Medical Professional Club** met with the Huntington Community First Aid Squad to learn about the advanced Life Support (Paramedic) vehicle, and opportunities for career and volunteer positions of a First-Aider, EMT, and Paramedic. Club Advisor, teacher and nurse, Christine Villanti, meets with the students every Monday afternoon, and currently has approximately 15 members. The goal is to invite local health care professionals and guest speakers to each meeting. Thank you to student member, Alex Hustava, for coordinating the Ambulance visit. □*



Clue

Drama CLUE! – The "whodunit" mystery stage adaptation of Clue (based on the cult classic board game), was performed by the CSH Senior High Drama Club & Arts Booster Club on October 26th – 28th at the Performing Arts Center, directed by Mr. Marc Beja. This clever mystery was a thrilling success, kudos to the entire crew!

COLD SPRING HARBOR



VOLUME 42, NUMBER 3

A REPORT ON OUR SCHOOLS

WINTER 2018-19



NEW Promethean Boards

It's a Promethean Learning World! Some SmartBoards have been replaced with touch screen interactive "Promethean" Boards this year. Last year a pilot program began to test various boards, and slowly the classrooms are being introduced to these interactive touchscreen boards that no longer cast shadows or use a projector, and they have 180-degree visibility no matter where students sit. It can detect the difference between pen, touch and palm erase, allowing teachers and students more effectiveness and ease with lessons using advanced software that provides exceptional learning experiences! All four buildings in the District now have these interactive boards. Dr. Colascione uses the board daily in his lessons, sharing, "I love the ease of walking around the classroom using my Chromebook to write out answers or ideas, which then 'cast' these drawn images onto the Promethean Board. This real-time engagement with the students, allows a teacher to no longer be in the front of the classroom." Teachers have shared, we are now "de-fronting" the classroom, especially with the flexible furniture on wheels, students form groups and circles anywhere in the room. Students no longer need to go to the Board to write, and they too can "cast" or write from their own device which then appears on the screen. Thanks to the Board of Education, the CSH Education Foundation, teachers and administration, CSH school District is providing its students and staff the equipment and classroom settings that are cutting edge in education today! □



Challenge Day

Bringing back Challenge Day to the Jr./Sr. High School was in high demand at the request of students, and Principal, Dr. Bolen, made sure it happened this year. Over a four-day period, students in grades 10-12 participated in an all-day event held in the gym. This award-winning program has reached 1.5 million youth and adults

"Be the hero you've been waiting for! Create a world where everyone feels safe, loved and celebrated."

in 2500 schools and organizations around the world since 1987. It is one of the most successful Social and Emotional Learning (SEL) programs in the world, meant to build compassion and ignite a movement of positive change. Their tagline is "Be the hero you've been waiting for! Create a

(continued on back cover)

Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .

• **Varsity Football**

Team – The Board of Education recognized the Varsity Football Team at the December meeting as the Long Island Class IV Champions! It was the first time in 13 years for the team, and in addition,

Coach Mendreski was honored as *Newsday's* choice for "The 2018 Coach of the Year!" Congratulations to the entire team and coaching staff!



• **All County Music Festival:** Each year the Nassau Music Educators Association holds the All County Music Festival. Students are chosen for this prestigious festival from every school in Nassau County. This year Cold Spring Harbor once again had 81 students selected for All County performing ensembles. The students rehearsed three times during the week with culminating performances at the Tilles Center for the Performing Arts in early January. K-12 Music Coordinator, Brent Chiarello, said in regards to this year's participation: *"It's really encouraging to see so many of our students not only achieve a level where they are chosen for these prestigious honors, but also truly embrace the arts and strive to make performing music a part of their lives."*

• **NY State Outstanding Physical Education Student Award** winners, (seniors) **Jack Schlanger** and **Samantha Reim**, won for outstanding character, teamwork, commitment and achievement in Physical Education. They were honored at the Nassau Zone Physical Education Award Dinner on December 3rd at the Crest Hollow Country Club in Huntington.



• **Spelling Bees:** At Lloyd Harbor, this year's Spelling Bee championship was awarded to **Jane Chapey** and runner up **Isabella Garra**. At West Side the championship honor went to **Catherine Ziegler**, with runner-up **Gavin Zarro**. The winners will have the opportunity to compete in the upcoming Regional Spelling Bee. Congratulations and good luck!



• **West Side Geography Bee:** 5th and 6th graders participated in the annual National Geographic School Bee. Congratulations to school champion **Aidan Smith**, runner up **Adais Arora**, and all of our competitors. Principal Loughren shared, *"As a former Social Studies teacher, I was very excited about the Geography Bee. Throughout the week, students participated in preliminary rounds in their classrooms, with the finalists advancing. Through learning more about geography, we hope that students build a curiosity of the larger world and a desire to learn more about how the geography of a region effects its way of life, traditions, laws and customs."*



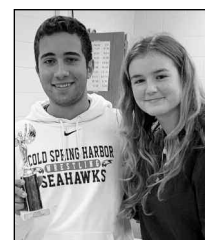
• **Junior High Geography Bee:** **Molly McHale** claimed first place at the 2018 Geo Bee, along with runners up **Bennett Vitigliano** (second place) and **Gwen Schneider** (third place). Social Studies teachers, Mr. Schiffmacher, Mr. Topping and Mr. Pesca, congratulated all the participants for another outstanding competition.



• **BAE WiT Program:**

Congratulations to **Madelaine Emsden** and **Madeline Cover** who graduated from the BAE WiT (Women in Technology) program this fall. There were 12 students from 6 high schools in the program this year, with approximately 30 students who applied. The application included teacher recommendations, transcripts, and an essay and answers to specific questions. One of the questions this year was, *"If you were given a box full of pencils, list 5 things you could do with them that are not their traditional use."* This distinguished program ran for nine weeks every Wednesday after school. Science teacher, Mr. Jaak Raudsepp, was extremely proud of his students for their commitment and dedication to this program.

• **Speech & Debate** coach, Dr. Michael Andrews, shared his congratulations and pride on Saturday, Jan. 19th, at Schreiber High School, the Intermediate Public Forum Debate Team of **Teddy**



Theodoris and **Claire Weis** (4-0) and the Novice Public Forum Debate Team of **Logan Vitagliano** and **Sophia Smith** (3-1) earned half-qualifications for the New York State Championships. Good Luck!



GOOSEHILL

ABC...1,2,3

Learning to write the alphabet and numbers certainly never looked like this years ago! Using a program called Neuronet, students are challenged to mimic onscreen movements while naming letters, numbers, and colors. They clap, jump, step up onto a small stool, and ultimately practice forming letters and numbers, all in time to an increasingly fast beat. The program promotes language, coordination, fluency, and executive function skills in a fun interactive way. Ms. Riggles tells us, *“This is not easy! But the children learn so quickly and enjoy doing it.”* □

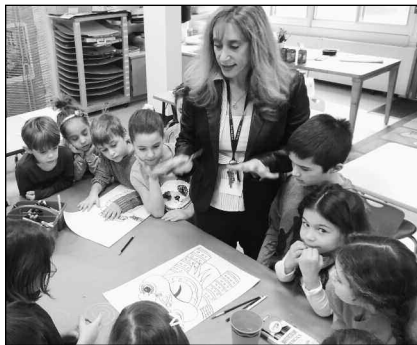


Principal Herschlein observed a writing lesson with Ms. Adams’ kindergarteners using “sight words,” newly-learned punctuation marks, and a “Spaceman” tool to remind

them to add spaces between words. They were so proud of their writing and drawings!



A trip to the library often incorporates a co-teaching experience for the kids at Goosehill. Here, Ms. Franciscovich’s students, along with Library Media Specialist, Ms. Urso, collaborated on a social studies unit. Students created self-portraits with the theme “Is Everyone Unique?” showing how can all people have similarities and differences that make them unique.



My Dragon

Chinese New Year is a celebration that includes parades with dragons and colorful costumes. Ms. McLaughlin showed videos of Chinese New Year parades, much to the fascination and awe of the students in her art class! Using watercolor pencils, the students began tracing and coloring their very own dragons which will be presented on Spirit Day. And in case you are wondering, it is the Year of the Pig! □

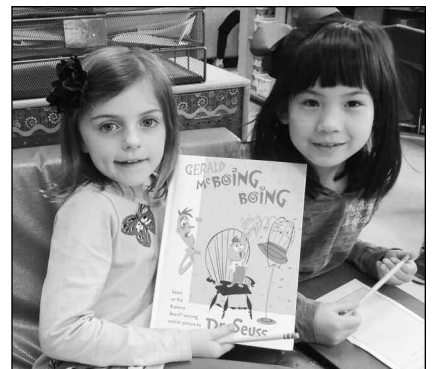


Ms. Cucolo’s kindergarteners are learning the concepts of force by experimenting with “push and pull” toys. Next, they engaged in math activities using shapes such as hexagons and trapezoids, and forming their own shapes with GeoBoards, popsicle sticks and Play-doh.



Math Center Fun

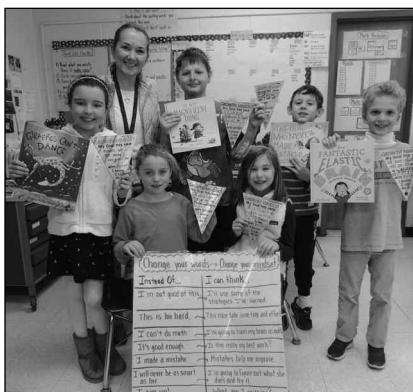
If you think math isn’t any fun, take a stroll into Ms. Villa or Ms. DeRop’s classroom during math center time! Each activity was challenging, fun, and even if frustrating...was exciting once success was achieved. The students designed snowmen on whiteboards and worked on matching shapes and designs in games like Qbitz, Tangrams, and Go Fish. Some put on their headphones and did eSpark math challenges, or tried their hands at an addition game called “Shut the Box.” Here, Superintendent Fenter applauds success at a complex puzzle game called Magic Triangles. Fun! □



I’m Unique

Goosehill teachers have been hard at work this year writing curriculum on differences and creating lessons celebrating diversity. Here, Ms. Gonzalez-Condell’s students choose partners, and together they write “what is the same” and “what is different” about the characters in Dr. Seuss’s book, “Gerald McBoing-Boing.” Next, students were busy in their learning centers, exploring watercolor, technology and math challenges, and even early engineering designs with block building and cup stacking. Imagination, creativity, and thinking skills hard at work – great job kids! □

LLOYD HARBOR



It's hard to get kids excited about math, but these third graders in Ms. Barrese and Ms. Terry's class were buzzing with enthusiasm during a scavenger hunt and fraction lesson, as they shared their knowledge with Principal Massimo.

Lloyd Harbor: Music Teacher Ms. Martin helps teach 4th graders the National Anthem by shuffling index cards to be placed in order while also singing and learning the vocabulary and meaning of these words we recite with pride for our country. Clever and fun!

Change How You Think!

