

# **COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT**

## **ANNUAL REPORT**

**2017-2018**



**October 9, 2018**

# Cold Spring Harbor Central School District

The 2017-2018 school year was one in which we created a variety of new learning experiences for our students, all behind the efforts of Cold Spring Harbor teachers and leaders to prepare them for the future. Following the vision driving the district's board of education goals, all teachers and leaders continued to build an awareness of the Next Generation Learning Standards through a diverse professional development workshops offered by staff developers from around the country and members of the Cold Spring Harbor faculty. Professional development occurred in numerous content areas such as English Language Arts, math, social studies, science, and technology. Teachers also received professional learning in the revised New York State Standards for the Arts. These efforts continue to support many goals including the district's work in building authentic research experiences for all students in kindergarten through graduation. In addition, our Science Research Program continued to flourish and its expansion provided students with practical experiences and even an opportunity to highlight their work at the Science Research Symposium at the high school, a true example of providing students with opportunities to share high level research with their peers and the community.

While there are many highlights to the school year in relation to the district's goals in the area of technology, the Creative Learning Labs assembled at the two elementary buildings provided students, teachers, and even parents the chance to experience a truly redefined classroom. Designed by teachers and leaders, these state-of-the-art spaces outfitted with flexible furniture, afforded students with the ability to experience enhanced and differentiated learning environments. As these new spaces became the footprint for classrooms of the future in Cold Spring Harbor, this most collaborative effort, was a sign of teamwork across all content areas and grade levels.

Over the course of the year, wellness of all students continued to be a focus for the district. Social-emotional learning opportunities grew and building student connectedness remained a priority throughout all buildings. In addition, Cold Spring Harbor continued to examine the K-12 SEL curriculum in an effort to augment and expand the program for the future. In each building, Cold Spring Harbor students had the ability to participate in a variety of initiatives that support the culture of the school and the well-being of its students including peer mentoring programs, character awards, and a focus on themes relating to social-emotional learning to name a few. As we look back on the 2017-2018 school year, we are reminded of the depth and breadth of the many K-12 experiences Cold Spring Harbor students shared.

## **Section I. 2017-2018 District Goals Update**

### **1. Instructional**

- **To examine and further develop our current K-12 curricula to ensure cohesive instruction aligned with Next Generation English Language Arts and Mathematics Learning Standards, Next Generation Science Standards, and the Social Studies C-3 Framework.**
- **To develop a K-12 research and writing continuum to ensure that all students are engaging in thoughtful and original research at all levels.**
- **To further enhance our Science Research program to provide interested students with the opportunity to engage in high level research and compete in national science competitions (Siemens, Regeneron, etc.).**
- **To examine our current Junior High School program to determine if the structure of the time and support for our early adolescent students represents an optimal design.**

### **2. Technology**

- **To implement Creative Learning Labs in all elementary schools to support student learning, collaboration, critical thinking and research.**
- **To expand our emphasis on the thoughtful use of technology, including the establishment of the position of Executive Director of Instructional and Administrative Technology, to support student-centered learning, small group instruction, and inquiry-based research for students at all grade levels.**

### **3. Professional Development**

- **To provide continuous and comprehensive support and professional learning through the implementation of a four-year Mentoring Program for teachers new to Cold Spring Harbor.**

### **4. Health/Wellness/Safety**

- **To maximize the impact of our social and emotional programs, as well as that of the efforts of our staff, including a newly added psychologist at the Junior High Level, to promote healthy and safe decisions of our students.**
- **To implement the Too Good for Drugs into the Substance Abuse Prevention Program (SAPP) in grades 8 and 9 as a means of addressing the issues of drug and alcohol use.**

## **5. Facilities**

- **To revisit and review the next steps to improve our facilities to address academic, physical education, and wellness programs as well as the areas of security of energy efficiency.**

## **6. Finance**

- **To continue to navigate the impact of the tax cap and recent developments in the changes to state aid formulas to ensure the financial health of the district in the long-term.**

## Section II. The Schools

### ***A. Goosehill Primary – Lynn Herschlein, Principal***

Enrollment at Goosehill Primary School for the 2017-18 school year was 216 students, with five sections of kindergarten and five sections of first grade.

**2017-18 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 of Kindness. While the 2016-17 school year theme emphasized respect for diversity, the 2017-18 school year broadened and simplified the effort by focusing on kindness in all contexts. The GPFA supported our efforts by arranging a kick-off assembly in the fall entitled "ForceField for Good." The program, presented by renowned literacy and SEL expert Barry Lane, included songs and stories about kindness and the importance of standing up for what is right. As a school-wide follow-up, the children created links on which they wrote about their own acts of kindness, resulting in a chain of paper links encircling the school's halls. Each month at our Spirit Day Assemblies, acts of kindness were shared and celebrated. Children wrote and performed skits about kindness, sang songs, recited poems, and shared stories about the kind acts of people around the world. Kindness was promoted through children's literature, morning announcements, Game Days, and culminated in an institute in April called Kindness Day when members of our community offered workshops for students. In one workshop, deaf/hearing impaired students from Mill Neck Manor School for the Deaf taught Goosehill students about sign language, the challenges they face living in a hearing world, and the importance of showing respect to people with disabilities. Our own High School Students conducted a workshop about respecting the differences among one's peers and being confident in oneself. Cold Spring Harbor High School Varsity athletes also conducted a workshop focused on showing good sportsmanship and kindness on the playing field. Two workshops focused on respect and kindness towards people of different cultures. Four workshops emphasized being kind to one's own body and mind, such as through exercise, Tae Kwon Do, healthy eating, yoga and mindfulness. Additional workshops focused on showing kindness to the Earth including respecting and caring for animals, recycling and conserving resources, and gardening to beautify one's surroundings. Following the institute day, the children wrote thank you notes to all presenters, sharing what they'd learned and expressing appreciation for a terrific learning experience.

**Reading and Writing Workshops** - Teachers continued their work with a literacy consultant during the fall. Their focus was on the creation of teacher toolkits designed to support the delivery of targeted guided reading instruction. Teacher teams analyzed guided reading texts, determined instructional objectives, and planned vocabulary and comprehension questions for use in their work with students. Special Education and

Academic Intervention Service providers worked with a consultant to refine their use of the updated Fountas and Pinnell Reading Benchmark assessment which has 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.

Students were engaged on a daily basis through reading and writing mini-lessons, shared, interactive, and independent reading and writing experiences. Teacher lessons focused on increasing student stamina and the development of higher order thinking strategies. In reading workshop, students learned to make inferences, determine the importance of facts, and provide evidence for their thinking. In writing workshop, students wrote extensively, generating narrative, informational, persuasive, and procedural texts. They also conducted research and shared their learning using technology applications such as Flipgrid, SeeSaw, and Book Creator.

Teachers continued to use Foundations, a multi-sensory word study program designed to teach students phonics patterns and rules in order to support the development of decoding and encoding skills. Ongoing assessment practices ensure that students master foundational skills so that they develop fluency and automaticity when reading. Words Their Way, an analytic approach to teaching phonics, is used as a supplemental tool providing students with opportunities to practice word patterns through sorting. During writing workshop, students apply encoding strategies using Foundations and Words Their Way resources, such as key word charts and classroom word walls. They learn to edit their own work for spelling and punctuation, with increasing independence.

**Academic Intervention Services (AIS)** were provided for approximately 30% of the student body at various points during the school year. 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. Periodic assessments provide insight into students' levels of understanding and grade level benchmarks enable teachers to provide extra support to those whose skills need attention. Kindergarten screening results enabled our classroom and special education/AIS teachers to target instruction for incoming kindergarten students in September, and fall assessments of first graders helped teachers target instruction early in the year. Four week rounds of early intervention enabled first grade students who fell below the September benchmark to regain their reading skills after experiencing "summer loss." All students were monitored closely throughout the school year through the use of benchmark assessments administered by classroom teachers and AIS providers. AIS sessions based on assessment results were conducted in six eight week rounds, followed by progress reports to keep parents informed about their children's skill development. The principal provided parent presentations on the

topics of reading fluency, decoding, and comprehension strategies over the course of the year to support parents' abilities to help their children at home.

The special education teachers and reading teacher, along with the school psychologist, worked together to continue to support teachers in their efforts to build students' executive functioning skills, which are critical to their success in school. The team attended a conference in Boston and then made a comprehensive presentation for the faculty. Teachers explored the topics of executive function skills and ways to support early language development during faculty meeting discussions. Professional books were purchased for summer reading and will form the basis for professional dialogue in the fall.

