



# CONNECTIONS



## OUR PATH FORWARD

### *Building Unity Through Our Vision and Mission*

The first 100 days of the school year have been filled with progress, making every effort to become a more inclusive community. The feedback and input provided has been integral to the changes made thus far. Our students have continued to excel in all areas of academics, the arts and athletics. We are proud to have maintained the academic excellence that brings pride to our Cold Spring Harbor community and adds to its reputation as a community that values a high-quality education for all students. As we move forward, we will continue to strive to make further improvements. Our Path Forward shows many signs of promise and progress as indicated throughout this edition of the district newsletter.

Academic success is at the forefront of everything we do. We are committed to providing all students with the skills needed to become tomorrow's innovators and leaders. You can expect continued communication and opportunities to share your thoughts on several topics including outcomes, core values and the competencies we can anticipate for every child attending Cold Spring Harbor schools. Many of these values and competencies may already be in place while others may need to be developed over time.

### IDEAS AND THOUGHTS TO CONSIDER:

#### CORE VALUES

These core values represent the foundation of a Cold Spring Harbor School District education. Together with our families and community residents, the Board of Education, administration and staff recognize the importance of these core values and the integral role they play in the education and opportunities provided to all students.

- *Voice and Choice.*
- *Positive Relationships.*
- *Continuous Improvement.*
- *Cultural Competence.*
- *Communication.*
- *Collaboration.*
- *Critical Thinking.*
- *Empathy.*
- *Perseverance.*
- *Resilience.*

#### BELIEFS AND COMPETENCIES

These beliefs are the cornerstones of the education provided to all students. To provide a well-rounded challenging curriculum that educates the whole child and supports each student to achieve their fullest potential, these beliefs must be incorporated into all curriculum, staff development and facilities plans districtwide.

- *Educating the whole child is of utmost importance, including recognizing each child's uniqueness as a scholar, athlete, artist and community member.*
- *Enhancing rigorous standards and high expectations for all students are keys to academic excellence and lifelong learning.*
- *Providing our staff with high-quality, targeted, ongoing professional development and the support needed to be exceptional educators.*
- *Partnerships with parents and community members that include regular communication and collaboration.*
- *Maintaining safe, engaging learning environments that are well maintained and vital for our campuses.*

Please look for an opportunity to share your thoughts via our feedback tool, ThoughtExchange, in the near future. Engaging in this conversation will assist in identifying our mutual priorities as we finalize our vision toward Our Path Forward.

# ANCHORING THE PAST AND ILLUMINATING THE FUTURE

## A MESSAGE FROM YOUR BOARD OF EDUCATION

Dear Residents,

It is hard to believe we are more than halfway through this school year, when we have taken great pride in providing 100% in-person learning for all students. We achieved our goal with the help of all members of the community despite the continued challenges COVID-19 presented. We thank our administrators, building leaders, faculty, staff, students, parents and community for their patience and working together to overcome the obstacles. We are excited to welcome back many of the activities and events in our schools that were interrupted during the last two years due to the pandemic.

We have continued to uphold our commitment to increase transparency and communication in our district and look for more opportunities to do so. Our goal is to ensure everyone has access to the facts and a voice. We have included parents, community members, administrators, teachers, staff and, most importantly, students in multiple surveys and in many initiatives. Feedback from all stakeholders is a critical component in the decision-making process for our school district. We invite you to visit the Board of Education section on the district website, and to attend our meetings and work sessions. As always, community input is extremely valuable in directing and informing our goals, and we look forward to hearing from you.

Communication has been enhanced districtwide. The Communications Pathway was developed to provide parents and community members with direct contact information for staff should they have a question or concern. Our building leaders are sending out weekly updates, and we have welcomed the Superintendent's Harbor Highlights that provides yet another opportunity to provide information and celebrate what is happening districtwide. The many presentations made during Board of Education meetings and at community events are being posted to our website for easy access by all. Throughout the fall and winter, our administrators provided math nights for elementary parents, guidance and college information nights for secondary parents, and an important discussion about the mental health of children and how to support them. Our administrators are planning a Parent University night in the fall, for which a survey will be sent to generate topics of interest.