Growth Mindset has been a large part of learning in the elementary schools, using grit and not having fear of failure to change how you think. Here, second graders in Ms. Rivera's class were challenged to "change your words...change your mindset." Instead of negative words expressing thoughts like "I can't do math," or "this is too hard." Students changed their mindsets to say "I'm going to train my brain in math," or "This may take some time and effort." There is no giving up, and failure is encouraged because mistakes "help me improve!" Each student created pennants with personalized goals sharing strategies to help them use a growth mindset. Great job kids. ☐



Superintendent's Day in Residency

During Superintendent's Residency Day, Mr. Fenter was pleased to return to his social studies teaching days and engage with 6th graders in Ms. Caputo's class currently studying the social class pyramid in ancient Egyptian civilization.



Lloyd Harbor: Learning to be a journalist was the assignment for these 5th graders in Ms. Wetzel's class. The students had to stick to the theme "Lloyd Harbor Community" choosing topics and interviewing staff ranging from stories about bullying, the lunchroom, bulletin boards, artists of the month, the custodians, security guards, and even the LH Police. Great investigative work!



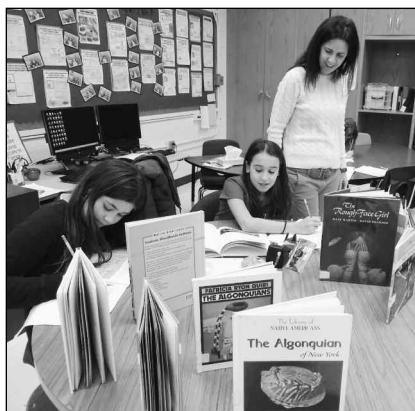
On Lloyd Harbor Residency Day with the Superintendent, Mr. Fenter had the opportunity to observe many amazing classroom experiences...including glazed donut making in Ms. McLam's art class, the Creative Learning Lab, 4th graders in Ms. Diehl's class learning non-fiction text structure, 3rd grade fraction lessons in Ms. Terry's class, and 6th graders in Mr. O'Rourke's class who had to find the unit rate of popular groceries. So, the next time you are shopping for Cheerio's, Goldfish, or peanut butter, you may be surprised to learn what the unit rate really means. These students found it by dividing the cost by the number of ounces creating smart shoppers!

WEST SIDE



Getting to Know Me

West Side: “What is something you don’t know about me?” This was a question posed to second graders during an SEL (Social Emotional Learning) lesson with Psychologist, Ms. Deanna Latham. They may sit side by side, but students realized they had a lot to share! After reading the book *The Invisible Boy*, students were challenged to share something visible they noticed about their classmate. Some examples were, “I like your smile,” “You’re always happy,” or “You’re very funny.” But the more difficult inquiries were to find something “invisible” about your classmate that you didn’t know. Some revealed information about their families or hobbies, while others were open about feelings of being left out sometimes. It was an eye-opening experience, and the students showed empathy and compassion. □



West Siders 4th graders in Ms. Dudek’s class strategized and researched Algonquin and Iroquois cultures, gathering facts from textbooks and Google Chromebooks, that will result in a culminating Google Slide show presentation which can be shared with fellow students, and at home with family members.



West Side: Ms. Santoro-Goldberg’s 2nd graders had fun sharing their “small moments” stories and creative cover designs to match, illuminating a small glimpse of an important event that happened in their lives. Stop by to read them on the bulletin board in the hallway!

West Side 6th graders in Ms. Gerver’s class prepping for an upcoming math test.



Density Lesson

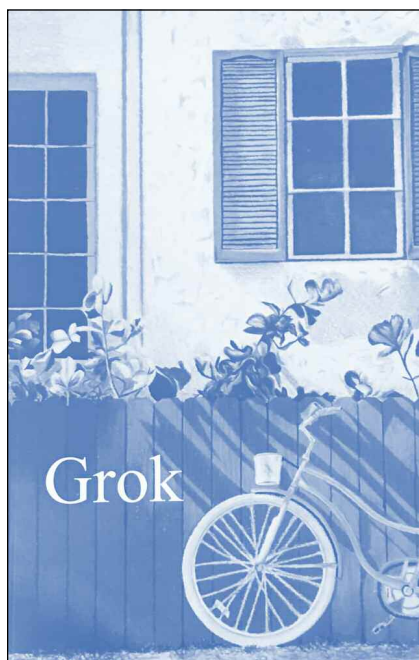
“Show What You Know” That was the challenge posed to 6th graders in Ms. DeRosa’s class for a Density Unit Assessment. Students could create posters, videos, a Brain Pop movie, a song or play. Changing the mass and/or volume of an object will change its density, and students loved explaining their challenges to administration on the Superintendent’s Day in Residency.

Projects included three types of buoyancy including demonstrations with aluminum foil boats, vegi’s and fruits. Students demonstrated Archimede’s Principle (using the displacement method to find the volume of an irregular object). Impressive! □

West Side 3rd graders in Ms. Dopico’s class worked on non-fiction writing, choosing their own book selection and implementing lessons on “informational writing” and “transition words.”



Future Forecasters: West Side 4th graders in Ms. Levesque’s class researched “Storms & Extreme Weather.” Topics included hurricanes, tsunamis, tornados, blizzards and more! This non-fiction reading unit culminated in a flip-grid presentation to share their knowledge with fellow classmates. Flip grid is a fun application that is a video conversation app which allows authentic videos and replies to each other’s ideas, even using emojis. Fun!



GROK Award

GROK Literary Magazine was recognized by NCTE (National Council of Teachers of English) for excellence in art and literary magazines. Ms. April, who is the club advisor, was pleased to announce the award designation of "Superior" for CSH High School which was one of 358 entries from across the country. Congratulations on this distinguished achievement! □



Music Man Jr.

The West Side Theatre Association proudly presented their performance of "The Music Man Jr." on December 8th & 9th. The play was directed by Mr. Marc Beja & Ms. Jessica Beja. The cast was made up of very talented 5th & 6th grade students.

Principal, Michael Loughran, expressed his pride for the cast and crew for all the hard work and dedication, and he especially loved the singing and dancing to catchy songs like "Shapoopie!"



Lincoln Center Education

Lincoln Center Education continued their collaboration with the elementary schools this fall, seen here visiting West Side School rehearsing scenes for "A Midsummer Night's Dream." Educator, Barbara Klein, led the charge providing elaborate costumes, scripts, and backdrops for these 6th graders as they prepared during their week-long Shakespeare experience bringing this great work of art to life. □

Colonial Day Life

Every year 4th graders at both West Side and Lloyd Harbor participate in Colonial Day. Fabulous projects that engage student learning in conjunction with this social studies unit, involve learning about cross stitching, tin lantern making, ropes, tools, merchant life, and lastly a concert and dance performance by the students for their

parents. Thank you to the Cultural Arts Committee for bringing these hands-on educational experiences to our schools. Here, fourth graders in Ms. Diehl's class learn cross stitching and lantern making, many said, "This is so relaxing!" One student said, "I love the sound of success when I hear the yarn being pulled through!" They look great... □



(Nameplate Cover) Lloyd Harbor School Colonial Day Final Musical Performance: 4th Graders treated their parents and guests to a culminating musical performance celebrating their learning of Colonial Day times. Under the direction of music teacher Leah Martin, students at Lloyd Harbor and West Side sang, danced and played instruments, as well as regaled us with all kinds of Colonial Day knowledge. The costumes were amazing, and afterward students learned about barn building and took a step back in time to learn even more about life in Colonial times. Thank you to our guest educator Ms. Joan McGee, from Presentation Long Island. Bravo!



Holiday Spirit

Ugly Sweater Holiday Contest: Students weren't the only ones showing school spirit this holiday season! The staff at the Jr./Sr. High kicked it into high gear parading the halls with a fashion show of ugly sweaters and holiday outfits for the annual Holiday luncheon. Congratulations to Mr. Phelan for best outfit!



Music Lessons

Thank you to music teachers, Mr. Meyer and Ms. Daniels-Rosenblatt for passing along their love of music education to their students, who are preparing for upcoming concerts.



Goosehill: Ms. Katz's students are reading "How To Books" and learning how an author gets readers excited. They studied the introduction and the conclusion of different books, and voted (thumbs up or thumbs down) on their favorite endings. The winning conclusion was "It's salsa time!" and they all seemed ready for the party! Students paired up and talked in groups, each offering their own "exciting endings" to the book they would write themselves, "How to Take Care of a Turtle."



Goosehill first graders learned about different types of measurement in Ms. Cooper's class, where they explored the concepts of height, length and weight. What is the best way to measure a rope vs. a skyscraper? Ms. Cooper showed a few "magic tricks" to the students, demonstrating that objects are not always as tall as they appear!



Tribal Studies

New to West Side this year, we welcome Ms. Jessica Skirbe, seen here teaching 5th graders about Native American cultures, specifically the Adena Mound Builders during this lesson. Students learned to compare and contrast, asking themselves "How did the land influence migration" and researching the study of artifacts to understand ancient life. Fascinating! □



You Got This!

Gooshill students tackle the rock climbing wall.

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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Cold Spring Harbor, N.Y. 11724

www.csh.k12.ny.us

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Superintendent’s Day in Residency

A day in the life of a CSH student is a busy one! During a Superintendent’s Day in Residency at the Jr./Sr. High, Mr. Fenter observed and participated in many lessons, including English, computer science, social studies, science, art, home & careers, and many more! ☐



Challenge Day, cont’d

world where everyone feels safe, loved and celebrated.” The program aims to shift a school culture in just one day, by healing past hurts, making amends, working together, inspiring each other to be the change, and creating peace. The gym was booming with loud music, dance, laughter and tears shed. It’s an emotional ride, and students walk away with a lot to think about. Thank you to the educators who shared their time, knowledge and guidance, and thank you to the students and staff for their open mindedness and participation. Challenge Day is truly a one-of-a-kind experience. ☐

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@CSHWestSide, @CSHathletics

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Goosehill Mural Artist in Residency

If you want to see kids get excited, invite Bren Bataclan to your school for a week to paint a mural together! The kids literally were tripping over each other talking to him, and yes, even flossing and jumping with boundless energy! “*This is why I do what I do,*” shared Bren, who couldn’t help but smile at the enthusiasm. “Smiling” in fact, is Bren’s mission in life – to pay kindness forward and pass smiles along making people’s days brighter. His *Smile Boston Project* resulted in his leaving works of art for people to find in every state and all over the world,

(continued on page 11)

National Merit Finalist

National Merit Finalist 2019: **Senior Sterling Rosado** was named as a Finalists for CSH High School. Principal Jim Bolen was honored to present him with this achievement. This distinction places him in a group representing about half of the top 1% of American high school seniors. Rankings are based on students’ scores on the Preliminary Scholastic Aptitude Test (PSAT) given in the fall of their junior year. After qualifying for the semi-finalist round, finalists must meet high academic standards and other requirements to advance. A truly remarkable achievement – congratulations to our scholar! Sterling will be attending Harvard this fall. □



Administrator of the Year

Valerie Massimo was named **Western Suffolk BOCES 2018-19 Administrator of the Year** for her



work with the design and use of the Creative Learning Labs as well as the available technology in our district. As principal at Lloyd Harbor elementary school for the past 11

years, Ms. Massimo has been instrumental in leading the charge by creating more student-centered classrooms for enhanced learning. She formed a

(continued on page 11)

CSHL Partners for the Future

Science Research Teacher, Mr. Jaak Raudsepp, was very proud to acknowledge, Joseph Massa, who was chosen to participate in the CSH Laboratory 2019 Partners for the Future Program.