**Summer Reading** was offered to students reading at or below the established benchmark in June three days per week throughout the month of July. Suggestions for ways to promote summer reading at home were included in a summer reading folder created by the Library-Media Specialist and a workshop for parents on how to prevent summer reading loss was conducted by the principal. Students learned to create book reviews using Flipgrid which all families could access through the school website during the summer. Students are also 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 also visited classrooms in June to invite students to participate in their summer reading program.

**Math** Teachers worked collaboratively during faculty meetings to explore methods for enhancing mathematics instruction at Goosehill Primary School. They studied the revisions, additions, and clarifications in the Next Generation Learning Standards and conducted research into supplemental materials and resources that would address them while providing more hands-on learning experiences for students. Teachers determined that the New York State Modules served to provide the activities that were needed to foster their students' skills and the development of foundational concepts in mathematics. During the second half of the school year, a mathematics consultant provided professional development in the implementation of the kindergarten and first grade modules and the vertical articulation and skills progressions in areas such as algebra and geometry. The teachers are prepared to implement the modules in the fall of 2018-19 and will continue their work with the consultant to develop rigorous benchmark assessments and methods to promote the differentiation of instruction to meet the needs of students who perform below and above grade level expectations.

**Science instruction** was enhanced through the implementation of the Next Generation Learning Standards and the Science 21 modules. Teachers attended four professional workshops through Eastern Suffolk BOCES where they learned scientific content, instructional strategies such as guided inquiry, and ways to integrate and expand students' scientific vocabulary. Science 21's emphasis on student-centered investigations and its

hands-on inquiry-based approach resulted in high levels of student interest and engagement in physical, life, and earth science topics this year. Teachers also used Mystery Science videos to help students make connections to their everyday lives and the role science and innovation play in solving real-world problems. For example, kindergarten students explored force and motion after viewing a Mystery Science video showing the planned demolition of a structure. After learning about pendulums, their challenge was to design a wrecking ball by manipulating variables in order to knock down one block design without damaging an adjacent one. First graders created sundials, explored the phases of the moon, and learned about animals and their habitats. In the Creative Learning Lab, they invented products designed to help humans that were based upon the adaptive traits of their favorite animals. Throughout their investigations, students posed questions, recorded observations, kept science journals, and shared their findings in creative ways.

First Grade students raised turtles in their classrooms through our partnership with the Cold Spring Harbor Fish Hatchery. Field trips to the hatchery helped build their understandings about habitats, animal adaptations, life cycles, and environmental science. Additionally, students attended a Science Fair at the Cold Spring Harbor Laboratories, where graduate students engaged them in scientific exploration. First graders examined their fingerprints under a microscope, experimented with solids and liquids, learned that DNA is a code that makes up the human body, and investigated the spectrum with the use of paper chromatography.

**In Social Studies**, teachers worked collaboratively with the school's new Library Media Specialist to implement the New York State Social Studies framework through Inquiry Units addressing topics such as Family Diversity, Civic Ideals, Economic Choices, and Maps and Geography. The teachers enhanced each unit by creating ways for students to present their learning creatively. Creative Learning Lab projects included the creation of maps of the school for visitors to use and videos presenting how families and communities determine their "wants and needs."

Students enjoyed **Creative Learning Lab (CLL)** experiences in the library, science room, and in their classrooms. Teachers used children's literature to spark ideas in the CLL, inviting students to solve problems, create products, and build structures. Students worked collaboratively to design and create toy marble runs, New Year's Eve noisemakers, protective cases for fragile items, traps for an imaginary animals, and bridges to move objects safely from one space to another. First graders used the Super 3 Research model and databases such as Pebble-Go to research the planets and then designed and built models of each. They wrote scripts for their own presentations, which were recorded and viewed by their parents and peers. Students also read and performed poetry in the Creative Learning Lab, planning their presentations for Spirit Day assemblies and recording them as podcasts for other students to enjoy.

As part of one social studies inquiry unit, students learned about community, laws and government. The unit provided an opportunity to teach children about the important act of voting. A voting booth was built and ballots were cast on Election Day to determine which special event the student body preferred for that month.

**Art, Music, and Physical Education** Goosehill Special Area teachers worked collaboratively to enhance the school experience for all students. Young artists learned to appreciate the arts and create interesting, expressive works of their own. They used a variety of tools and media and developed essential foundational skills and techniques. Projects connected to and enhanced the curriculum, supported instruction about holidays around the world, and supported the school-wide focus on kindness. One project engaged the students in creating self-portraits that demonstrated connections to their peers. Others involved the creation of a Mood Meter mural and a kindness rock garden for the school. Students were invited to observe their world closely, engage in hands-on experiences, and communicate their ideas and feelings through art.

Student artwork was submitted to the Long Island Museum at Stony Brook for an annual student exhibition. Students also created posters and art for an Earth Day competition and submitted Thanksgiving posters to Senator Marcellino's Office; their work was displayed on the Senator's public website.

In Physical Education, students developed their gross motor skills in engaging ways. They learned to ride a scooter safely, climb the rock wall, and use proper form and technique for throwing a variety of balls. They learned to play cooperative games, many of which are literacy-based. The physical education program emphasizes health, wellness, and good sportsmanship. This year, the language of kindness was integrated into the program, with students learning ways to show kindness and respect while engaged in games and physical activities. The Field Day theme of kindness was a culminating school-wide event, with the games focused on cooperation and encouragement of one's peers to achieve collective goals.

In Music, students learned about rhythm, musical expression, and a variety of instruments. Songs supported student learning in the content areas, including the development of literacy skills such as rhyming and letters and sounds. Patriotic songs are also a focus at the primary level, with students learning about their country and its history through music. Each month, a class was selected to lead the school during Spirit Day assemblies and to perform selections highlighting the school's theme, holidays, and SEL topics of the month.

**Social-Emotional Learning** is the foundation for all learning at Goosehill Primary School. Teachers utilize the RULER Approach to teach students to recognize, understand, label, express, and regulate emotions. Grade level and classroom meetings are used to teach the tools of the program, such as the Mood Meter and Meta-moment Strategy. Mindfulness and self-calming strategies were a focus of lessons, many of which were conducted by the school

psychologist and district social worker. The school psychologist conducted social skills groups for kindergarten students using an extended-day option. She also ran a “Kindness Club” for first graders, fostering leadership among groups of students who were responsible for the ongoing management of the school’s Kindness Chain, the creation of posters about kindness and respect, and presenting skits highlighting positive behavior and social skills during Spirit Day assemblies. Another group was formed to support the beautification of the school. Six students worked with the school’s head custodian to help clean up the school grounds on Monday mornings, water plants, and rake leaves. Student contributions to our school and their acts of kindness were recognized in a variety of ways, including through morning announcements each day.

The school focused on SEL Words each month, teaching students about topics such as empathy, cooperation, and honesty. The Library-Media Specialist researched and secured children’s literature to support teachers’ efforts to facilitate discussion about important topics.

Parents were involved in the SEL program through homework Choice Boards inviting them to engage in acts of kindness with their children. The children’s “homework” involved writing and drawing about the activities they engaged in at home, such as helping their parents and siblings, making cards for relatives, and taking part in volunteer activities in the community.

The school psychologist and principal conducted a Book Club for parents using the book, *The Me, Me, Me Epidemic: A Step-by-Step Guide to Raising Capable, Grateful Kids in an Over-Entitled World*. They also offered workshops for parents on topics such as positive discipline and ways to support the development of social skills in children.

## **The Elementary Schools:**

### ***B. West Side School – Kurt Simon, Principal***

At the close of the 2017-2018 school year, West Side School’s enrollment was 223 students. Grades two, three, four and six consisted of two sections and grade five was the one grade with three sections. 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 enhance the experiences for our students, West Side teachers participated in a number of professional development opportunities with their colleagues across the district, included but not limited to the work with Teachers College Reading and Writing Project including their Specialty Groups, and collaborating with Dr. Abby Reisman from UPenn in the area of social studies.

## **CURRICULUM & INSTRUCTION**

### **The Creative Learning Lab**

The CLL (Creative Learning Lab) has been a great addition to our elementary schools. We have created a physical environment that makes dynamic collaboration possible. All grades have benefitted from this space and have worked on many amazing projects. Having technology at our students' fingertips, along with the many resources needed to create, has changed the way students learn and teachers teach.

The school year opened on Superintendent's Conference Day with the introduction of the Creative Learning Labs. Together, teachers brainstormed the various ways these new high-tech labs with flexible seating could be utilized with all grades. As teachers continued to collaborate throughout the year, they identified specific units of study that could be enhanced by teaching and working on projects in the Creative Learning Lab, sometimes with the assistance of a library-media specialist, a technology teacher or a teaching assistant. These labs were also critical to the growth of our S.T.E.A.M. Fairs in grades five and six.