We continue to focus on improving academic achievement and offerings in the district. We invited the community to a workshop in December specifically focused on the grade 3-8 assessments and AP examination scores. New college-level courses were adopted for the 2022-2023 school year that will provide additional opportunities for our students to challenge themselves with rigor. Options were enhanced in our elective program to include cybersecurity, accounting and a foundations of research course. We look forward to hearing more about these exceptional offerings next school year.

The Board of Education and administration are collaborating and developing the 2022-2023 budget. The Board takes very seriously its responsibility to produce a balanced budget that both reflects the needs of all students and fulfills our fiduciary responsibility to our taxpayers.

We are proud of the work done by our entire learning community. It is this collaborative effort and vision that enables all of our students to achieve their highest level of success. Today's environment is challenging, but with challenges come opportunities, and from opportunities come solutions and innovation. We are confident we have the administrators, teachers and staff in place to meet them.

As we look to the spring and the last months of the school year, we will continue to lead by example. We must continue to strive for an atmosphere of mutual respect, the healthy exchange of diverse viewpoints and the sharing of differing opinions while maintaining respect for one another. We are all role models for our children. We are stronger when we work together. Together, we can achieve our common goals for our children, our school district and community.

We want to thank everyone for their tireless efforts in making Cold Spring Harbor schools the very best they can be.

Warm regards,

Amelia Walsh Brogan, President;  
Janice Elkin, Vice President;  
Trustees: Tara Belfi, Mark Freidberg,  
Julie Starrett, Tami Stark and  
Heather Morante Young



## SPECIAL EDUCATION POINTS OF PRIDE

The 2021-22 school year has been an exciting time for the special education department and students. Students are working diligently and are achieving new skills and abilities across all grade levels. They continue to amaze everyone as they build confidence in their school achievements, and everyone is very proud of their effort, determination and progress.

Social-emotional wellness is a key component in building students' self-esteem, social awareness and confidence. At the elementary level, students have the opportunity to work with mental health staff and peers on improving social-emotional skills and developing the skills needed to successfully navigate social situations. This includes learning about the subtle nuances of peer interactions, turn taking, conversational speech, being upstanders and coping with challenges. Peer mentors enjoy helping their classmates as they learn and practice new skills through the Friendship Club, Lunch Bunch, Peer Mentor Group and class lessons. The youngest learners with special needs join classmates in art, music and physical education as another way to develop social competence among their peers. Special educators continue to work with students on improving academic achievement and important skills such as executive function skills, including goal setting, organizational skills, perseverance and problem-solving.

Secondary mental health staff also work with students in fostering social-emotional development, problem-solving, social challenges, self-regulation skills, decision making and understanding mental health. The S.H.A.R.E. group (Students Helping and Relating to Each Other) is available for students during their lunch periods to specifically target these areas.

In addition to specific educational needs, the special education staff continues to work with students on improving their study skills, self-advocacy skills, organizational habits and the skills necessary to succeed in postsecondary life, including college and employment.

The Special Education Parent Teacher Organization (SEPTO) continues to support all families who may have questions or need assistance with children having different learning styles. This year, it collaborated with experts in the field to bring timely and relevant information to the Cold Spring Harbor community, including the following topics: anxiety, college information for students with disabilities, different learning styles, executive function skills, and how to navigate new diagnoses. Check the school calendar for upcoming events. All families are welcome to join the Special Education Parent Teacher Organization and attend.

# INSIDE Our Schools

## A LOOK INSIDE GOOSEHILL PRIMARY SCHOOL BUILDING A FOUNDATION FOR SUCCESS

### The Physics of Sound Comes to Life

First graders investigated the physics of sound in science class in a unique and memorable lesson. By observing the way in which human vocal chords, guitar strings and tuning forks work, the students learned about the effects of vibration. Students posed questions, conducted experiments and created sound using string, cups, sponges, wire hangers and paper clips. They built and tested phones to observe the effects of changing variables, including the tightness or length of a string. In science workstations, the students learned how a tuning fork's vibration creates sound waves that move through water and make rice jump inside an aluminum pan. As a culminating project, students worked collaboratively to design and create their own musical instruments building drums made of cans, guitars designed using boxes and string, and even a harmonica made from straws. It was a unique lesson on the physics of sound that had everyone listening and learning.