This program was established by James Watson in 1990, and each year the program selects a limited number of juniors to participate who show a strong interest and academic strength in biology,

(continued on page 11)

Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .



Speech & Debate

- **Speech and Debate** At the National Elimination Tournament at Roslyn High School March 16th, Thomas Tsekerides (freshman) took first place and Dana Drogin (senior) took second place, both in oral interpretation. They were awarded invitations to the NCFL Grand National Tournament in Milwaukee, WI Memorial Day weekend. Both represented CSH at the NYSFL State Tournament at Hofstra University April 6-7.
- **Speech and Debate:** Congratulations to **Andrew Khanin**, who won a full qualification for the State Championships in J.V. Lincoln-Douglas Debate on Feb. 9th at Jericho High School. Congratulations to **Aaron Stein** who qualified for the State Championships in Model Congress at Elims held at Half Hollow Hills East on Feb. 13th. Dr. Michael Andrews, Head Coach; Speech and Debate Team, was extremely proud and looks forward to the State com
- **National Speech & Debate Association Induction Ceremony:** Congratulations to the 26 student recipients honored at the 2019 National Speech & Debate Association Induction Ceremony, held on April 2nd hosted by head coach, Dr. Andrews and assistant coach, Ms. Glynn. Presentations of Award Certificates, and Degrees of Merit, Honor, Excellence and Distinction were given. This prestigious organization dates back 1925; its mission is to promote Speech and Debate as a means to develop a student's essential life skills and values, honoring the traits of integrity, humility, respect, leadership, and service. Congratulations to all!

National Letters of Intent

Athletic commitments

Congratulations to the following student-athletes who signed their 2018 National Letters of Intent (NLI) in February, which is a binding agreement between the student and the college. This is quite an honor, and CSHHS had two (2) athletes who earned this recognition: **Grace Tauckus** (Princeton/Lacrosse) and **Aidan Adomaites** (Stonybrook/Football). In addition, **Matthew Cashin** (Tufts/Tennis) will also be continuing his athletic career at the Division III level. Athletic Director, Michael Bongino, along with all the coaches, congratulated the student-athletes for this achievement and their hard work and dedication. Best of luck to all of these committed college athletes next year! ☐



CSH Ed Foundation

Donation Goosehill

STEAM Lab

The Board of Education accepted the very generous donation from the *Cold Spring Harbor Educational Foundation* in the amount of \$29,999 for an indoor/outdoor STEAM Lab at Goosehill Primary School. Board President, Ingrid Wright, shared, *"This donation will be used to purchase equipment that will provide our students with hands-on experiences as they learn about weather patterns, forces of physics, and challenge them to be creative thinkers as it relates to science, technology, engineering, and math. I thank the Foundation for their continued support and look forward to seeing the impact that this grant will have on our students in the coming months. Thank you to Mrs. Belfi and Mrs. Koenigsberger, Ms. Herschlein and her staff, as well as our Board of Education liaison Mr. McAteer, and our Assistant Superintendent for Curriculum and Instruction, Mr. Simon."* ☐



- **LISFA Honors: West Side – Rachel Louie** (violin) and **Catherine Ziegler** (violin) represented West Side School at the Long Island String Festival Association (LISFA) rehearsals and performance at Uniondale High School.
- **LISFA Honors Lloyd Harbor – Michael ReyMartin** (string bass) and **Elizabeth Zahn** (cello) represented Lloyd Harbor School at the Long Island String Festival Association (LISFA) rehearsals and performance at Uniondale High School.
- **FLES Honors:** In celebration of World Language Month, the fourth-grade FLES students created beautiful posters. This year, the AATSP

(American Association of Teachers of Spanish and Portuguese) selected the theme *"¡Juntos más fuertes: el español y el portugués!" Together Stronger: Spanish and Portuguese!* The Regional Representative for Lloyd Harbor in 1st place: **Isabella Garra**; 2nd place: **Prem Gandhi**; 3rd place: **Anna Fiordalisi**, and Honorable Mention: **Sylvana Guariglia & Christina Calvo**. West Side honors went to: 1st place: **Sophia Marino**, 2nd place: **Lucas Pultz**, 3rd place: **Sophia Florez**, and Honorable Mention: **Juliette Barry & Adrianna Mouzouris**. Congratulations to all! ☐

Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .

Science Honors

- Advanced Science Research Program:** On March 15, seven students from the Advanced Science Research Program attended the session on Cellular Dynamics, Interactions and Communication at the “Systems Immunology” meeting at Cold Spring Harbor Laboratory. In addition to listening to seven talks by scientists from the United States, France, Germany and Israel, the students had lunch and discussions with two of the meeting organizers, Dr. Kathryn Miller-Jensen from Yale University and Dr. Harinder Singh from the University of Pittsburgh. Both scientists engaged the students in substantive discussions and encouraged the students to continue their research projects back at the high school.



- Long Island Science and Engineering Fair JV Level:** On March 14, ten students from both the Advanced Science Research and Independent Research programs presented their research at the Long Island Science and Engineering Fair, JV level. In addition, the students were excited to have Superintendent of schools, Mr. Robert Fenter, and Assistant Superintendent for Curriculum and Instruction, Mr. Kurt Simon, visit and chat with them. The student presenters were: **Isabel Adelhardt, Gabriella Harrison, Emma Bauer, Ryan Steele, Andrew Khanin, Joseph Amadeo, Sarah Lynch, Erin Gallagher, Sibelle O'Donnell, and Paige Vegna.**



Character Recognition Awards

Jr./Sr. High School: Recognizing good character in students is something to be celebrated. Principal, Dr. Jim Bolen, shared, *“I absolutely love this award ceremony which focuses on core values. This is the best thing I get to do as principal, to recognize students going above and beyond, all of whom underestimate the influences and impact they have on others.”* Parents and family members are invited to hear faculty share heartfelt stories about each student who best exemplify specific attributes selected for that quarter of the school year. The goal is to help promote a positive school environment essential to the healthy development of young adults, and to recognize role models. This quarter 33 students (our largest group ever!) were recognized for the attribute of *empathy*. Dr. Bolen shared, *“Empathy is about listening, and validating feelings, and often this is a lost skill.”* Many teachers shared the power of witnessing a situation, the kindness that was spread, and how proud they were. Ms Sihksnel shared a Theodore Roosevelt quote, which states, *“No one cares how much you know, until they know how much you care.”*

Congratulations to all! □

- The Long Island Science and Engineering Fair** was held on Feb 8th at the Crest Hollow in Woodbury where five CSH Research students presented their projects. This year students from 79 public and private schools in Nassau and Suffolk counties participated and were judged by professors, scientists, doctors, and engineers. Students presented on a variety of topics. Presentations included: **Caroline Ambriano** (research at NYU) – Crystallization of DNA Nanostructure using the PX Motif, **Christine Chau** (research at CSH HS) – The Effect of Small Molecule IQ1 on the Regenerative Process of Planaria, **Joseph Massa** (research at CSHL) – Data Management for Large-Scale Neural Recordings and Analysis, **Sophia Rivadeneira** (research at CSHL) – Neurofibromatosis Type 2 and

Potential Treatment using CRISPR Technology and pGEX2T Merlin 1-332 Plasmid, And **Claire Weis** (research at CSH HS) – The Effect of Rifampin on *Treponema primitia* and Termite Health.

- Molly McHale** qualified for the NY State Geography Bee in Albany to compete for the National Bee qualifications. The New York State Bee consists of the top 100 scoring students in the qualifying test. This is the third year in a row Molly has qualified, congratulations! □





Literary Luncheon

Author *Lisa Wingate*

Each year, the Jr./Sr. High PTG sponsors their largest fundraiser, the "Literary Luncheon." Funds raised support the Cultural Arts Programs brought in for the school. This year, the PTG was pleased to welcome, Lisa Wingate, who spoke about her book, *Before We Were Yours* on April 10th at the Huntington Country Club. Her *New York Times* Bestseller was based on one of America's most notorious real-life scandals, in which Georgia Tann, Director of a Memphis-based adoption organization, kidnapped and sold poor children to wealthy families all over the country. The book focuses on one family in Memphis, in 1939. Twelve-year-old Rill Foss and her four younger siblings live a magical life aboard their family's Mississippi River shanty boat. But when their father must rush their mother to the hospital one stormy night, strangers arrive in force and wrench Rill and her siblings from all that is familiar and they are thrown into a Tennessee Children's Home Society orphanage and a world of danger and uncertainty. Lisa Wingate's riveting tale reminds us how, even though the paths we take can lead to many places, the heart never forgets where we belong. Thank you, Ms. Wingate, for telling this story and also sharing your guidance in classroom workshops prior to the luncheon with English students in Ms. Henry and Ms. Glynn's classrooms. (This book was also selected for the high school book club.) Thank you to this year's Literary Luncheon committee, and long-time chairpersons, Claire Costa and Monica Stingi, for yet another an amazing and inspiring afternoon. □



(The Cultural Arts Committee exists because of the support of parents and the District Administration. They are committed to and recognize that exposure to the Arts is a fundamental component to the educational process. The committee of volunteer parents works with principals and teachers to provide a broad spectrum of quality program opportunities within the daily curriculum. These programs encourage and strengthen each student's ability to think critically and creatively.)

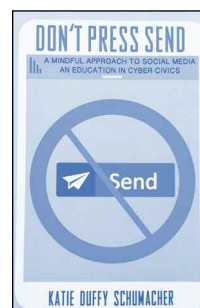
West Side Principal

The Board of Education and Superintendent, were very pleased to welcome back from retirement, former Assistant Superintendent of Curriculum & Instruction, Dr. Lydia Bellino, as the Interim Principal to West Side School, following the mid-year leave of Michael Loughren. Dr. Bellino expressed how honored she is to be at West Side with such a dedicated staff, incredible students, and supportive parents. She shared, "I continue to enjoy and give my full support to the entire West Side School community." □



Don't Press Send

The old adage "think before you speak" has become dangerous and problematic in the digital age. Online Behavior Expert, Katie Schumacher, delivered a powerful message to CSH



parents on how to have a mindful approach, along with kind and careful communication on social media. She is the author and founder of the **Don't Press Send Campaign**. During her presentation on

March 27, she helped parents learn guidelines and strategies to help their children navigate their cyber community. She shared an alarming statistic, that suicide had increased 200% in children ages 10-14. The anxiety and stress of feelings of "exclusion" from devices has taken its toll on the cost of our children's self-esteem. When you speak from behind a screen, you don't see the hurt on the other side. The written word is extremely powerful, and we might not press send if we asked ourselves the question, "How would this text/post make me feel?"