As the year progressed, the CLL was introduced to West Side parents during the November PTG meeting in which a presentation was delivered to build a stronger understanding within the community. It was also followed by a hands-on activity so that parents could experience this new space in a similar way to their children.

While the excitement was contagious from the onset, each month the Creative Learning Lab garnered more energy and enthusiasm as teachers became more and more comfortable with its offerings. On any given day, students from all grades could be found working on a variety of topics. Second graders researched whales and presented their information in Powerpoint - complete with transitions, music, and voice. Third graders explored how the geography, climate, and natural resources of a region affected how its people lived, worked, and played. To share their learning, they created colorful posters using Microsoft Word. Fourth graders focused on American History and used Spark Video to create informative videos with their voices telling the stories. A big hit in fifth grade was Genius Hour, which allowed students to explore their own passions. Genius Hour provided a choice in what students wanted to learn and how they wanted to share their findings. During the ELA block, sixth graders used the space to create iMovie book trailers that inspired others to read their book club choices. The new 3D printer was in full swing as many students joined our before and after-school clubs, where they used 3D printing and Tinkercad to create their own 3D models.

The future is bright for West Side’s Creative Learning Lab and there is no doubt that this is just the tip of the iceberg for exciting and innovative possibilities that await our students and their teachers. Students continually expressed their love of our Creative Learning space!

## **HIGHLIGHTS ON LITERACY**

As a kickoff to our literacy learning this school year, our students took part in our summer reading endeavor *“Be a Non-Fiction Expert”*. Students chose a topic of interest from 15 different choices ranging from horses to space exploration and read at least two books relating to that topic. During our Summer Reading Celebration in September, students collaborated with the help of a teacher facilitator to share their expertise on their topic. Students were also encouraged to select a “free choice” book and, as a culminating project, develop a postcard that showcased their artwork and comprehension of 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.

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.” Students met at Goosehill Primary School for selected sessions, three time a week, during 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 this year throughout grades two through six. Reading and writing curriculum calendars were selected to enhance and reinforce concepts taught across the content areas. A staff developer met with teachers at scheduled points during the year to provide support in reading instruction. Focused development was continued in the area of small group work which allowed teachers to observe lessons and debrief afterwards. Our second graders had the opportunity to be part of non-fiction book clubs to compare and contrast information on a given topic written by different authors. Third graders dug deep into mysteries by becoming detectives and following the “breadcrumbs” to solve the mystery! This challenged their thinking and allowed student to draw conclusions based on text evidence. Students in fifth and sixth grade participated in book clubs that concentrated on such topics as social issues and fantasy. In writing, some of the different genres the students explored included writing personal narratives, realistic fiction, fairy tales, as well as research reports and persuasive essays just to name a few. Teachers had the opportunity to explore writing in the content areas and to develop interdisciplinary research projects.

The K-6 assessment calendar was implemented, providing a unified framework for the administration of literacy assessments across the elementary schools. This year the online version of the Degrees of Reading Power (DRP) test was once again administered in grades five and six. Student performance reports were generated 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 grades two through six. An outside consultant generated benchmark scores and data so that teachers could analyze results and discuss how best to inform their instruction. Discussions centered on specific areas of concern for each of the grades and how to best address these issues.

The Little Shelter Program completed its seventh year at West Side School. Students not only benefited from the opportunity to have an exciting literacy experience, but a warm and welcoming canine social interaction with Buddy, a Bichon/Cocker Spaniel. The students loved being able to share their blossoming reading proficiency with him!

Academic Intervention Service providers and special education teachers participated in professional development focused on implementing the *Fountas and Pinnell Leveled Literacy Intervention Program (LLI)*. This program is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. It is often used with our students in the AIS program. The workshops served to reinforce using the program with fidelity and provided resources for instruction.

In addition, AIS providers, as well as special education and classroom teachers in grades two, three and four attended professional development geared toward the standardization of practices when administering the *Fountas and Pinnell Benchmark Assessments*. This specialized training focused on changes to the new 3rd edition of these assessment kits. In the fall, grades five and six will receive training so that all teachers in grades two through six will be well versed in these updated benchmarks.

## **HIGHLIGHTS ON FINE AND PERFORMING ARTS**

### **West Side School Musical**

West Side's Theater department is thriving, and this past September over forty fifth and sixth graders auditioned for this year's musical, "The Little Mermaid". After three months of rigorous rehearsals the students performed a fantastic weekend of shows at the Performing Arts Center with a double a cast. For the first time this year, on the day after the show, the entire group from both casts performed selections from the production for West Side's

faculty and students in the morning and afternoon. 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 2017-2018. 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, International Day in third grade, and Colonial Day in fourth grade. Musical arrangements written by our music staff were performed by students at many events throughout the year as well. In addition, West Side students performed at district art shows during the year. We look forward to many more performance opportunities next school year.

### **NYSSMA**

This year there was a record number of students who participated in the annual NYSSMA Festivals held at Jericho High School and Cold Spring Harbor High School. West Side string students also participated in the annual LISFA festival held at Uniondale High School. This year Cold Spring Harbor had a record 90 students selected for All-County ensembles, and West Side did their part sending 15 students!

### **Next Steps**

Next year we will continue to provide students with a cohesive music education that will afford them the opportunity to perform for their peers and the community. It will also prepare them for the rigors of music education they will encounter as they continue their careers through junior and senior high school.

### **Art**

The visual art experiences at the elementary level were both challenging and age-appropriate and followed all of the NYS Learning Standards for the Arts. This included 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 wonderful opportunities for students to see their own work on display.

This year, the Art Department worked closely with the Parent-Teacher Group on a project that demonstrated student love and appreciation for the arts. The Buddy Bench was a collaborative sixth grade project that allowed students to take part in painting tiles with the flair and palette of pop artist, Roy Lichtenstein. In addition, artist in residence, Cliff

Mendelson, representing a Day in Clay, worked with the fifth and sixth grade students. Students gained a cultural understanding of the constructivist approach and demonstrated their skills within the creation of ceramic masks. Artist, Anu Annam, also worked with sixth grade students to enhance their understanding of Indian culture. They created Indian comics which combined social studies and art for greater cultural awareness. Both workshops were made possible in collaboration with West Side's Cultural Arts Committee.

During the school year, the students took part in two competitions for the Huntington Tulip Festival and Blick art supplies. One West Side third grader took third place at the Heckscher Museum's Annual Tulip Festival. Furthermore, teachers in the areas of art and FLES collaborated to have students create Picasso faces for Day of the Dead, a Mexican cultural tradition as the teachers continue to find innovative ways to create interdisciplinary assignments. In collaboration with SEPTO, all students in grades two through six produced posters for the book *Wonder*. It was a connection between art and SEL in an effort to promote world-wide acceptance and support.

Elementary artwork was on display in at the Cold Spring Harbor Public Library again this year which was an opportunity for selected students to see their work in a professional forum. The student exhibit included a collection of work K-8 that remained on display for an entire month.

West Side School's Annual Art Show for grades five and six was presented on June 6<sup>th</sup> during Field Day. Artwork was displayed throughout the halls and classrooms at West Side. These opportunities were offered for students to display their portfolio of work which culminated from a year of skill, creativity and experiences.

## **CULTURE**

### **West Side Goes Live on Twitter**

Throughout the course of the school year, West Side School highlighted its many events on social media on a regular basis for the very first time. Each week, multiple tweets were shared to keep the community in touch with up-to-date information regarding its multitude of programs. On any given day, West Side parents and community members could be reminded of a special upcoming event such as a Back-to-School Night, Field Day or a Spring Concert. Twitter was also utilized to capture a glimpse through and image and written form of student artwork, Cultural Arts events, a musical production, or an in-class project. These provided the community with more information in a current and exciting way. Utilizing Twitter has brought learning to life so that parents, students, and even our teachers can see the wonderful work that occurs daily in our school.

### **The Golden Ticket**

This year, West Side introduced the golden ticket as way of supporting our initiative to honor students who exhibit grit and kindness. The golden ticket, our school's very first tweet, was handed out during the school year to students who went above and beyond in the areas of grit and kindness. It was common to see students save these tickets earned in a binder for their peers to see. Often, teachers could be found in the hallways sharing the news about the student who just received this honor with the child standing by his or her side in an effort to highlight the good work most recently acknowledged. Similar to the grit and kindness tickets, golden tickets were brought to the main office so that other staff members could hear of the wonderful work that just occurred. When sixth graders tallied the number of tickets earned each day, golden tickets (worth five times as much as any other ticket) were counted as well and labeled on the bulletin board outside the main office. Throughout the course of the year, approximately 3,000 tickets were earned by West Side students.