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### Learning to Measure Using Math Concepts

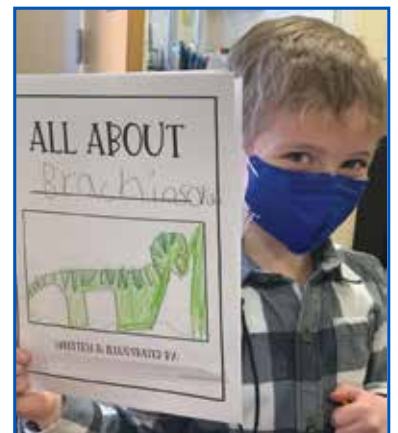


In kindergarten, students explored length, weight and volume using mathematical tools. The students measured objects and distance using linking cubes and string, weighed classroom objects using a balance scale and observed volume by pouring colored water into a variety of containers. Students developed a better understanding of mathematical concepts, including longer, shorter, heavier, lighter, more than, less than and equal to, and used the terms to create comparative statements. The students thoroughly enjoyed applying their newly acquired skills as they balanced a scale with pennies, poured rice to compare the capacity of cups and measured the distance their toys slid across the table, without going over the side.

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### Creating a Love of Reading and Writing

Cultivating a love of reading and writing starts at a very early age. Students are learning how to use their imaginations and creativity to write their own books by using books they love to read as a guide. In writing workshop, the students generated ideas, created a plan and composed multipage books to share with others. Kindergarten students wrote books with patterns, similar to those they are reading, using sight words and simple sentences to share their ideas and interests. Using the nonfiction books they are reading as models, first graders wrote informational books that even included a table of contents, illustrations with labels, and glossaries. Learning the connection between reading and writing is a valuable, lifelong lesson that is a building block for future success.





Providing a quality education in a healthy, safe and nurturing environment continues to be the district's highest priority. Thanks to the ongoing support of families and the community, the Board of Education and administration, and the dedicated teachers and staff, students are learning, growing, and achieving as they progress on their educational journey.

## A LOOK INSIDE WEST SIDE ELEMENTARY SCHOOL

### STUDENTS TAKE ACTION



### Future Leaders Lead the Way

Utilizing their technological skills, students prepare presentations for the daily morning assemblies, raising awareness about issues that are important to them and others. West Siders have many opportunities to serve as role models and lead the way. From serving as bus assistants to advocating for animal rights, students are eager to share their ideas, collaborate with classmates and volunteer their time to see their goals become a reality.

A theme at West Side this winter is protecting animals. Fourth graders researched and selected a local animal shelter to support by making dog toys. Utilizing their leadership skills to run their own after-school club, the students are planning to make and donate 50 dog toys. A dedicated group of upper grade students learned about endangered bear species, shared their research and raised awareness among West Siders about ways everyone can ensure all bears are protected. Another student group is focused on animal testing and is exploring various ways to limit testing while still helping scientists do their important work. These projects provide multiple opportunities for students to expand their knowledge about issues important to them and to develop their leadership skills, which will be a lifelong asset.

### Passion Projects Enhance Literacy Curriculum

Student choice and inquiry are at the heart of rigorous learning experiences. As part of their literacy curriculum, fifth grade students researched and created Passion Projects. This student-led approach to learning is called Genius Hour. During this inquiry-driven unit, students were guided by their own interests, background knowledge and curiosity to learn more about a topic of interest to them.

Students conducted extensive research through a variety of sources including books and websites. The studies during Genius Hour ranged from learning about and protecting a favorite endangered species to creating something new and innovative, such as a new dance style, to fundraising for a favorite cause. This authentic learning experience was empowering for the students and expanded their research and writing skills, and their presentations were informative and inspirational to all.



### Class Buddies Join to Give Thanks



There is nothing more precious than watching older students help their younger schoolmates. Gathering in the Creative Learning Lab, Ms. Santoro's second grade class and Mr. Arloff's sixth grade students came together as class buddies and wrote heartfelt notes of appreciation for the veterans of Long Island.