Devices cause a lot of distraction, and they can make us highly anxious. Like everything in life, we need to find a balance, and we need to disconnect from our devices sometimes. Ms. Schumacher encouraged us to put our phones "down" and look "up" at the world around us. Make a cell phone basket, where all devices go at dinner time or family time. This applies to children and adults, after all, what are we modeling? Thank you to FOCUS (Families Of the Community United with Schools), for bringing this opportunity to CSH on March 27th. If we could all learn to "hit the pause button" on our texts, emails, and social media posts, and carefully review our messages, it just might change the world one text at a time. □

LOCKS OF LOVE

Thank you to Abby Packert and Ellie Fox for being extremely brave, and cutting their hair for donation to such a worthy cause! Once again, Leslie's Hair Salon in Huntington opened their doors and their hearts for complimentary haircuts and pony-tail's to be cut! Locks of Love club advisor, Senora Kathleen Fristensky, was there to support the girls for their generous act of kindness. These pony tails are used to make wigs, which are provided free of charge, for young girls who suffer from conditions that cause hair loss, including alopecia, burn trauma, and cancer treatment. Thank you for being role models and helping others! □



Giving Back

Free Cone Day is a yearly day of charity. Ben and Jerry's is a leader in giving back to the community. Teachers, administrators, and board members from many different districts have scooped for this wonderful event over the years. The proceeds from this day (April 9th event) went to the local charity Tri-CYA. Kudos to our staff for volunteering every year to help raise money for such a great cause! □

STEAM Fair

West Side: The excitement was so contagious at the West Side STEAM Fair, that younger students kept peeking into the gym asking if and when their class would get to visit? Dr. Bellino shared, "The authentic student-designed projects offered students the opportunity to engage in designing their own investigations, asking questions, exploring possible solutions, experimenting, and discovering. The integration of Science, Technology, Engineering, Math, and Makerspace transforms how learning happens. This pursuit of innovation and creativity brought their ideas to life for the STEAM Fair that truly was a celebration of teaching and learning." Congratulations to all our fifth-grade entrepreneurs! A special thank you to Ms. Gerver, Ms. Fraiberg, Mr. Powers, Ms. Balzano and Mr. Burke for making it all possible. □



Smart Decisions

Each year, students from SWWATAV (Student Waging War Against Tobacco and Vaping) visit the elementary schools, with Club Advisor, Mr. Chris Homer. This year, they were also joined by SADD (Students Against Drunk Driving) members, and together, they engaged student-to-student peer discussion on the benefits of a drug-free life. Topics included the dangers of vaping, drinking, smoking, and prescription drugs, as well as, the importance and understanding of good decision-making skills and refusal skills. These incoming 7th graders from West Side and Lloyd Harbor were invited to join the club next year. Thank you, Mr. Homer and students, for bringing your knowledge and skill-sets to our younger students. □



Holocaust survivor

Werner Reich

CSH students in grades 8,10 and 11, were very fortunate to hear the wisdom and experiences of Holocaust survivor, Mr. Werner Reich; age 91. He humbly shared that, *"I did what any decent person would have done."* He spoke of the four groups in an oppression: the victims, the bullies, the good people who did something, and the bystanders. He asked the students, *"Don't be a silent friend."* Dr. Bolen shared, *"Mr. Reich's personal story is one of incredible strength, hope and faith in the power of the good in humanity, triumphing over evil. He connected the atrocities he experienced as a concentration camp survivor, and how they are relevant to student stresses, injustices and cruelty, urging all to stand up to these injustices against others. I was truly touched by his bravery and positive disposition all these years later."* Thank you to the PTG Cultural Arts Committee for bringing Mr. Reich in as a guest speaker on Feb. 26th. Erin Gallagher (grade 10) had the privilege of interviewing Mr. Reich for the school newspaper, she shared, *"Interviewing Mr. Reich was an incredible experience. His optimistic outlook on life despite all that he has been through was truly inspiring. I am honored to have been given the opportunity to meet and speak with this remarkable man."* □



Newsies

The Musical

The Junior High cast and crew took to the NYC streets, with the production of *Newsies!* The show was inspired by the real-life Newsboys Strike of 1899 in New York City, about a rebellious newsboy, Jack Kelly, who takes on the giant publishing house of Joseph Pulitzer. The ensemble sang and tap danced their way on stage, entertaining all who came, with a little Brooklyn twang to boot. Once again, Director, Jessica Ranieri outdid herself with these up and coming stars. Thank you to Marc Beja (Vocal Director), Laura Cirino (set design), Jessie Moran (Pit Band Director), Danielle Beach (Business Director), Yuri and JT for tech and lighting, and the continued support of the Arts Booster Club, Bravo! □

Google Expeditions

Field trips across the Globe

Can you imagine a Criminal Law Class traveling to a virtual crime scene and crime lab? After learning about *Albert IO* from Anthony Pesca, and *Virtual Reality* from Danielle Beach, during a Professional Development day, Social Studies teacher, Dr. Andrews, was able to implement these new tech-tools into some of his classes. With the help of the tech team and Ms. Christine Reilly in the computer lab, they were able to use these *Virtual Headsets* where students can now take field trips across the globe without ever leaving the classroom! *Google Expeditions* is an immersive education app that allows teachers and students to explore the world through over 900 virtual-reality (VR) and 100 augmented-reality (AR) tours. You can swim with sharks, visit outer space, turn the classroom into a museum, explore the human body, the possibilities are endless! It is truly a mind-blowing way to engage student participation with this visual learning tool. The reactions were priceless in Ms. Rivadeneyra's FLES trip "Welcome to Paris!" Heads twirled, arms flailed, and shouts of amazement hailed "I'm inside the Louvre!" What an exciting way to learn! □



"...students can now take field trips across the globe without ever leaving the classroom!"

• • •

"Welcome to Paris!"
"I'm inside the Louvre!"

LLOYD HARBOR



Come Read All About It

Come read all about it! Ms. Craco's 2nd graders loved sharing "what they know a lot about." They shared booklets filled with drawings and pages on topics that ranged from figure skating, gymnastics, bikes, hockey, lizards, art, and yup – even "my brother!" Precious... □



Woman in History

In observance of Women's History Month, third graders in the Library Media Center celebrated women in STEAM. Library Media Specialist, Ms. Cuff, taught the students about Mae C. Jemison (an American engineer, physician and NASA astronaut who became the first black woman to travel in space when she served as an astronaut aboard the Space Shuttle Endeavour) and Katherine Johnson (an African-American mathematician whose calculations of orbital mechanics as a NASA employee were critical to the success of the first and subsequent U.S. manned spaceflights). Students then completed coding challenges through Hour of Code. □



Train Like an Athlete

Physical Education teachers, Mr. Toscano and Ms. Incarnato, welcomed a local fitness organization into their classes called Athletic Movement Protocol. They specialize in sport specific speed and strength programs. Located in Syosset, the trainers explained how they optimize physical fitness results with professional athletes, as well as many of our very own Varsity athletes. The kids loved the drills and challenges. They tested their endurance and strength by performing fun (yet difficult) exercises, and were surprised at their performance and achievement. Thanks AMP for a great day, and showing us how to "Train like an Athlete." □



Ms. Caputo's students displayed their projects on the study of Egypt, including the mummification process, dress, the Nile River, Pyramid construction, geography, social class, and more. Great job! □



Land Ho!

Landforms: Second graders studied Earth Science, and created 3D models of landforms while learning about how our planet-Earth changes over time. Here, one group from Ms. Morrison's class proudly displayed their final presentation. Great job! □



Lloyd Harbor and West Side 6th graders enjoy a night of skating together, continuing this long-standing tradition of various year-long events prior to coming together next year at the junior high! □

Lloyd Harbor and West Side 4th graders were privileged to see a performance of Flamenco dancing, thanks to the Cultural Arts Committee. These performers also visited the foreign language classes at the Jr./Sr. High School, where students participated in dance lessons. □

GOOSEHILL



Reporting Live!

New to Goosehill this year are TV special broadcast reports, with the help of Library Media Specialist, Ms. Marissa Urso. Here, Goosehill students filmed a newscast informing viewers about Chinese New Year, and about how to be a HERO (H=Honest, E=Empathic, R=Respectful, O=Openhearted). Reporters go “out in the field” (to the Goosehill playground), and interview fellow students. Each classroom then watches the newscast on TV. Great job from our youngest future news reporters! □



Saving Your Pennies

Students raised \$1,000 dollars (in coins!) for Little Shelter as part of a SIT-sponsored community service project in support of our HERO theme- heroes are kind to people, animals and the planet Earth. (Hero stands for Honesty, Empathy, Respect and Open hearted) The First National Bank of Long Island waived the coin counting fee and added \$250 to the donation! Representatives from Little Shelter, Arlene Leone and her dog, Buddy, received donations of laundry detergent, cat and dog toys and food, as well as a check for the balance of the funds collected. President of The First National Bank of LI, Michael Vittorio and Branch Manager, Collen DeStefano presented a \$250 check to Little Shelter on behalf of Goosehill and thanked the children for being true heroes in their community. Way to go Goosehill! □

Science Fair at CSH Laboratory

The annual **CSH Laboratory Science Fair** for Goosehill is truly a family favorite and one event you don't want to miss! As part of our school district's partnership with the Laboratory, first graders participated in six exciting science activities, on a rotating basis taught by the scientists. They explored the properties of a “seaweed surprise” sodium alginate, commonly used as a thickener in the preparation of certain foods. It was all smiles at the table of “oobleck and flubber” where students sunk their hands into the worlds of solid or liquid? However, it was more squeamish at the table of brains, where they chose to either hold it, or simply look at a sheep and cow brain! They learned how DNA is a code for the proteins that make up the human body and investigated rainbow colors with the use of paper chromatography. Principal, Lynn Herschlein, shared, *“How amazing it is that our students have the opportunity to learn from “real” scientists in our very own community. Students see themselves as scientists and thoroughly enjoy their weekly investigations in the science room. The goal of science in primary school is to build students’ understandings about how the world works and how science is practiced. Hands-on experiences help our students form theories to explain “how” and “why” things happen. We encourage a sense of wonder...science is all around us!”* □



“How amazing it is that our students have the opportunity to learn from “real” scientists in our very own community.”

Happy 100 Day!