### **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 show 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. In a school that focuses on grit and kindness, The Great Kindness Challenge blended right into the work West Side focuses on each day.

### **Student Council**

Student Council worked really hard this year. In the September students asked for donations in to help a school in Texas that suffered from the aftermath of Hurricane Harvey. In October, they held their annual costume drive. In November, in conjunction with White Post Farms, they sold pies and specialty breads to raise money for the Holiday House. In December, students brought diapers and wipes to support the Helping Hands Rescue Mission. Each student that brought in an item, had an early morning cup of hot cocoa before school! In January, students held a creative Lego contest called "Rebuilding Puerto Rico" and raised money for a school in Puerto Rico devastated by Hurricane Maria. In February and March, Student Council teamed-up with the Physical Education Department to promote Jump Rope for Heart which raised funds for the American Heart Association. In April, Student Council held a contest called "Guess My Teacher's Pet" that raised money for the Dogability Center in Syosset. Finally, the year ended by raffling off tickets for Principal of the Day. The ticket

sales raised money for the Backpack Initiative which is part of the Fresh Air Fund Organization. The entire faculty and staff is so proud of all of the efforts this year of the Student Council representatives and the West Side Senior Staff!

## **COMMUNITY AND COLLABORATION**

### **West Side's New Sport Court**

Thanks to the generous support of our Parent Teacher Group, West Side welcomed the installation of a new sport court nestled close to the recess fields and playground. This space allowed for increased opportunities for children to play and exercise with friends during recess throughout the school year. Always with the option to play on the playground, the swings, the soccer field or basketball court, students also had the chance to play nukem, volleyball, pickle ball, four square, hopscotch and much more! Paving ended at the close of the summer and students were thrilled to be welcomed by this new space!

### **Camp Crestwood and the Unity Dance**

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. This trip has become a tradition in Cold Spring Harbor and was followed by the Unity Dance the same evening at the junior high school where students enjoyed music, mingled, and enjoyed a slice of pizza with new and old friends. Building relationships in preparation for their seventh grade arrival will surely help as they transition to the next chapter of their educational journeys.

### **School Improvement Team: Student-Led Reflections**

This year, the West Side School Improvement Team set one major goal which was to launch student-led reflection for West Side's sixth graders. The group felt that this unique speaking opportunity would benefit the school's oldest students by allowing them the chance to reflect on the work they completed over the course of the year in front of trusted adults.

In preparation, sixth graders saw sample videos online to build an awareness and understanding for student-led reflections. In addition, teachers met with them to discuss possible units and projects that could be highlighted. Whether it was a classroom teacher, a member of our support services department, or a special area teacher, all students had multiple adults in the building who worked with them to review the binders that would be presented on the day of their student-led reflections in May and June.

On the day of the SLR, each student brought his or her binder to the conference room. In attendance were their parents, and sometimes grandparents, who signed up using the online

tool, Sign-up Genius. There they were also met by the building principal and one of their teachers. All teachers in the building signed-up for at least two SLRs to support this initiative.

Scheduled for twenty minutes, each child took the time to share his or her work with their family members and did the vast majority of the speaking during the reflection which was also one of the School Improvement Team's objectives. Students each identified one core value that was most important to them along with a reason and an image to represent the core value. These ranged from family to humor to individuality and so much more. Also highlighted during this time, was a way in which they showed kindness and grit during the school year, along with their favorite school activities and their proudest accomplishments. The majority of the time, students spoke about the sampling of work they had completed and had chosen to share. It was common for students to read sections of different writing pieces they had chosen as well as pictures taken of them while working, such as during Lego robotics. In addition, some students brought their NYSSMA scores and report cards as ways to show growth and all spoke eloquently about the process.

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

**Welcome to LHS... where learning is challenging, collaborative, and creative!** Lloyd Harbor had an enrollment of 364 students. This year we had 3 classes for each of the grades 2-4. In grades 5 and 6, we had teams of 4 teachers, who were responsible for Math, ELA (reading and writing), 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. Please enjoy this summary of our teaching and learning for the 2017-18 school year.

## **CURRICULUM & INSTRUCTION**

### **HIGHLIGHTS ON TECHNOLOGY & MEDIA SCIENCE**

#### **THE NEW CLL**

The CLL (Creative Learning Lab) has been a great addition to our schools. We have created a physical environment that makes dynamic collaboration possible. All grades have benefitted from this space and have worked on many amazing projects. Having technology at our students' fingertips, along with the many resources needed to create, has changed the way students learn and teachers teach. Some projects our students accomplished in the CLL this year include our second graders researching whales and presenting their information in PowerPoint - complete with transitions, music, and voice. Our third graders explored how the geography, climate, and natural resources of a region affect how its people live, work, and play. To share their learning, they created colorful posters using Microsoft Word. Fourth

graders focused on American History and used Spark Video to create informative videos with their voices telling the story. A big hit in fifth grade was Genius Hour, which allows students to explore their own passions. Genius Hour provides a choice in what students want to learn and how they want to share their findings. Our 6th grade ELA students used the space to create iMovie Book Trailers that inspired others to read their book club choices. Our new 3D printer was in full swing as many students joined our before and after-school clubs, where they used 3D printing and Tinkercad to create their own 3D models. Students continually express their love of our Creative Learning space!

### **LIBRARY MEDIA Center**

The Lloyd Harbor Elementary School Library Media Center is gearing up to experience a renaissance both culturally and academically. The librarian and teachers are having important conversations on how to strengthen the connection between research and learning. These conversations have translated into a goal of creating curriculum plans where the LMS will co-teach specific units from the TC curriculum that bring in resources and best-practices to support inquiry. Also, students in the second and third grade have received over ten workshops on digital citizenship and Lloyd Harbor Elementary is on track to becoming a Common Sense certified school. The collection has been deeply groomed to reflect the needs and interest of students and the space is currently being redesigned to become efficient for students to independently locate materials. Furthermore, the collection has been updated to include an increase in audiovisual materials and modern selections that speak to the reading culture of our children. Goals for next year include cycling more sections into the library, a comprehensive library website that connects to the entire school community, and rigorous inquiry-based lessons that adhere to the AASL Standards.

### **HIGHLIGHTS ON LITERACY**

As a kickoff to our literacy learning this school year, our students took part in our *Summer Connections Program*, where they were asked to read *at least* one book over the summer from a selected booklist and complete a *Book Review Notes* sheet. When they returned to school in the fall, students wrote book reviews and shared their recommendations with their Lloyd Harbor School peers. Grade level book recommendations, interactive reading websites and online booklists were just a few of the supplemental resources that were included in our students' summer reading folders.

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*." Students met at Goosehill Primary

School for selected sessions, three time a week, during 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 this year throughout the grades. Reading and writing curriculum calendars were selected to enhance and reinforce concepts taught across the content areas. A staff developer met with teachers at scheduled points during the year to provide support in reading instruction. Focused development was continued in the area of small group work which allowed teachers to observe lessons and debrief afterwards. Our second grade teachers had the opportunity to participate in collegial discussions which supported their work in reader's workshop and their implementation of the reading lessons from the *Cold Spring Harbor Grade Two Reading Binder*. During reader's workshop, second grade students were part of non-fiction book clubs that compared and contrasted information on a given topic written by different authors. Third graders read the book, *Clementine*, by Sara Pennypacker as a whole class and as a shared reading endeavor. The unit culminated in a field trip to Hofstra University to see *Clementine*, the play. In the reading unit, *Bringing History to Life*, fourth graders read about the causes of the American Revolution and reflected upon the corresponding liberties they celebrate today. This made their trip to Philadelphia all the more relevant to their own lives. Students in fifth and sixth grade participated in book clubs that concentrated on such topics as social issues and fantasy. In writing, some of the different genres the students explored included writing personal narratives, realistic fiction, fairy tales, as well as research reports and literary and persuasive essays, just to name a few. Teachers had the opportunity to explore writing in the content areas and to develop interdisciplinary research projects.

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. It included such topics as the transfer of reading from school to home, from genre to genre and from year to year. Lloyd Harbor was fortunate enough to serve as host to this group for their final meeting and wrap up session of the year.