This collaboration among different grade levels encouraged the students to learn more about each other and the importance of recognizing those who have served in the armed forces. It provided an opportunity for the sixth grade students to develop their leadership and communication skills and established them as role models for the younger students. As a result of this shared learning experience, the students are looking forward to many more activities with their new class buddies and role models.

# INSIDE Our Schools

## A LOOK INSIDE LLOYD HARBOR ELEMENTARY SCHOOL

### LEARNING AND SUCCEEDING

#### World Read Aloud Day Supports Love of Reading

Sharing books with children has many benefits, and the power of reading aloud to students cannot be overestimated. Not only do students enjoy listening to stories but reading aloud also models fluent reading; helps build students' vocabulary; exposes the reader to new authors, genres and texts; and builds awareness and empathy.

Studies have shown that listening to stories read aloud improves students' long-term literacy and academic success. World Read Aloud Day is an international celebration created by LitWorld, an organization whose mission is to strengthen children and communities through the power of stories. At Lloyd Harbor, this schoolwide project, held during the first week of February, involved hosting special guest readers, an LHTV contest focused on famous book characters, and a student council bookmark drawing contest highlighted the students' favorite characters.

Students also shared family photos of themselves reading aloud to family members, pets and stuffed animals, which were featured on a bulletin board highlighting this special community event. As part of the festivities, students also participated in a dress as your favorite literary character spirit day. Lloyd Harbor turned a one-day celebration of sharing stories into a multiweek reminder of the joy reading books can bring.



#### Bridge Building Project Incorporates STEAM

Second graders at Lloyd Harbor were challenged with the task of building a bridge as they learned about the properties of matter in Science 21. Prior to building their bridges, students watched two videos about bridges in the real world for inspiration and then worked collaboratively in school, and on their models at home.

The students began by sketching a blueprint and choosing their building materials. During the build, they reflected upon how their project would function and how to maximize its usefulness. After completing their creations, the students analyzed their designs, reflected on how their bridge design could be improved or enhanced and what the most challenging aspects were, and determined what problems the bridges successfully resolved.

Once the bridges were completed, the students proudly shared their finished designs with their classmates and thoroughly enjoyed answering their classmates' questions about their design and build process. This project supported the curriculum utilizing all the components of STEAM – science, technology, engineering, art and mathematics – and also enhanced the students' presentation and communication skills. Thank you to Ms. Morrison, Ms. Rivera and Ms. Romanelli for nurturing strong foundations in STEAM and promoting learning skills that support students to reach their highest potential in every area of curriculum.

#### Inspiring Art and FLES Collaboration

Sixth grade students are studying Central American art in conjunction with their work in FLES (Foreign Language in Elementary Schools) curriculum. The goal of combining these two subject areas is to relate ideas from a cultural and historical context to deepen understanding and encourage student creativity with artistic techniques in a composition.

Students gathered multiple images of the native people from Guatemala, their local marketplace and works by Mexican artist Diego Rivera. Using pastels, the students learned to blend colors to capture the effects of the photographs and paintings they studied and combined them into their own, unique composition. Fantástico!





# A LOOK INSIDE COLD SPRING HARBOR JR./SR. HIGH SCHOOL

## PREPARING FOR A BRIGHT FUTURE

### Building Entrepreneurial Skills

Students are preparing to become tomorrow's leaders, developing their innovative thinking and corporate leadership skills by participating in the Virtual Enterprise course. This course, essentially the high school version of "Shark Tank", encapsulates all facets of business entrepreneurship.

Students brainstorm ideas for an invention, device or service that would serve present-day society. Team members assume specific roles then work together to create, implement and build a virtual business. Students are tasked with managing day-to-day functions, purchasing materials, producing and marketing products, and assessing growth while responding to the real-world challenges of new business development. To further develop their entrepreneurial skills, throughout the school year student teams participate and compete in business-related events and activities both in person and through the Virtual Enterprise global marketplace.

The team presented virtually on Jan. 27 to a panel of judges who in turn provided feedback. Their tag line was "Are You Ready to Get Fit?" Their presentation was packed with energy and certainly impressive. The team plans to participate in future competitions as they continue to promote their company, STS Sports Training Services.