100 Days of School: Students celebrated this special day in a big way! They gathered on stage to share their morning assembly of songs with family members who came to watch and sing along. Classroom doorway entrances were decorated with 100-Day gateway tunnels and streamers, and bulletin boards were decorated with art work. Mrs. Herschlein shared, *“Thank you to all of our kindergarten parents for attending the 100th Day Concert. The children loved performing for you and they did an amazing job! A special thanks to Ms. Beja, our music teacher, for all of her hard work in preparing the children and planning such a special event.”* Happy 100 day! □



WEST SIDE



SCAN it – QR Coding

Fifth graders at West Side were challenged to ask themselves “What do I Wonder About?” They wondered about many things, including; why is the ocean blue, what exactly is the Big Bang Theory, can Titan sustain life, and how exactly do leaves change color? Then they created presentations about their science research. Using the district databases, they attempted to answer their “wonder” questions. To share their work, students created QR codes for their projects, whereupon students and parents could scan the QR codes using a QR reader app to see the projects. Brilliant! □



ASSET: Four of the sixth-grade students at West Side attended the Long Island ASSET Conference, “Unleashing Talent,” an association dedicated to promoting the integration of technology in instruction. Congratulations to **Kelly Callaghan, Milan Lusting, Stephen Schmidt, and Nicole Schrock** who were student presenters with their Foreign Language teacher, Ms. Rivadeneyra and Mr. Monastero, Executive Director of Instructional & Administrative Technology. Our sixth graders demonstrated how they used Google Expeditions, a virtual reality teaching tool, to enhance their learning in their FLES studies. Way to go! □



Ms. Kleiner’s 3rd graders explore the steel drums. Through an exploratory and “hands on” approach, 3rd graders are given the unique chance to play several different orchestral and band instruments for the instrumental and general music program. In this way, students get to know which instruments they most enjoy and play with ease. The orchestra and band directors work closely together to observe and assess the talents and strengths of each child. Come June, Ms. Kleiner is planning to repeat a short steel drum performance for the school and parents, as well as a ukulele (club) performance at the request of the students. Fun! □



Clay Creations

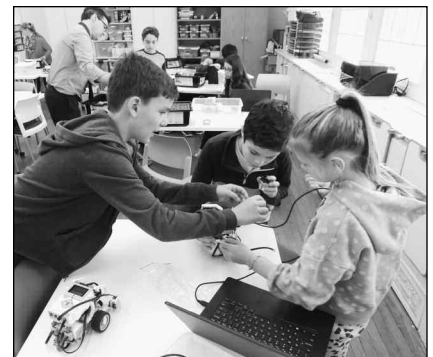
Art students learn about Ndebele Houses: In 1883, the South African tribe of Ndebele people were fierce warriors and large land owners, however the loss of war brought harsh life. Expressive symbols on their homes told of their suffering and grief, and was a form of communication. It became a secret code of cultural art, disguised to anyone but the Ndebele. Here, students in Ms. Andria McLaughlin’s class, created their very own Ndebele Houses! □

As part of the “West Side Kids Care” Club, students participated in “Valentines for Veterans” where they made valentines that will be distributed to Veterans in local nursing homes and hospitals, letting our veterans know we appreciate their service and sacrifice. □



JUMP ROPE FOR HEART

Jump Rope for Heart Fundraiser is always a fun challenge at West Side. During a two-week unit on heart health, students learned different ways to jump rope, benefits of jump roping and ways to be heart healthy. All donations went to the American Heart Association, which aids in the fight against heart disease and strokes. In the United States, approximately one in four deaths are from heart disease. At a school assembly on February 15th, the best student jump ropers competed for the championship title, which was awarded to Christopher Coco with a jump time of 6:28 minutes! Also, congratulations to Katherine Goldstein who was runner-up. Thank you to Physical Education teacher, Mr. Steven Forbes, for such an exciting morning assembly. The students raised \$5,914 – WOW! □

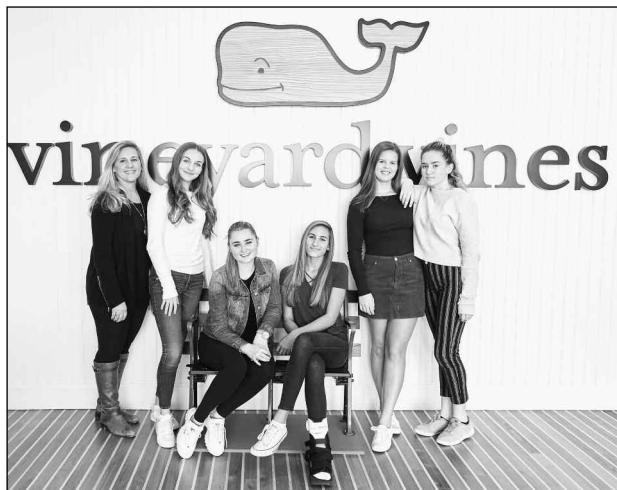


Robotics – 5th grade students in Mr. Powers class prepared their Lego Robotics projects for the STEAM Fair on April 9th using various sensors on the robot to detect and avoid objects, along with using sounds and displays to give their robot personality! □

Trip to Vineyard Vines

Art teacher, Ms. Samantha Hayes, took her fashion Design class to the headquarters of Vineyard Vines in Stamford, Ct. Here, they had a personal tour by Ms. Hayes' sister, Kerry Brady, who is a graduate of CSHHS, to meet with the art department. Ms. Hayes shared, "I wanted my Fashion students to learn about how and what it takes to run a clothing company. My sister is a producer at Vineyard Vines, and her responsibilities include setting up photo shoots all over the Caribbean, Bermuda, and Florida, as well as helping to design the Catalog. Ms. Brady was able to schedule her colleagues to come and meet with the students. Each gave a presentation in the Board room about what they did for the company and their background experience.

Presentations were made by photographers, copywriters, stylists, digital imaging editors, fashion designers, head of merchandise, head of the art dept, and the Recruiting coordinator (Jenna Hanlon; also a graduate of CSHHS). The staff bought lunch for everyone and provided goody bags with clothes and accessories. It was an amazing experience!" □



International Night "Olé"

Another international night of success was celebrated on March 8th for the annual Jr./Sr. High School "International Night." Students in grades 7-12 took pride in their heritage showcasing their talents and diverse cultures from around the world. International Club advisors, Ms. Monck-Rowley and Ms. Koob, orchestrated the event with the students who planned exhibits of cultural booths, food stations, a fashion show, and Irish step dancing. Students loved the photo booth, henna tattoos, and musical performances, along with a student and staff led rendition of the Greek National Anthem and traditional dance. Most impressive of all, thanks to the parent and student chefs, were the endless assortments of international cuisine. There was a crepe and waffle station from France, Polish and Costa Rican delights, Greek Pastitsio and Baklava, a Japanese sushi station, and so much more! There was even an Empanada truck outside! Both cafeterias were lined with food stations from around the world. So, if you missed it this year, come next year, and come hungry! Thank you for an amazing night of entertainment and fun. □



Professional Development

Several teachers from the CSH department of World Languages had the opportunity to attend the NECTFL (Northeast Conference on the Teaching of Foreign Languages) in NYC in February. The theme of the conference was "Authentic Language, Authentic Learning." World language educators from all over the country gathered together to partake in professional development sessions to explore how to make language learning experiences more meaningful and engaging for students. *Featured in the photo from left to right Kelly Jordan, Tara Tassani and Sandra Rivadeneyra.* □



National School Counseling Week

Interim Director of Guidance, Dr. Barbara Donnellan, was honored to recognize her staff during "National School Counseling Week" with some celebratory activities and a luncheon in appreciation for the work they do every day with students, staff and the community in which they work. Thank you to Mr. Woods, Ms. Hannity, Ms. Pickering, Ms. Friedland and Ms. Messina! □

Administrator of the Year, cont'd

research team to learn from industry leaders, which included a trip to *Birchbox*, a NYC organization built around making customers and employees happy at what they do. The team also toured *The New School* to see and hear from a college that values creativity and respects individuality. Their visit to Hulu inspired the development of a "Passion Wall" at Lloyd Harbor school. Executive Director of Technology, Mr. Joseph Monastero, nominated Valerie for this award. He explained, "Ms. Massimo took on the idea of "de-fronting" the classroom by co-chairing the *Creative Learning Labs/Flexible Workspace Project*. This project was initiated to better understand how to create learning spaces for students and staff that are flexible, promoting creativity, collaboration and a departure from our more traditional computer labs. Ms. Massimo spearheaded a group of teachers and leaders, where they presented at a national conference showcasing her collaborative nature and the value she places on leading by example." After a trip to visit *Steelcase* in NYC, witnessing the success of flexible workspaces, she broadened the Creative Learning Lab concept to individual classrooms and initiated redesigning computer labs across the district.

Over the past three years, she has led the charge with the district's student Chromebook initiative, supported virtual reality, and embraced a student-run Lloyd Harbor Morning News video station (for which she also won an award 6 years ago). Ms. Massimo also encourages schools to visit CSH to share these successes. Ms. Massimo shared, "This award came as a total surprise. My friend and colleague, Joe Monastero, carefully chose to highlight the work that I am most passionate about...specifically our creative learning spaces and flexible seating areas. These environments foster collaboration and innovation. I am very grateful to have such an honor awarded not only to me, but to all of Lloyd Harbor School, where learning is challenging, collaborative and creative!" Ms. Massimo also expressed her gratitude for the support of the Board of Education and the entire administration for making so many things possible. □

Goosehill Mural, cont'd



"Let's paint a mural together..."



with the only "cost" being that the person who finds and keeps his artwork promises to "smile at random people more often." What a wonderful message! Bren brought out the best in our school community with his gentle and caring spirit.

Principal Herschlein was thrilled by all the excitement, "Artist, Bren Bataclan, engaged the children in drawing workshops and they were able to watch him all week as he sketched and painted a beautiful mural in our cafeteria based upon their ideas and drawings. Children stopped in to see him during the day to ask him questions, give him suggestions, tell him about their favorite animals (he is a cat lover), and chat about their own aspirations as artists. Many went home and practiced drawing the characters he taught them to draw. Our first graders marveled at seeing their own sketches come to life on the stage doors that served as a big, vibrant canvas for our mural." Teacher, Ms. Katz shared, "Of all of the programs that I have seen over the 20 years I've been here, the Mural is by far the best! Not only was it age appropriate, but Bren engaged the

"Watching their ideas and drawings come to life on the mural was so exciting for the children."

children in every part of the process. Watching their ideas and drawings come to life on the mural was so exciting for the children. They looked forward to talking with Bren each day and seeing each of their drawings incorporated into the mural. It's something they can be proud of and an experience to remember."

Bren was definitely Goosehill's Superhero the week of March 4th. Thank you to the GPFA for bringing him here to spend a week at Goosehill. If you would like to learn more about Bren, whose projects have been featured on the CBS Evening News with Katie Couric, Smithsonian Magazine, Readers Digest, many major newspapers including the Boston Globe and more...he also has a book and gave a TED Talk in 2017. □

Partners for the Future , cont'd

physics or mathematics, from public and private high schools on Long Island. Students are nominated by the science faculty from their respective high schools. The nominees must submit a written application and are chosen by a CSH Laboratory mentor after a personal interview process. Students accepted into this very selective program get the opportunity to work with a world class scientist doing cutting edge research in the field of Molecular and Genomic Biology. This year, 15 students were selected from Long Island. Congratulations to Joseph, who presented his research at the CSHL Grace Auditorium on April 8th. Joseph worked in Dr. Tatiana Engel's lab under the guidance of Dr. Mikhail Genkin. His research was on "Data Management for Large-Scale Neural Recordings" □

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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Used Book Drive

West Side Student Council raised \$330 for the Theodore Roosevelt Sanctuary, a local organization that happens to be in our backyard. The students and staff donated their gently used books and sold them each for \$1. It was a great fundraiser and a representative came to accept the money from the Sanctuary. The books will also be donated to local organizations. □



Anything Goes!

The Cold Spring Harbor Musical Society presented the community with an evening of theater with the hit show *Anything Goes* on February 8-10th at the Performing Arts Center.