The K-6 assessment calendar was implemented, providing a unified framework for the administration of literacy assessments across the elementary schools. This year the online version of the Degrees of Reading Power (DRP) test was once again administered 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 grades two through six. An outside consultant generated benchmark scores and data so that teachers could analyze results and discuss how best to inform their instruction. Discussions centered on specific areas of concern for each

of the grades and how to best address these issues. The Fountas and Pinnell Benchmarks 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 student progress.

The Little Shelter Program completed its eighth year at Lloyd Harbor School. Students not only benefited from the opportunity to have an exciting literacy experience, but a warm and welcoming canine social interaction. The students loved being able to share their budding reading proficiency with him!

Academic Intervention Service providers and special education teachers participated in professional development focused on implementing the *Fountas and Pinnell Leveled Literacy Intervention Program (LLI)*. This program is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. It is often used with our students in the AIS program. The workshops served to reinforce using the program with fidelity and provided resources for instruction.

In addition, AIS providers, as well as special education and classroom teachers in grades two, three and four attended professional development geared toward the standardization of practices when administering the *Fountas and Pinnell Benchmark Assessments*. This specialized training focused on changes to the new 3rd edition of these assessment kits. In the fall, grades five and six will receive training so that all teachers in grades two through six will be well versed in these updated benchmarks.

## **HIGHLIGHTS ON CORE CLASSES**

### **GRADE 2**

Second Grade had a year full of discovery and fun! The children started the school year sharing what their *reading* goals are for the year. As they worked all year to reach their goals they learned what it means to find a “just right” book, to use the tools to help them decode and comprehend their reading as well as to build their reading stamina. The children also went from having thoughtful book talks to writing about their reading in their reader’s notebooks. In *writer’s workshop* the children learned the steps to the Writing Process: Prewrite, Brainstorm, Revise, Edit and Publish. They applied these steps to help them publish their Personal Narrative (small moment), Informational Piece (nonfiction) and their Realistic Fiction book. In Math, the children used math tools such as place value blocks, bar diagram and open number line to help them fluently add and subtract within 1000. Students used these tools to later solve two step story problems. In Science the second graders

practiced using the steps to the Scientific Method in various class experiments. Finally, in Social Studies the children learned how there are three types of communities. Within this study, the children enjoyed using the “Flat Stanley” project to help them learn about the communities their family members live in as well as to compare and contrast it with their own. Our *Symbols of America* unit focused on the children researching information about a given American Symbol and presenting their findings in our Grade 2 production. The CLL (Creative Learning Lab) played an integral part in our study of whales. After researching information about a particular whale, the children learned how to create a Power Point slide show to share the whale’s habitat, diet, and characteristics. They also incorporated their own illustrations using the Paint software. Grade 2 had a busy and yet memorable year!

### **GRADE 3**

What a productive year for our Lloyd Harbor School third graders! The students were so excited to finally learn the cursive letters and write in script. They learned about the times tables, division, and fractions. The children became wonderful writers working on projects such as personal narratives, persuasive essays, non-fiction books, and different types of poetry. In our brand new Creative Learning Lab, our third graders used the laptops to research the 50 states and the Amazon rain forest to create state posters and animal trading cards. A highlight of the year was a field trip to Hofstra University to see a production of the book *Clementine*. The third grade luau was a fun way for students, teachers, and parents to celebrate the end our school year together.

### **GRADE 4**

In November, the students participated in *The Journeys* program where they learned about Iroquois Native culture. During the day, there were four workshops. Students learned through hands-on activities pertaining to games, government, and daily life of the Iroquois. There was a culminating activity involving dance and music. In December, the fourth grade took part in *Colonial Day*. The activities included sewing, tin lantern making, and rope making. The students performed Colonial songs and dances for their parents. In May, the fourth grade toured Philadelphia and visited sites that they had researched in class. The grade-level projects for this year were: SPARK videos on a social studies topic, creating stories and illustrations using blank books, Philly journalism projects, and Robotics.

### **GRADE 5**

Students in 5<sup>th</sup> grade went on a field trip to MoMath in NYC. They explored the hands-on math museum and learned about tessellations. They also attended the CSH DNA Learning Center where 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 solve the mystery. Students had the opportunity to participate in Robotics. They used computers to program robots using "code" to make it perform different tasks. Fifth graders were also involved in Genius Hour and a STEAM Fair. Students utilized the Chromebooks to create, organize, and present their projects. Projects incorporated aspects of science, technology, engineering, arts, and mathematics. 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. They had the opportunity to see the IMAX movie *Amazon Adventures* and explore the museum after their educational packets were complete. As part of our SEL program, students had the wonderful opportunity to take the LIRR into Madison Square Garden to attend "Anti-Bullying School Day" and watch the NY Liberty Women's Basketball Game. During half-time, students were entertained by Aija Mayrock, the author of "The Survival Guide to Bullying". What an inspirational experience! Students also 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 activity. As an end-year celebration of hard work, grade 5 visited LH Beach and had a blast celebrating the end of the school year with friends and family. The CSH firetrucks arrived and drenched us with their firehoses, we searched for sea life in the Sound, played various BBQ-type of games, and enjoyed lunch and dessert as well. It was a great time!

## **GRADE 6**

Lloyd Harbor's sixth graders enjoyed academic and social experiences that brought their final year at elementary school to a happy conclusion and prepared the students for the challenges offered at the junior high.

The students were excited to pilot the flexible seating program in their social studies classroom, discovering the best conditions for them to learn in groups and as individuals. They will also remember fondly their multimedia Egypt projects and staging an outdoor courtyard performance of several scenes from Shakespeare's *Julius Caesar*.

Math class offered its usual rigor, but also added a new challenge: an Internet-based program called Xtra Math to practice math fluency and see who would be crowned Supreme Grand Master of math facts.

In ELA, the students participated in book clubs for three different units: social issues, nonfiction, and fantasy provided lots of opportunity to talk about books. Social issues book clubs also provided the opportunity for the kids to use the newly-opened Creative Learning Lab as they researched the social issues they were reading about in their books and presented their findings to the class.

Science provided many hands-on learning experiences. In October and November, students participated in a series of labs with the DNALC, which culminated in a trip to the center in December. In the fall, students were involved in a close partnership with the North Shore Land Alliance; in addition to a field trip, an educator came to school on multiple occasions to teach students the importance of land and water preservation.

Cultural Arts highlights for the year included a week's worth of rehearsals and a performance of Shakespeare's *A Midsummer Night's Dream*, in addition to a visit from Harlem Globetrotter, Corey the Dribbler, whose fancy tricks amazed students and teachers, alike. All appreciated his message about working hard and respecting teachers and classmates as a part of achieving success. Many children will also long remember attending *Charlie and the Chocolate Factory*, for some their first Broadway show, and performing in or watching the spring performance of *Shrek, Junior*. Finally, the year ended with a joint LHS/WSS trip to Crestwood Day Camp where students participated in a variety of activities such as soccer, volleyball, ziplining, and gaga.

## **HIGHLIGHTS ON THE ENCORES**

### **SCIENCE**

Third and fourth graders began the year studying the scientific method. Students became familiar with scientific inquiry by observing, hypothesizing, evaluating and drawing conclusions about the world around them through hands-on labs and classroom activities.

Third graders enjoyed several engineering challenges such as the "Great Marshmallow Challenge", in which they had to collaborate and design a free standing structure from only spaghetti, string, tape, and a marshmallow. While learning about simple machines, students designed and created their own catapults utilizing popsicle sticks, rubber bands, and spoons. After learning about climate, weather, clouds and extreme natural weather conditions, students used their engineering skills to design a wind proof house. Students used paperclips, stickers, toothpicks and/or paper to prevent their paper house from being blown away by the severe winds of a hurricane or tornado. The designs were creative, practical and even ingenious! Investigation of magnetism and forces were a favorite of 3<sup>rd</sup> graders. After an animal unit focusing on heredity, variation and selection, students enjoyed hypothesizing about what kinds of creatures may exist in the future and created their own "future species", detailing how the "creatures' features" (adaptations) might possibly ensure its survival. While investigating a unit on plants, students created their own flowers and pipe cleaner bees, then used two different kinds of pollen (dill and cinnamon) to understand the process of pollination. Students were also introduced to such scientific tools as microscopes, pan balances, Microslide viewers, hand lens, and more.