### Women Explore Science and Engineering



The district is extremely fortunate to have developed many educational partnerships with Cold Spring Harbor Laboratory, including student internships, college-level course collaborations, the Partners for the Future Program and elementary field trips to the DNA Learning Center.

Last year, a new club was offered at the high school in partnership with the laboratory's WiSE Group (Women in Science and Engineering). Advanced Science Research teacher Jaak Raudsepp collaborated with Cold Spring Harbor Laboratory graduate student Alexa Pagliaro, who is studying for her doctoral degree at its School of Biological Sciences. She is the outreach

coordinator and has been instrumental in mentoring the high school's WiSE Club.

There are 16 female members enrolled in the WiSE Club led by president Gabrielle Garra. Each month guest speakers throughout the country are introduced virtually to mentor the members. In January, Cold Spring Harbor High School Class of 2012 alumna Kim Arena shared her undergraduate experiences at Duke University and her doctoral candidate project at the University of Virginia, which focuses on characterizing the cellular and molecular mechanisms of perineurial glia. Previous speakers included Julia Biedry, Cold Spring Harbor High School and Harvard alumna and lead solution engineer at Tableau Software; Dr. Camila dos Santos, professor, Cold Spring Harbor Laboratory; Dr. Aleida Perez, professor, Brookhaven National Laboratory; Dr. Sonam Bhatia, Postdoctoral Fellow, Cold Spring Harbor Laboratory; and Dr. Maria Nattestad, author of OMGenomics blog. The club has been a true success story, with great attendance, interest and positive feedback from the members.

### SUCCESS IN AND OUT OF THE CLASSROOM

The Scholar-Athlete Team award is the highest recognition presented to a high school varsity team by the New York State Public High School Athletic Association. To receive this prestigious honor, varsity teams are required to have 75% of their roster earn a GPA of 90% or higher when averaged together. Please join in congratulating the following winter season varsity scholar-athlete teams: boys basketball, boys fencing, boys swimming, boys winter track, cheerleading, girls basketball, girls fencing, girls winter track, gymnastics and wrestling.



# 2022-2023 EXPANDED COURSE OFFERINGS

The Cold Spring Harbor High School guidance counselors have been meeting with students to solicit their input before finalizing the course selections for the 2022-2023 school year. Included in these discussions has been an introduction to the following new course offerings:

- **College Accounting:** Students who are interested in exploring a field in mathematics or business may wish to consider this dual-enrollment course where they may earn college credit through Stony Brook University while learning the basic principles and practices of accounting.
- **College Spanish:** Students who want to continue their studies in world language beyond Spanish 4 may choose this dual-enrollment course where college credit may be earned.
- **Classroom Music 7/8:** Students in junior high school must study music through a performing ensemble or through a classroom music course. This class will allow those students who are not involved in a core performing ensemble to explore music theory and history, including using the music studio lab to learn how to write and arrange music.



- **Cybersecurity:** Computer science courses provide the foundation for this course which will allow students to use computer resources and solutions to protect privacy. A growing and necessary field of study, this course will provide students with the background knowledge to pursue further study in college.
- **Foundations of Research Honors:** This course is ideal for students who are interested in exploring research in the areas of STEM and/or humanities. Social science research opportunities as well as life/physical science study will be offered as a foundation into the components of the coursework. Students may continue beyond this foundation course into advanced and individual research study leading to a personal independent research project.

## DEI TASK FORCE RECOMMENDATIONS

The work of the Diversity Equity Inclusion Task Force, which began on Nov. 4, 2021, culminated in a series of recommendations, many of which were presented to the Board of Education for approval on Tuesday, Jan. 11. While some of the recommendations are listed below, the complete DEI Task Force Board of Education Report, can be found on the district's website through the Board of Education webpage at <https://www.csh.k12.ny.us/Page/10953>. The administrative team is establishing an action plan with input from staff consisting of the steps to be taken in each building that will additionally foster diversity, equity and inclusion.