In addition, Student Government hosted its first ever “Senior Citizens Dinner Theater” on February 6th. Over 65 local seniors came out to have dinner served by the student council followed by a performance of *Anything Goes*. The students were thrilled with the turn out and hope to continue the event in years to come. Thank you to Director, Melissa McLees, Vocal Director, Marc Beja, Music Director, Brent Chiarello, Choreographer, Bailey Whitney, Set Director, Laura Cirino, Business Director, Danielle Beach, Technical Director Yuri Zacharia and Lighting Director, James Thompson. Bravo to the cast, musicians, and stage crew for another fabulous performance! □



Smile Train

The New York Islanders hosted a wonderful night for the charity Smile Train on February 1st. Some of our students are ambassadors for the wonderful Smile Train charity. Ms. Gerberg and Ms. Schaefer, from the district and Smile Train, were so kind to invite some of our students who are involved in charity work to attend the evening. Ms Waters, Mr Homer, and several parents accompanied the group. Some of our students (Juliana Wells, Julia Stingi, and Hannah Terry) were able to be on the ice for the ceremonial puck drop! Mr. Homer shared, “It was a fantastic night. We were so proud of our students!” □

COLD SPRING HARBOR



VOLUME 42, NUMBER 5

A REPORT ON OUR SCHOOLS

SUMMER 2019



Junior Book Awards

At the June 11th Board of Education meeting, fourteen students were presented with the class of 2020 Junior Book Awards by the Principal, Dr. Jim Bolen, designated by colleges to Juniors with the highest levels of academic achievement. The honors went to: Emma Polo (Brown University), Julia Wallace (Columbia University), Julia Kopp (Cornell University), Lindsay DeRosa (Hamilton College), Nicholas Aronow (Miami University of Ohio), Paige Vegna (Princeton University), Jacob Bruno (St. Lawrence University), Connor Flynn (St. Michaels College), Timothy Louie (University of Rochester), Kaitlyn Fare (University of Pennsylvania), Claire Weis (Yale University), Abigail Johnson (Dartmouth University), Katherine Brennan (Harvard University), and Colin Bacchi (Notre Dame University). Congratulations to all for this very prestigious honor. □



Tenure Granted

Congratulations to Shiela Mauriello (tenure area of Science), Kristen Wilkens (tenure area of LOTE), and Andrew Cennamo (tenure area of Teacher Assistant), who were granted tenure at the recommendation of the Superintendent at the May 14th Board of Education meeting. Superintendent, Robert C. Fenter, the Board of Education, and Administration offered their congratulations with the highest of praise and support. □

Female Diversity Science Award



College Board's AP Computer Science Female Diversity Award: CSH Jr./Sr. High was recognized for helping to close the gender gap in the field of computer science. Out of more than 18,000 secondary schools worldwide that offer AP courses, only 685 achieved this important result in 2018. This certificate of award will be proudly displayed in Ms. McLees' Computer Science Room! □



The Exemplary Service Award

The Exemplary Service Award was presented to Ms. Donna Buttacavoli, at the June 11th Board of

(continued on page 2)

Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .



French Students Winners

Le Grand Concours

CSH French students continued their outstanding tradition of excellence on the 2019 National French Exam administered in March. The district, along with the World Language Department, is extremely proud of these students whose scores rank nationally, demonstrating outstanding academic achievement on this challenging assessment; a testament to their hard work and commitment to the study of French. *Le Grand Concours* competition is sponsored by the American Association of Teachers of French (AATF) whereby students are evaluated for their written and listening comprehension skills. Students in all 50 states competed in the 2019 event. AATF President Catherine Danielou indicated that “*French teachers work hard to produce responsible world citizens with multilingual capabilities. Le Grand Concours participants and winners all embrace an appreciation for other cultures and value the study of French.*” French teachers, Paula Gozelski, Tara Tassani, and Rebecca Koob administered the exam for each of their classes with a combined National Ranking total of 7 silver, 8 bronze and 29 honorable mention awards for their students. Congratulations to all of our award winners...Magnifique! ☐



Thespian Honor Society

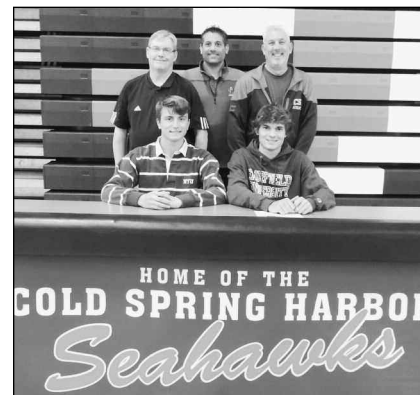
International Thespian Honor Society Induction:

Congratulations to the following recipients honoring student achievement in theatre. Eleven students were inducted by fellow Thespian

members Mr. Beja, Dr. Bolen and Mr. Homer: **Colin Bacchi, Julia Bavaro, Zachary Bennardo, Alethea Freidberg, Kelly Gallagher, Mimi Monte, Sianna Monte, Daniella Rodriguez, Anna Tesoriero, Katherine Tuohy.** ☐

Hunting-TONY Awards

Congratulations to the following recipients: Augustine Maiorino, who won for Best Supporting Actor in a Musical, Katherine Tuohy, who won for Best Actress in a Musical, Best Set Design for a Play – Clue, Best Set Design for a Musical - Anything Goes, and Best Choreography - Anything Goes. Thank you to the John Engemann Theatre in Northport for hosting this event every June, sponsored by Town of Huntington. What a wonderful ceremony to celebrate and recognize the dedication, talent, and hard work exhibited by such talented students. Congratulations to all.... ☐



National Letters of Intent

Athletic commitments

Congratulations to the following student-athletes who signed their National Letters of Intent (NLI) this spring, which is a binding agreement between the student and the college. This is quite an honor, and CSH had one Division I athlete who earned this recognition: Griffin Schlesinger – Fairfield University (Tennis). The following student will also be continuing his athletic career at the Division III level: Nicholas Suter – NYU (Soccer). Athletic Director, Michael Bongino, congratulated the student-athletes, along with their coaches, Bruce Moodnik (Tennis), and Ed Moeller (Soccer). Best of luck to these committed college athletes next year! ☐

Exemplary Service, cont'd

Education meeting. Every year, at this time, the Board wishes to honor an employee who supports, with great distinction, our school community. The criteria for eligibility established in order to be considered for the award includes having worked in the district for at least five years, have the unanimous recommendation of the administration and the Board, and exemplify leadership and excellent character among others. Board President, Ingrid Wright, thanked Donna, for her many years of dedication and service. Thank you, and congratulations on this very distinguished award! ☐

Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .



US News & World Report's Annual List of Best High Schools: Our high school continues to receive the

highest rating from US News & World Report, receiving a Gold Rating and being placed in the top 3% of high schools in the nation, #1 in Suffolk County and #7 on Long Island.

- **Art Honor:** Congratulations to **Aeryn O' Rourke** (Lloyd Harbor School), 2nd place winner for 3rd grade level, and **Kami Cotek** (West Side School), 3rd place winner for 6th grade level in the Town of Huntington Tulip Festival Competition. Both received an award at a ceremony on May 5th at the Heckscher Museum.
- **Art Honor:** Congratulations to the following CSH student artists: **Julianna Sousa, Lila Pomerantz, Rachel Golden, Marina Khan, Emily Offermann, Chloe Apostle, Irtana Deslouches.** Their artwork was selected for display at the Huntington Arts Council "High Arts Showcase XV: Journey Program Art." The Huntington Main Street Gallery showcase ran from May 10 – June 1. Participating *Journey* partner school districts included CSH, Commack, Harborfields, Huntington, Northport-East Northport, Plainview-Old Bethpage and South Huntington.
- **Writing Honors:** Congratulations to **Jessica Wang** (Freshman) who won a Silver Medal for her memoir entitled *Broken for the Scholastic Art & Writing Awards – the Alliance for Young Artist & Writers.* Also, Congratulations to **Julie Kopp** (Junior) who won two prestigious writing competitions: *Hart Poetry Competition* (13 winners out of 154 entries), and *Huntington Youth Writes Competition* (placing third for her essay, and honorable mention for her short story).
- **Poster Contest AATSP Winner:** **Sophia Marino** (Grade 4) placed third in the American Association of Teachers of Spanish and Portuguese (AATSP) Poster Contest. This year's theme was "Juntos más Fuertes: el español y el portugués" (together stronger: Spanish and Portugués). Congratulations!



Character Recognition Awards

Jr./Sr. High School: Students, families, and staff gathered for the final Character Recognition Award Ceremony on April 11. The theme this quarter was *integrity*, and as Dr. Bolen acknowledged, this trait sinks straight to the core of good character. Assistant Principal, Ms. Waters, shared that *Miriam Webster Dictionary* revealed that the word "integrity" was one of the top 10 searched words; people don't know how to define it? She said, "It is not something tangible; it's something so deep inside of who we are." Thank you to the faculty for sharing heartfelt stories about each of these students who best exemplify integrity. The goal is to help promote a positive school environment essential to the healthy development of young adults, and to recognize role models. This quarter 22 students were recognized for doing the right thing when no one is watching. Congratulations to all! □

Science Honors

- **Independent Research Honors:** **Elyse Schetty** and **Paige Vegna**, were selected to participate in the *BAE Systems Women in Technology Internship Program*. This is the third consecutive year that two of our students have been selected to participate in this program.
- **Spellman High Voltage Electronics Clean Tech Competition:** Three teams from the Advance Science Research (ASR) program were selected as semifinalists. 501 teams from 41 countries entered to compete this year, and teacher, Jaak Raudsepp, was proud to announce that these student papers stood out from the rest to the judges! From ASR II (team: **Eliza Bentley, Susannah Oster**, and team: **Sophia Ketterer, Alexa Morris and Lili O'Donnell**). From ASR I (team: **Andrew Brancato, Nick Collins, Christian Insinga**, and team: **Gabrielle Garra, Sophie Labuda, Katie Posillico**).
- **The Long Island Science Congress (LISC)** awards event was held on May 20th at St. Anthony's High School. Congratulations to the student team of **Brielle Amadeo, Frances Donohue and Meaghan McGloin**, who won both Highest Honors (top 7% of nearly 800 projects submitted) for *The Effect of Different Wavelengths of Light on Treating Epidermolysis Bullosa*, as well as the Peter D. Feine Memorial Award. In addition, the student team of **Heather Baxter, Annabel Shen, Sophia Shen**, won Honors (top 25% of nearly 800 projects submitted) for *Testing Alternatives to Cornstarch Bioplastic*. □

Welcome Justin Arini

Director of Guidance

The Board of Education and District Administration are pleased to welcome Mr. Justin Arini as the new Director of Guidance at the Jr/Sr High School. Mr. Arini joins us as a seasoned K-12 Director of Guidance from the South Country Central School District. Prior to that, Mr. Arini was a school counselor at Shoreham-Wading River High School



beginning in 2013, following Counselor jobs in Putnam Valley and Oyster Bay-East Norwich school districts. He also was an Assistant Director of Admissions at NY Institute of Technology, and a Disability Counseling Specialist at Farmingdale State College. Receiving his Bachelor of Arts in Business Administration from Colorado Technical University, he continued his education at New York Institute of Technology for his Masters of Science in School Counseling, and later at Stony Brook University for an Advanced Graduate Certificate Program and Building Leadership Certification. Mr. Arini is delighted to be joining the students and staff at the Jr/Sr High. He shared, *"I am excited to join the Cold Spring Harbor family. Every student, parent, and faculty member I have met has impressed me with their commitment to education and their pride in the school community. I can't wait to be a part of such a remarkable counseling department and support our students in meeting their goals."* Principal, Dr. Jim Bolen, looks forward to Mr. Arini joining the team, *"We are thrilled to welcome Justin to the Cold Spring Harbor family. His knowledge of the new State changes in counseling, coupled with his hands-on approach to the college application process and student-centered focus, will be welcome additions to Cold Spring Harbor Jr./Sr. High School."* □