Fourth graders began the year learning about different forms of energy. Potential and kinetic energy was explored through a hands-on lab and students especially loved being able to use

rubber bands and trundle wheels to learn about these topics. Students enjoyed exploring with batteries, bulbs, and wires to learn about circuits, conductors, insulators, and electricity. Students also conducted ecological research to learn about animal habitats, life cycles, food chains, food webs, and more. Fourth graders were fascinated, as well as a little grossed out, to conduct their first dissection in science (owl pellets). After learning about the water cycle, students created real life clouds in a lab activity and saw firsthand, the processes of condensation and evaporation. Erosion was another topic students had fun learning about, especially since one of the materials was Skittles, representing rocks, to see how the process is constantly transforming objects in nature. States of matter were explored through a hands-on lab in which the fourth graders made bouncy balls to see how a liquid can transform into a solid. Finally, students actually had fun reviewing for the 4<sup>th</sup> Grade NYS Science Exam through online games, activities and quizzes.

## **HEALTH & PHYSICAL EDUCATION**

Students at Lloyd Harbor shined within their Health Classes. Fourth graders participated the Nutrition Unit and created full menus made from healthy foods. Students discussed how they would prepare each meal in order for it to be the healthiest with their classmates. In fifth grade classes students were focusing on the meaning of maturity over a board spectrum of health topics. Students 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 which highlighted their growth over their last trimester and readiness to move into the middle school.

In Physical Education this year, Lloyd Harbor students did a fantastic job participating in all activities. Second and third grade students worked to develop fundamental skills. Fourth and fifth grade students focused on group games, while sixth grade participated in a new unit in which they became the teachers of the class. Students developed their own lessons and activities to present to their peers. Events this year included: The Turkey Trot, Fitness Challenges, and Field Day.

## **MUSIC**

### **Music Trips**

In November, the sixth grade classes traveled into Manhattan to see a matinee performance of the musical, *Charlie and the Chocolate Factory*. LHSPTG 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 a workshop hosted by the cast of *Charlie and the Chocolate Factory*. The students were taught a song from the production as well as the actual Broadway choreography.

On June 1, the Harbortones once again participated in the Music in the Parks Festival. It took place at Dorney Park in Pennsylvania. Students received a first place trophy with a rating of “gold” on their performance.

### **Musical Theatre**

Once again this year under the direction of Mr. McKee and Ms. Messana, the 6<sup>th</sup> grade students performed a fantastic musical production in early April. *Shrek Jr.* was an enormous hit with the students and community. The cast performed four shows (two during the day and two in the evening). This was an experience the students will remember forever, and helped to further the strength of our theater program throughout the district.

This year, also under the direction of Mr. McKee, the 5<sup>th</sup> grade students performed a musical revue entitled *The Lullaby of Lloyd Harbor*. This production included songs from well-known musical productions such as *Annie*, *Hairspray* and *42<sup>nd</sup> Street*. The production also featured our very own faculty in musical numbers! For the first time in LH history, this production took place at the PAC in early June. We are very proud of our children for what they accomplished!

### **Performing Music**

The instrumental music program continues to grow in size and ability. Aside from their two annual concerts, the Harbortones performed at the Main Street Nursery’s Holiday Concert series in December along with several High School Ensembles. Our instrumental students also performed for the Elementary Art show opening at the CSH Library. Each day on LHTV students sang a patriotic song for the school, and each Friday our student instrumentalists took their turn. Our music staff also prepared a special group 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 Cold Spring Harbor High School. Our school broke several of our own records this year not only having the most students ever perform at the NYSSMA festivals in March and May, but also having the most students make All County Ensembles. This year 90 students from the district were selected as All County musicians, many of them from Lloyd Harbor.

### **CULTURAL ARTS**

Cultural Arts programming at Lloyd Harbor School was well-received and informative to all children during the 2017-2018 school year. With the combined efforts and support of our parent committee we were able to bring a wide variety of programming to the school. Each

grade level participated in at least two programs. Students and staff enjoyed the plethora of programming.

Below is a sample from the school year:

- Grade 6- “Corey the Dribbler” from the Harlem Globetrotters Basketball team, Shakespeare w/ Barbara Klein, Sketching figures through imagination
- Grades 5/6- “Lincoln Center” Mayhem Poets
- Grade 5- “Story Faces”, “It’s Alive” science program, “How to draw” from the creators of Pixar
- Grade 4- “Westward Expansion and the Gold Rush Concert”, Bridget Fitzgerald and the New American, The History of Long Island
- Grade 3- “Reading Rampage”, Math Mania, Talent Show
- Grade 2- Felix Petre , “ Songs and Stories of Latin America”, Bash the Trash, Mark Rust Earth Day Show

## **ART**

This year students enjoyed being creative in our new room. The new amenities afforded them more efficient use of space with storage facilities and clearly defined work stations. Under the direction of our art teacher, students created a mural of a tree (inspired by Gustav Klimt) where each student contributed their own uniquely patterned leaf to the branches. Our theme was “Reaching our Growth Potential.” As a tree grows, we grow each day, and we are all unique. Our goal is to reach our own growth potential.

Lloyd Harbor’s 5<sup>th</sup> and 6<sup>th</sup> grade Art Show was at the Performing Arts Center in conjunction with our Spring Music Concert. Artwork was displayed throughout the foyer and a slide show featuring three dimensional work was continuously running inside the auditorium. Our art department worked closely with the mental health staff, developing a school wide Poster making initiative relating to the book “Wonder,” showing acts of kindness and tolerance. This was a collaborative unit which showed a connection between SEL and art. Students produced two displays/art shows whereby student work was displayed at Central Office and the Cold Spring Harbor Library. Work was exhibited throughout the month to give our community a chance to see the fine talents of our artists. Our new art room was equipped with a 3D printer. Students engaged in creating bubble wands in an effort to showcase 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 she was a participant on a poster contest from Senator Carl Marcellino. The contest asked: “What are you Thankful for?” Overall the students at LHS had an exciting year. The modern amenities of space and technology invigorated our artistic space giving them a platform to continue building their creative talents.

## **FLES (Spanish)**

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.

Second grade students were introduced to the Spanish language in the areas of listening, speaking, reading and writing. Students learned the days and months and how to express the date in a full sentence. They also use this information to talk about birthdays and important holidays. Second grade also learned all letters of the Spanish alphabet and how to spell a variety of words. Students can express their likes and dislikes. This has enabled them to begin conversations and identification of food items according to meal times.

The third grade program continued to build on student knowledge of the Spanish language. Colors and shapes were introduced allowing them to engage in conversations using examples of each in their everyday lives. Students learned about weather and seasons. Integrated in their daily routine are weather expressions and the date. These lessons were then integrated into their learning of clothing. Describing and categorizing clothing was assisted through the use of this vocabulary. They learned about continents and labeled a world map with Spanish speaking countries. This reinforced geography skills and aligned with common core curriculum. The family unit rounded out the year. Here again they built upon previous units to describe their families and engage in conversations about them.

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. As part of this unit, they watched a flamenco performance and even learned some steps of this famous dance. Students reexamined the family tree to engage in more conversations describing them. Also, fourth grade learned body parts and the expressions associated with them. Sports and hobbies is always a popular topic and motivated students to discuss what they are and their favorites. *Brendan Brown quiere un perro* by Carol Gaab was read in class. The students were engaged and related to the nine year old main character who really wants a dog but his mother is not sure if he is up for the responsibility.

Fifth graders continued to build their proficiency. They focused on Spanish speaking countries in South America and their capitals. There was also an introduction to native foods, reviewing food items and mealtimes. We revisited the family tree and added more descriptions such as professions. Reading *Las aventuras de Isabela* by Karen Rowan reinforced and introduced new vocabulary. Students were engaged in the story and acted out scenes for their classmates. Also, students wrote in Spanish a text message conversation to the main character. Each unit gave students multiple opportunities for conversation.

In sixth grade, there was more focus on dialogues created and executed with unit vocabulary and expressions. They researched Latin American countries with their capitals. Students built on their knowledge of clothing and added shopping expressions. Food was revisited, adding restaurant dialogue and cultural foods. Spanish menus were examined and students created their own menus. *Berto y sus buenas ideas* by Magaly Rodriguez, strengthened their vocabulary and reading comprehension skills. Berto had ideas of places he wanted to visit in Madrid instead of going to school. Students were able to engage in conversations about the story and came up with their own “buena ideas” (good ideas) for a project. The students wrote in Spanish about two places they wanted to visit in the Latin American country they had previously researched. This project exhibited their knowledge of the country, writing skills proficiency, and connections to the story.