The Board of Education and administration thanks the community members, students, parents, guardians, staff and administrators for participating in the Thought Exchange which was instrumental in gathering multiple perspectives regarding diversity, equity and inclusion. Many thanks to the DEI Task Force members for attending two evening meetings that entailed a deep dive into the views expressed on the Thought Exchange to gain a sense of the agreements among all district stakeholder groups.



### Some of the recommendations include:

#### • *What are we doing well and should continue?*

- Offer a wide variety of clubs and opportunities for students to have diverse outlets.
- Improve transparency and dialogue between all vested parties: parents, students, administrators, teachers, Board of Education and District Office.
- Foster multiple perspectives and nurture an environment where differences are respected.
- Promote opportunities for students to be upstanders by creating safe spaces for dialogue.
- Have high expectations and deliver rigorous instruction for all students regardless of identity markers, including race, gender, sexual orientation, language, ability and economic background.

#### • *Additional steps*

- Wherever possible, share district initiatives specifically related to DEI themes via Friday Notes, parent meetings, newsletters, instructional parent guides, programs of study, etc.
- Increase communication between parents and teachers (i.e., parent nights).
- Foster a sense of inclusion in the Jr./Sr. High School through similar interests among students in small groups, projects/activities (i.e., Challenge Day, climate survey).
- Enforce the Code of Conduct with respect to disrespectful language and actions (i.e., related to race, religion, ethnicity, sexual preference, culture, etc.).

Please use the following URL to access the Board of Education Report which includes all the DEI Task Force recommendations: <https://www.csh.k12.ny.us/Page/10953>.



**COLD SPRING HARBOR  
CENTRAL SCHOOL DISTRICT**

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# PROFESSIONAL DEVELOPMENT

## *Focused On Closing Learning Gaps*

Thoughtfully planned and well-implemented professional development activities that are designed to enhance educators' knowledge and skills positively impact student learning and work in tandem with addressing the learning gaps of students. Teachers, who exemplify the meaning of lifelong learners, continue to participate in professional development activities in the 2021-22 school year which include the following:



- At the elementary level, teachers continue to work with a Teachers College consultant and collaborate with one another to strategically embed opportunities for vocabulary instruction into the reading and writing workshops. Resources are also generated that can be shared with families which pair vocabulary words with each mentor text for each reading unit of study.
- Math teachers of lab classes associated with Algebra I, Algebra II, Geometry, Math 7 and Math 8 continue to work with a math consultant on the use of station activities in the lab setting. Teachers have been exposed to various ways to create structured cooperative learning opportunities in the math labs, including jigsaws, modeling and games – these activities have gradually been incorporated into the math lab setting to strengthen the foundational math skills that are necessary for students to be successful in upcoming units.
- As Science 21 continues to make its debut this school year in grade 4, the district has been unpacking the units of study related to Science 21, maintaining alignment to the Next Generation Science Standards and exploring delivery practices for specific lessons that foster an inquiry model.

In addition to these activities, the district's ongoing and/or next steps focus on strengthening instructional practices to meet the needs of all students including the incorporation of a part-time literacy coach, the rollout of a comprehensive Multi-Tiered System of Support Plan and small-group instruction in mathematics. In further closing the learning gaps of students, the district intends to implement a series of study skills workshops for students in grades 5-9 as well as targeted Advanced Placement/Regents review sessions for students in grades 8-12.

## Live Theater Is Thriving at Cold Spring Harbor High School



The production of "The Addams Family: A New Musical Comedy," presented by Cold Spring Harbor High School, brought back memories and created new ones for the cast and audience alike. The unforgettable, quirky characters, including Gomez and Morticia Addams, their children Wednesday and Pugsley, Uncle Fester, Grandma Addams and Lurch, were brought to life by the amazing talents of Fraser Lintott, Madison Wagner, Annabelle Bryant, Amelia Saladino, Sam Adler, Sarah Bolton and Lauren Bavaro, respectively. Congratulations to the entire cast and crew for an outstanding performance. Special thanks to director Melissa McLees along with Danielle Beach, Marc Beja, Brent Chiarello, Nicole Knudsen, James Thompson and Yurly Zacharia for their dedication to making this live production a success.