Welcome Alison Hazut

West Side Principal

The Board of Education and District Administration are pleased to welcome Ms. Alison Hazut to the family of West Side School as the new Principal. Ms. Hazut began her career as an elementary teacher in the NYC public school system, first at the Isaac Shalom Elementary School in Brooklyn and then the Earth School in Manhattan, later becoming Assistant Principal, and Principal there (2007-2014). Following that, she was a Consultant for the Ministry of Education in Israel until 2017. She then moved to Mamaroneck, NY as Principal in 2017 to present. She comes to us with over 25 years of educational experience as a leader and visionary. Ms. Hazut received her Bachelor's degree from Oswego University, and her Masters in Leadership for Educational Change from Bank Street College in NYC, along with student teaching experience in Bath, England. Born and raised on Long Island, she is delighted to be returning! She shared, *"As a principal, I believe that my main role is to understand the various perspectives of all stakeholders and to use the mission and guiding principles of the school district to drive my everyday work, with children always at the center."* Superintendent, Robert C. Fenter, shared, *"I look forward to working with Ms. Hazut as our new West Side School Principal. After getting to know Ms. Hazut during the interview process, I am confident that Ms. Hazut will provide thoughtful, knowledgeable, and caring leadership for the students, staff, and community of the West Side School."* □



Welcome Kimberly Libertini

Director of STEM

The Board of Education and District Administration are pleased to welcome Ms. Kimberly Libertini as the new K-12 Director of STEM. With the ongoing expansion of the Science curriculum, Ms. Libertini is thrilled to soon be working with students and staff, bringing her expertise and knowledge in the field. Her education began at the State University at New Paltz where she earned her Bachelor's Degree in Science, followed by a Master's Degree in Biology Education at CW Post, Long Island University, and a Leadership Certification from Stony Brook. She joins us from Valley Stream North Jr/Sr High School as a science teacher beginning in 2003. Ms. Libertini was among the first of Long Island educators to be recognized as a New York State Master Teacher, a program that focuses on inspiring STEM Leaders. She is currently also an adjunct professor at CW Post, Long Island University (2004-present), and was formerly the Manager of the Genomics Shared Resource Facility at CSH Laboratory. Her work at CSH Laboratory began in 1999 as a Laboratory Technician on Molecular Mechanisms of Long Term Memory Formation and Gene Expression Patterns in Cancer Using Microarray Technology (2000-2002). Ms. Libertini shared, *"STEM is at the forefront of the jobs today's students will apply for in the future. It is exciting to be joining this team of educators and administrators dedicated to fostering the development of STEM-skills in the students of Cold Spring Harbor Central School District. I strongly believe the expansion of this program will inspire our students and prepare them for leadership in tomorrow's world."* Assistant Superintendent of Curriculum, Kurt Simon, was delighted to share, *"Ms. Libertini is a highly motivated, student-centered educator who is going to bring a tremendous amount of energy and excitement to our leadership team. Our students will benefit from her knowledge of research, her deep understanding of interdisciplinary work as they relate to the new standards, and her vast experience in the field. I am looking forward to exploring new ways to enhance the programs in Cold Spring Harbor in collaboration with Ms. Libertini."* □





Night of the Living Museum

Jr./Sr. High School: On June 6 the Art Department transformed the New Gym into a runway of fashion & filmmaking, gallery of artwork, and mural stations for all to participate!

Artist inspired tables included Kandinsky, the Seahawk, Eyes, Geometrics, Trees, and even a Raku Team outside in the courtyard firing-up ceramic vases. Art Department Chair, Ms.



Oswald, thanked her entire District team of art teachers, the Arts Booster Club, and the Cultural Arts Committee for all their help and unending support to make this “Night of the Living Museum” possible. What a unique opportunity for students to continue to learn and grow as artists, and all were encouraged to keep creating. It was a fabulous evening!



Science Symposium

On May 20th the High School hosted its Research Science Symposium, with students showcasing their research projects in a lecture format followed by a Q&A session. Teachers, parents and future research enthusiasts made inquiries about the process and methods involved in each of the studies explored. Science teacher, Mr. Jaak Raudsepp, hosted the event and introduced guest speaker, Mr. David Micklos, (Executive Director, from CSH Laboratory DNA Learning Center), who spoke about eugenical thinking. The student program included such topics as; “Structural DNA nanotechnology: Design and crystallization of the PX motif”, “Data management for large scale neural recordings and analysis” and “Neurofibromatosis type 2 and potential treatment using CRISPR technology and pGEX2T Merlin 1-332 plasmid.” It certainly was impressive, with many bright futures ahead for these students! □

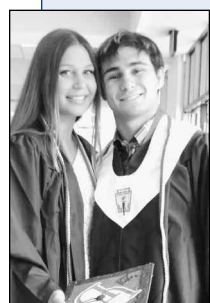
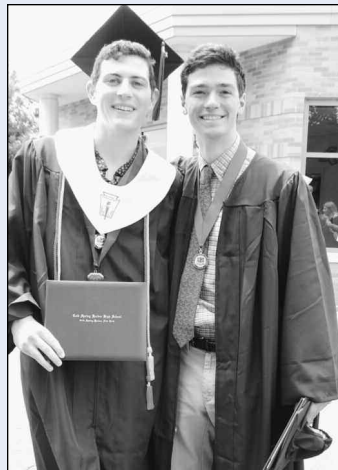


7th Grade Team Day

As part of the ongoing “team building” theme in Junior High, the 7th graders were treated to a *Team Day* on April 12th. The class of 2024, donning their blue vs. red team shirts, participated in mindfulness and meditation workshops, making their own muscle relaxing “stress balls,” and stretching during yoga classes. The staff expressed appreciation for the parent participation; their presence demonstrated to the students that what we value in the classroom is also valued by the community. Guidance Counselor, Jennifer Pickering, shared, “*In preparing for this year’s TEAM DAY our priority was to provide an opportunity for students to learn more about the benefits of recognizing when they are feeling overwhelmed, stressed, or anxious. In addition, we planned to introduce strategies to help manage such feelings. The various workshops led by parents and TEAM members helped accomplished both!*” □



Principal, Dr. James Bolen leading the final march.



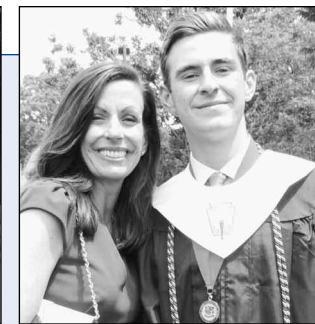
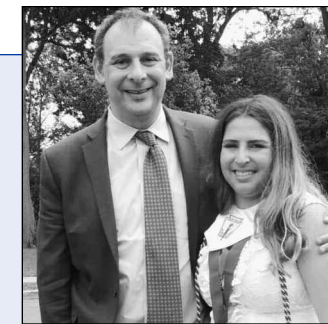
Reflection speakers: Althea Freidberg, Dana Drogin, Grace Taucus, Nicholas Suter.



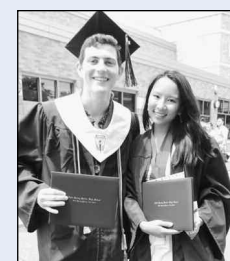
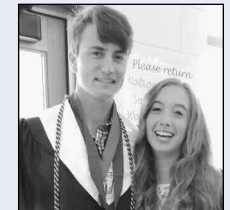
The Graduates of 2019

The 56th commencement was held on June 16th as the graduates marched to the stage for their final farewell. Principal, Dr. Jim Bolen, congratulated the class of 2019 on this crowning achievement of their academic careers, as they marched toward their future hopes and dreams. The senior chorus led the National Anthem, and musical overtures by the wind ensemble exploded with pride during the final marches. In true CSH tradition, four students took to the podium for their Reflection speeches. Nicholas Suter spoke of opportunities that lie ahead, and the generosity of spirit in a community of compassion and pride. He challenged fellow seniors to “open your minds, and share ideas...as there is always a way to connect.” Althea Freidberg took the seniors on their journey of 13 years together, from the innocence of no responsibility at Goosehill to the challenges of determining your future by senior year. Grace Taucus said, “It may be the end of our ride together, but we have only just begun.” She said, “We all learned what it meant to care about others with the most amazing class of 2019. We all know each other in CSH, that doesn’t happen in other schools...and always remember, Hawks Fly Together!” Lastly, Dana Drogin shared a story of empathy, whereby moving here only four years ago, feeling alone, insecure and terrified...she was welcomed to a table of 15 girls who called her over. She shared, “In that moment, I saw the first glimpse of what makes CSH unique. Students reach out in support, and we embrace our differences. We teach each other to make room at the table for the new kid. And soon, we will all be the new kid again after graduation.” Principal, Dr. Jim Bolen, remarked “This is a class that deserves recognition.” He spoke of the students’ extraordinary character, citing examples from the magic of senior Challenge Day in January, and the genuine care and concern he witnesses from a class that has such a strong moral compass with great ability to empathize with one another.

Superintendent, Robert C. Fenter, spoke about embracing mistakes, and why “not making a mistake is a big mistake!” He shared that mistakes help us let go of fear, help us grow, help us lead a life without regret, and teach us how to be happy by finding meaning. Good luck seniors, we wish you all the very best!



Board of Education members and their seniors.





EdTech Showcase

CSH School District, in collaboration with *The CSH Educational Foundation*, sponsored a Technology Showcase on May 21st at the Jr/Sr High. It was a community event, with hands-on staff and student-run exhibitions. Visitors could participate in Robotics, Virtual Learning, CAD and CNC Computer Aided Design, Titan Technology, Coding, Virtual Escape Room, Upcycle e-Waste Disposal, CSH Hawk Talk Live TV, Scavenger Hunts and many more! Thank you to all who came out to support this amazing opportunity of learning and fun! □



Anti-Bullying Hofstra

CSH “Junior Natural Helpers” (grades 7-8) participated in the Hofstra University Anti-Bullying Conference on May 10th. Twenty-Two (22) members were part of four powerful presentations about battling bullying and becoming Upstanders. Health teacher, Mr. Homer, shared, “*The kids were amazing! We were one of eight school districts in attendance.*” Thank you for making us proud, and continuing to be role-models for others. □



SWWATAV

Each year, students from SWWATAV (*Student Waging War Against Tobacco and Vaping*) visit the elementary schools, with Club Advisor, Mr. Chris Homer. This year, they were also joined by SADD (*Students Against Drunk Driving*) members, and together, they engaged student-to-student peer discussion on the benefits of a drug-free life. Topics included the dangers of vaping, drinking, smoking, and prescription drugs, as well as, the importance and understanding of good decision-making skills and refusal skills. These incoming 7th graders from West Side and Lloyd Harbor were invited to join the club next year. Thank you, Mr. Homer and students, for bringing your knowledge and skill-sets to our younger students.