## **MATHEMATICS ENRICHMENT**

### **Math Olympiads**

In October, students who were interested in joining the Math Olympiads club participated in the introductory meeting. They were able to try out the types of problems that Math Olympiads requires to solve on the contests. Five fourth-graders joined the club and most of last year’s members rejoined. Twenty-one students joined the club and 17 students finished all five contests. The meetings took place on Tuesdays for one hour. This year in addition to practicing contest problems, students concluded each meeting with three rounds of the “24” game. Each week, the game became more challenging. Out of 21 students, 11 students finished in the top 50% or better when compared to all students participating in the Olympiads (This year 122,00). One student finished in the top 10%, of all students participating, earning the Silver Pin Award. Eleven students won MOEMS patches for correctly answering more than half of the Olympiads questions. The feedback from students was positive. The students enjoyed the addition of the “24” game.

### **Caribou Math**

Again this year, students who scored well on a series of data points were invited to participate in Caribou Math Contests. This is a world-wide math competition that we made available to students in grade five. Students came in before school and worked in the STEAM room to complete a series of on-line problems and puzzles. After each session they received a ranking and score. Our year culminated with a special session of Caribou in which students participated in a “BREAKOUT” box activity in our new CLL!

## **COMMUNITY AND COLLABORATION**

### **SCHOOL IMPROVEMENT TEAM**

Our School Improvement Team embraced the concept of learning being Challenging, Collaborative, and Creative and chose to put together an iMovie memorializing what we do each and every day. The project is all inclusive and therefore will continue into next year. We are looking forward to next year's goals including a major focus on SEL, specifically kindness and respect.

### **STUDENT COUNCIL**

The theme for the year was *Local Heroes*. We wanted our fundraising and charitable efforts to focus on local organizations. Students need to realize that lots of Long Islander/TOH residents are in need of assistance. The two organizations we targeted were the Long Island Cares/Harry Chapin Food Bank and North Shore Holiday House. We organized a Thanksgiving food drive with LI Cares and donated about fifteen boxes of food. We teamed with LIHH to sponsor a blanket drive. It was a success, we exceeded our goal of sixty blankets for the summer campers.

- One Student Council member organized his own cancer research fundraiser by selling bracelets.
- GreenLight a Vet
- LHTV - Memorial Day broadcast
- Spirit Days and Wacky Wednesdays
- June trip - LIHH - Students were given a tour of LIHH and helped put blankets on beds.
- Officer elections in June for 2018-19 school year.

### **LHTV**

This year our Morning News show was under new direction and management. Our new system upgrade allowed us to work with two green screens, a sound board, videos, and extensive graphics and design features. Next year we will be using our LHTV broadcasts to support our building goals of building respect.

### **PEER MENTORS**

Once again, the peer mentor program was a huge success! Approximately 70 students participated and spoke about empathy, altruism, and being an upstander. They shared their knowledge on LHTV, drew posters on the topics, and even created some short stories for younger students! The mixed-grade groupings also allowed older students to share their knowledge with younger students about how to share responsibility, take turns, and be respectful of others.

***D. Cold Spring Harbor Jr/Sr High School***  
***Jim Bolen, Principal***  
***Helen Browne, Ph.D., Assistant Principal***  
***Greg Sloan, Assistant Principal***

This year was one of change and transformation at the Jr/Sr High School. Some of the administrative positions were shifted, directors were introduced and were in the building 80% of the time, the Middle Level team (AP/Psychologist/Counselor) became centrally located to their students, and the building had to come to get to know their new principal as he began to form a greater understanding of the culture and personnel of the building.

The building leaders' goals for the year were to get to know the staff and have them understand how our leadership philosophy works in the building. To that end, the Principal's Action Committee (PAC) was implemented. This is a group of teachers from each department that meet on a bi-monthly basis to discuss issues of concern in the building. This shared leadership is helpful, as the staff becomes part of the decision-making process and then has ownership of new policies and procedures. Google Forms was also utilized throughout the year to gauge feedback from staff. The year started with a needs assessment on the first day and concluded with an "Exit Ticket" to see how well the team did with achieving the needs of the staff. Responses were positive. The building engaged on a personal level through social events (breakfasts, bowling, end of year party) and the building cabinet met staff needs in the classroom by providing PD choices for the 1:1 initiative, conference attendance and made changes to the testing schedule based upon their feedback in the end of year survey.

In tandem with getting to know the staff, coming to form relationships with the students was also a primary focus. Monthly meetings with the members of the executive board of the student council were arranged and building leadership attended all student performances including concerts, plays, musicals, Coffee House Jams, Improv night, etc. We were most proud of the work we did in having a student-led memorial on March 14 to honor the victims of the Parkland shooting. This level of student interaction will continue into the new year as we have already had our elections and our first planning meeting in June with members of each of the class governments.

Cold Spring Harbor Jr/Sr High School was recognized in the 2018 edition of the annual ***US News and World Report*** as one of America's Best High Schools. Cold Spring Harbor High School (We) received a Gold level status, coming in as #143 in the nation and #21 in the state, #2 on Long Island and #1 in the county out of 20,500 schools nationwide.

Results on the Regents exams were excellent this year. We increased in Mastery in all but two of the exams (Chemistry and Earth Science). We also had similar, if not better passing rates for all exams. Chemistry was the only one to drop.

Our AP results show that we have increased our participation rate again and that for the first time we have over 70% of our students achieves a 3 or better on the exams.

2017-2018 was a year that saw a focus on instruction in the classroom. PD was focused on and developed in two major areas – student engagement and the 1:1 Chromebook initiative. Below are some highlights:

### **Student Engagement**

- Began the work of defining student engagement and shifting the definition from having engaging lectures to the idea of having students engage with the material in a way that allows movement and the flow of blood and oxygen to the brain.
- AMLE participants shared their protocols for student engagement with the staff upon their return from the conference. These protocols call for reflection about 17 minutes into a lesson. This will be the connection for the Learning Targets PD for the 2018-2019 school year.
- Follow-up discussions on student engagements happened within department meetings and were also included as parts of post-observation conversations.

### **1:1 Chromebook Initiative**

- Roll-out of the 1:1 initiative continued in the 2017-2018 school year. In August grades 7 and 9 received devices. By late fall, Chromebook distribution was accelerated and grades 10-12 received devices, allowing for full 1:1 implementation.
- PD continued for teachers on the Superintendent Conference Days, as well as the October 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. Staff was asked to try something this year, without a specific directive. This allowed the staff to use a variety of tools and to then share these with their colleagues.
- Support from Christine Joneleit continued this year. The staff availed themselves of her services in reviewing in depth more of the tools and applications that they could use.
- A 2-day visit was arranged with Massapequa Schools to see Chromebook use in the classroom. One day for High School and one day for Middle School. Teachers from each academic department visited and then shared their experiences at a

faculty meeting. The staff was able to see what classrooms would look like, 3-4 years after a full 1:1 roll out.

### **Middle Level Programming**

A primary focus of this past year was on rebuilding the Middle Level Programming. A new psychologist for the 7-8 level was hired and her focus was to build and support the Nest as a place for our Junior High students to learn social-emotional skills and to have a robust experience. The Nest grew into a very strong program with the help of the Junior High PPS team and administration. The location of the offices afforded the counselor and psychologist the ability to quickly and efficiently interface with students and serve as support for them.

In addition, the support for 7<sup>th</sup> grade teaming became a primary goal. Outside PD support from Nancy Doda was brought in for 2 days and the teaming structure was led by the guidance counselor and school psychologist. The team model turned out to be a great success. They planned a team day for December where they focused on core values of caring and respect. The success of that team allowed for the growth of teaming into the 8<sup>th</sup> grade. In order to ensure a smooth transition, we set up time for the 7<sup>th</sup> grade teachers to speak with the 8<sup>th</sup> grade teachers to help alleviate any fears or misconceptions. The 8<sup>th</sup> grade team then moved into their time with Nancy Doda in June with an open mind and lowered level of concern. We are excited to have both the 7<sup>th</sup> and 8<sup>th</sup> grades teamed for the 2018-2019 school year.

### **Science Research Program**

This year we implemented the newly redesigned Advanced Science Research program. Here are some highlights from the 2017-2018 school year:

- 23 students conducted summer research
- 33 freshmen participated in the research program (either research honors or ASR)
- 33 students entered Toshiba Exploravision (11 received honorable mention)
- 10 students entered projects into LISEF
- 35 students entered projects into LISC
- 1 Simon's Summer Research program Fellow at Stony Brook University
- 1 Partners for the Future CSHL graduate
- 1 student accepted for Professor for a Day at CSHL
- 6 students involved in Barcode Long Island from the DNALC
- 2 students graduated from BAE System's Women in Technology

The research program will continue next year with an ASR II course and the number of students in the ASR1 course has expanded to over 40 students.