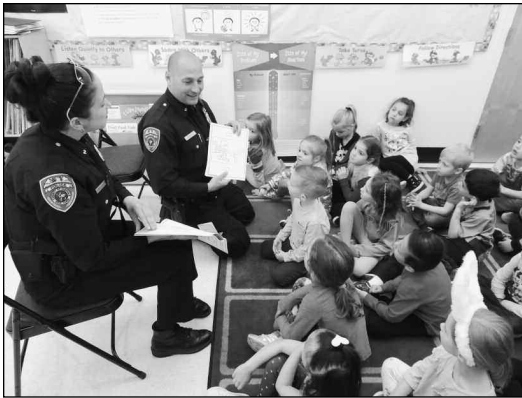
Did You Know?

Goosehill: *The students in Ms. DeRop’s class were so excited to share their knowledge! Each student was challenged to research a subject they love. They read books about the moon, pandas, grizzly bears, skunks, owls, tadpoles, elephants and even hermit crabs. Did you know that skunks can spray 10 feet and they have stripes and spots? Baby owls are called owllets, and panda thumbs are padded bones. Thank you for sharing these fun facts along with beautiful illustrations!*



• **Goosehill Reading Circle Fun:** *Ms. Ranaldo and her students love circle time reading! This oversized book titled *Quiet in the Library*, by Wendy Evans, captured the imagination and inquiry of the kids. The children played animal guessing games, and at the end of the day acted out their favorite animals. It’s always fun to share a book!*

GOOSEHILL



Being a Super-Hero

Institute Day

The HERO theme has had a major impact on Goosehill students all year long, as students are recognized for their acts of *Honesty, Empathy, Respect, and Open-heartedness*. “Super-Hero Institute Day” was a chance for students to understand how those all around us are helping the world. What a wonderful way to continue the celebration of learning on April 17th by celebrating members of our own community, whose work and mission it is to help and support others, care for animals, and help the planet every day. The children had the ability to witness and learn first-hand from police officers, firefighters, doctors, scientists, environmentalists and more! Even our very own high school students visited to teach the students to respect their own individuality, work as a team with others, and show kindness and good sportsmanship at all times. The kids love it when the older students visit, thank you for being an inspiration and role models to our youngest! Mrs. Herschlein was grateful to SIT for organizing the day, and all of the parents, students, and community members who presented workshops. □



Goodbye!

Fish Hatchery Turtle Release Day: The School District continues its long-standing relationship with our neighbors at the Fish Hatchery & Aquarium, including field trips to visit the turtles and warm water fish and amphibian life. As part of Goosehill’s science curriculum, each first-grade class is delivered their very own turtle in the fall provided by the Fish Hatchery each year. Fish Hatchery Educator, Krissy Forman, teaches the students how to care properly for these turtles which are then released during a spring field trip into the ponds. On May 31st, Ms. Forman greeted the students and their turtles again, as they waved goodbye to these small friends, where they watched them swim away back into their natural habitat and new home. □



Earth Day

Mrs. Herschlein shared, “Thank you to the GPFA Green and Earth Day Committee volunteers, especially the chairs, Ms. Silver and Ms. Wohlferd, for a great celebration of Earth Day this spring! The kindergarten students loved the Earth Day relay races and the first graders were so proud of how they brightened our school grounds with the planting of beautiful flowers. I hope your family enjoys planting the seeds the GPFA purchased for every child.” □



- **Abstract Sculptures:** These Kindergarten students were so proud to show their abstract art sculptures made out of wood and pipe cleaners. They demonstrate innovation by organizing pieces of wood and rearranging the pieces to create their own 3D abstract. The kids agreed they look like a city from the future! Thank you to art teacher, Andria McLaughlin.
- **Being Water Smart!** In physical education and art classes, students learned about pool safety. Mr. Malone taught the concepts in the gym, while Ms. McLaughlin had the students create posters in art class representing safety tips. The student posters were entered in a contest sponsored by Suffolk County Legislator, Dr. William Spencer. Goosehill was proud to announce first grader Sloane Yormack was the winner! A proclamation was presented by Dr. Spencer on June 24th. □

WEST SIDE



International day

West Side third graders marched with flags waving high for the annual International Day celebration attended by family members on May 10th. Students regaled in their knowledge, humor, and musical talent in the gymnasium, followed by a return to the classrooms to share projects with families. As part of the social studies curriculum, third graders have been learning about different countries and cultures from around the world. Students researched a specific country using books as well as online data bases. Using this information, students then created project boards. International Day is the culminating activity in which students come together dressed in a costume or colors representing their country. Together, in both FLES and music class with Mrs. Kleiner and Ms. Rivadeneyra, students learned songs about various countries and cultures. Congratulations to all our third graders for doing a fabulous job. Special thanks to Mrs. Kleiner, Mrs. Martin, Mrs. Dopico, Mrs. Manning, Ms. Rivadeneyra, Mrs. Arena and Ms. Balzano for helping to ensure a wonderful celebration! □

Book Drive: Thank you to all of the families who donated to this year's WSSPTG Kids Care Book Drive. 15 large boxes of books were donated to underserved schools in our area because of your generosity. We are so grateful for your help! Thank you to Jordan Smith and Lauren Jasinski for chairing West Side Kids Care!

Do Si Do

West Side sixth graders showed off their skills as they trained and honed their steps becoming expert square dancers with just a few practice sessions. Promenade and Half Sashays had the kids swinging their partners round and round. Their competition at George Weir Barn was amazing, showcasing colorful costumes, smiles, and wonderful team work! Professional square dance callers, Sue and Lou, once again called out the dance steps and judged each team (as they have been doing for nearly 20 years at West Side!). There was a great sense of spirit and energy as each group danced to the finish. Congratulations to the pink team who won! And thank you to the sixth-grade teachers who faithfully practiced alongside their students; Ms. DeRosa, Ms. Gerver, and Ms. Skirbe. What a fantastic day! □



Smile Train

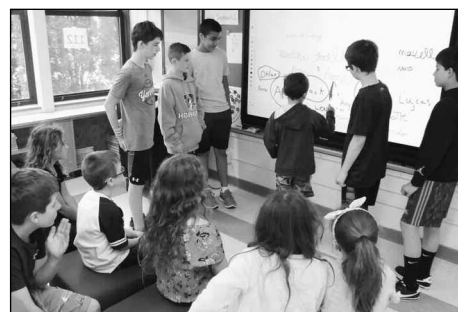
Smile Train President, Susannah Schaefer, was a special guest at a morning assembly in April. Student Council held a fundraiser asking everyone to donate coins to benefit Smile Train, a nonprofit organization and charity providing free corrective surgery for children in 87 countries with cleft lips and palates. Headquartered in NYC and founded in 1999, Smile Train also trains local doctors and provides hospital funding for the procedures. Mrs. Schaefer thanked the students and school community for helping to support their mission to raise worldwide awareness and to provide cleft care for children in need throughout the world. On behalf of the entire school, Andrew Shammah, Student Council President, accepted a Certificate of Appreciation from Mrs. Schaefer.



Teach Me Promethean!

As part of the H.E.R.O. (*Helping Everyone Reach Out*) project at West Side, a group of helpers called "Techsperts" united together for hands-on technology support when needed in classrooms. This team of sixth graders, **Muhammad Hajee, Milan Lustig, Raymond McNulty, Peter Munyak and Ryan Smith**, were asked to help teach second graders about the new Promethean Boards which are found in many of our classrooms in the district.

They demonstrated functionality of the Promethean Board, navigating apps, playing games, and writing their names. The second graders loved taking turns and are now looking forward to using this new technology next year which supports learning across all curriculum areas. Their favorite part was "the magic button" when in doubt – you just "go home." Thank you Techsperts for leading the way! □



LLOYD HARBOR



Let's Read Together

Second graders at Lloyd Harbor participated in the *Pick A Reading Partner* (PARP) program the week of May 13th. The goal of the PARP program is to celebrate adults and children spending time reading together. As we know, reading helps build vocabulary, improve comprehension and expand imaginations. Reading together makes these connections even stronger. The theme for this year's program was *Rainbow: Color Your World with Reading*. Throughout the course of the week, the second graders were visited by guest readers in their classrooms and had the opportunity to make book recommendations to their peers on LHTV. At home, the students read with an adult reading partner and worked on several activities to help deepen their understanding of the text. Principal Massimo was thrilled to visit each second-grade class to kick off the week! She did a read-aloud using the book *Be Kind*, by Pat Zietlow Miller. This book was carefully selected because of its strong connection to Lloyd Harbor School's core values. Administrators, Mr. Fenter, Mr. Simon, and Ms. Campbell each read to one of the classes as part of the closing activities. Thank you to Ms. Unger (reading teacher), Ms. Cuff (library), and our second-grade teachers for putting together such a worthwhile event! □



Symbols of America: This annual celebration unites both elementary school

second graders for an exciting morning at the Performing Arts Center. From the Liberty Bell to the Bald Eagle, second graders from West Side and Lloyd Harbor shared their learning through the *Symbols of America* presentation. The children were excited to be on stage sharing their patriotic knowledge to all the families who attended this inspiring celebration.

All That Jazz!

Lloyd Harbor School celebrated April's "Jazz Appreciation Month" in a big way! It is a part of music education that Principal Massimo had wanted to bring to the school for some time, and she was thrilled to see it come to life this year, thanks to Ms. Beja and Ms. Martin. Students read a beautifully illustrated book titled, "Satchmo's Blues," by Alan Schroeder. It is a moving story about Louis Armstrong as a child and his unyielding desire to purchase a \$5 brass cornet even though his family was poor and struggling to put food on the table. Louis was so determined to achieve his goal of buying the instrument and becoming a jazz musician, he worked



tirelessly at odd jobs to earn and save money for himself. All the students were inspired by this incredible message of grit, perseverance, generosity, passion and independence. Students celebrated with a focus on swing rhythms and scat singing, and played rhythm sticks;

some were brave enough to improvise on their own! They practiced partner songs introducing them to singing in two-part harmony, blending their voices with those of their classmates. Classes focused on following the conductor for precise cutoffs and varied dynamic expression. It was a music-filled month of celebration! □

March Madness

Lloyd Harbor: If you think March Madness is only for basketball, think again! Ms. O'Donnell decided to apply that excitement by challenging her students to make brackets for a "Tournament of Books!" She selected 16 titles, then, volunteers



made book trailers to "advertise" the books. The entire grade had the opportunity to view the trailers before filling out their brackets. Kids could only vote if they had read both books that were "competing." The champion book winner was Katherine Applegate's *The One and Only Ivan*. The winner, Ruby Spielberger, had an almost-perfect bracket, with 14 out of a possible 15 points! □

Fundraisers: Student Council organized a *Vet Dogs Assembly/Fundraiser* in April where representatives from Vet Dogs visited to teach the students about training service dogs for veterans. In addition, a *Potatoes For Pups* lunch was held on April 16th when the cafeteria served a special Baked Potato Bar, and was decorated in a dog/patriotic theme. A big thanks to Gerri Tiger and Isabella Garra, a fourth grader, who helped plan the lunch. Special thanks to Student Council members and Advisors, Kristen Sewell, Laura LaPollo. □

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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