### **Meeting the Social and Emotional Needs of Students**

A strong focus for this year was placed upon the social and emotional needs of our students. Some elements were planned, others were in part due to the reactions from the shooting scare that occurred on March 9.

- Caumsett State Park trip for both the 7<sup>th</sup> and 8<sup>th</sup> grade students as a way to build team unity and identity.
- Reinstatement of the KIN (Kids in Need) meetings to speak about issues that are not raised in IST meetings.
- Continuation of the student drop-in centers in H-1 and the Nest.
- Drop-in meeting to all classrooms on the day of the shooting scare and then a week later to speak with students to ensure they felt secure and to answer lingering questions they may have had.
- Continuation of the Substance Abuse Prevention Program (SAPP) with Too Good for Drugs and the introduction of LICADD sessions to our 11<sup>th</sup> grade and 12<sup>th</sup> grade. Both focused on drug /vaping preventions, with special attention to the 12<sup>th</sup> grade on the transition to college.
- Continued our Character Recognition Program for students, honoring those who demonstrated integrity, kindness and being an upstander. Over 60 students were recognized, with many family members present for each of the three ceremonies.
- One of the largest events was the student Youth Summit Day. This idea was brought forth from our own students last year who asked for time to be devoted to discussions about empathy, kindness, anti-bullying and respect for others. A group of students, school, and district staff arranged an informative assembly program for the entire student population that took place in the afternoon on January 17. This was the second part of the three-hour PD day and we ran an assembly schedule. 7<sup>th</sup> and 8<sup>th</sup> grade students had an assembly entitled “Stand up to Bullying” from the Anti-Defamation League. Grades 9-11 rotated through Hudson Taylor from Athlete Ally about LGBT issues in sports and also the Suffolk County PD and Holocaust Remembrance Center about hate crimes. The 12<sup>th</sup> grade saw Hudson Taylor earlier in their career, so they supplanted that session with teacher-led workshops on identity and transition to college. All students also took a climate survey which will be used in the 2018-2019 school year, and beyond, to help plan out Character Education curriculum.

### **School Safety**

In light of national and local events, there was a tremendous push for tighter safety issues throughout the school and district. Below are some highlights of actions that were taken:

- Locked the front door and have a single point of entry during school hours.
- Ended food deliveries to students during the school day.

- Turned the security van around to check visitors as they enter campus.
- Reinforced closed campus for non-students during the school day.

Overall, this was a busy and exciting year for Cold Spring Harbor Jr./Sr. High School. Much of the groundwork for the new administrative team was put in place this year and will serve as a solid underpinning for the work that needs to be completed as we move forward. Key areas of focus will be on Learning Targets, Character Education and training and supporting our two new assistant principals.

## ***Humanities – Theresa Donohue, Director of Humanities***

### **Teachers College Reading Writing Project**

The affiliation with **Teachers College Reading and Writing Project** expanded into the Junior High School this year in grades 6-8. A 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 what small group work looks like in the secondary classroom as well as how to provide effective feedback. Teachers observed demonstration lessons in designated classrooms and debriefing time was allotted for teacher noticings and clarifications. A wide variety of topics were covered. 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.

### **Next Generation Learning Standards ~ English Language Arts**

During the 2017-2018 academic year, **The Next Generation Learning Standards** were adopted by New York State. Following a three –year implementation roadmap released by New York State Education Department, teachers began the process of building capacity and 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. The Director of Humanities and several teachers attended local BOCES workshops to deepen their understandings and turn keyed this knowledge upon return. The final stage of the roadmap, “implementation” will be in the school year 2020-2021. At this time all ELA assessments will reflect the new standards. Additionally, summer curriculum writing projects were approved to realign English Grades 9 and 10 to the new standards. The newly aligned curriculum will be implemented in the 2018-2019 school year.

## **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.)

## **Professional Development**

As noted in previous reports, implementation of the new Social Studies standards have been progressing. During 2017-18, our focus deepened 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 were honored when Professor Abby Reisman was once again able to join us to consult and lead an interactive workshop for our 5<sup>th</sup> & 6<sup>th</sup> grade teachers of social studies and the Director of Humanities. Elementary social studies teachers met with Dr. Reisman in the morning, reviewing their curriculum work and discussing instructional practices. In the afternoon, Dr. Reisman traveled to the Jr/Sr High School where social studies teachers of grades 7-10 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.

Elementary and secondary teachers attended the Long Island Council for Social Studies conference at the Huntington Hilton. Additionally, the Director of Humanities and secondary teachers attended BOCES workshops focused on changes in assessments, particularly the Regents in Global History and Geography.

## **New Regents Exam in Global History and Geography**

Regarding the new Regents exam in Global History and Geography, the first administration of the transitional exam was held on June 5. The Transition Regents Examination in Global History and Geography maintained the current test design but only measured content from the second year of the Global History and Geography course, approximately 1750 to present, reflecting the division articulated in the new Framework. 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 year of this exam will be the 2018-

2019 school year. To better prepare our students for the new regents assessment summer curriculum projects were approved to realign the Global History 9 and Global History 10 courses to include the historical thinking practices, more classroom discourse and varied primary documents to support evidence-based claims.

## ***STEM – Meridyth Hansen, Director of STEM***

### **Science Research Program**

The science research program was designed to encourage the spirit of curiosity amongst our students, to promote independent thought, to foster a nurturing environment, to provide a rich learning experience, and to simulate interest in science, technology, engineering and mathematics. In the Research Honors I and II courses students learned about how to evaluate the credibility of websites, how to access and utilize electronic databases, how to build bibliographies, design experiments, write research papers, and make presentations.

Starting in September of 2017, a second pathway was created for students entering 9th grade who wanted to enroll in a more rigorous science research program. This option was designed for students who possessed a deep interest and motivation in pursuing research throughout their high school years including summer research opportunities. Students enrolled in our new Advanced Science Research (ASR) course attended science research class every day. Students learned all of the skills taught within research honors as well as prepared for additional competitions, both locally and nationally. Some examples of competitions that our students became involved with included Long Island Science Congress, Medical Marvels, Toshiba ExploraVision, LISEF, Junior Science and Humanities Symposium, Google Science Fair, BioGENEius Challenge, American Society of Human Genetics, Regeneron, Siemens, and Intel.

In 2017 Cold Spring Harbor had its first Siemens semi-finalist winner. Since the program's inception, Cold Spring Harbor has had students apply for internships like Partners for the Future through the Cold Spring Harbor Labs. Students are coached within their research courses to learn how to obtain internships over the summers in order to further their research experiences. In May of 2018 we hosted our first annual science research symposium in which senior students presented their work to an audience of their peers, families, administrators, and teachers. All students in the program were given the opportunity to speak about their work during the poster session portion of the evening. The second cohort of students will enter into Advanced Science Research in September of 2018. Students that were previously in ASR I will continue in ASR II for the 2018-2019 school year where they will begin to identify areas of focus for their projects, deepen their knowledge,

skills, and understanding of research, and begin to think about summer internships and experiences that could enhance their research.

### **Next Generation Learning Standards ~ Mathematics**

During the 2017-2018 academic year, **The Next Generation Learning Standards** were adopted by New York State. Over the next three years, teachers will continue to build capacity and awareness of the new standards. Seventh and eighth grade teachers met with consultant Brian Cohen to learn about the new standards and the impact they will have on curriculum and instruction moving forward. Teachers reviewed the standards and both the minor and major changes to each grade level. The STEM director and several teachers attended local BOCES workshops to deepen their understandings and turn-keyed this knowledge upon return. The final stage of the roadmap for seventh and eighth grade, “implementation” will be in the school year 2020-2021. Full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming.

### **New York State Science Learning Standards**

During the 2017-2018 academic year, teachers collaborated to build awareness and capacity around the new NYS P-12 Science Learning Standards. A team of teachers attended the 2017 STANYS conference in Rochester, NY. Teachers will be attending a follow-up session hosted by Paul Anderson which will be focused on the new standards over the summer. In addition to the STANYS conference, the STEM director as well as other teachers within the science department attended local workshops focused on the new standards. Information from the conferences was shared in department meetings as well as through intervisitations among teachers within the science department. Additionally, summer curriculum writing projects were approved to realign several science laboratory lessons to the new standards. The newly aligned curriculum will be implemented in the 2018-2019 school year.

### **Professional Development**

As noted in previous reports, implementation of the new Mathematics and Science standards has been progressing. During 2017-18, our mathematics teachers attended various workshops focused on differentiation in order to engage all learners within the mathematics classroom. To further support best practices, teachers participated in intervisitations with their colleagues. Science teachers participated in both local and national conferences surrounding the new standards and have turn-keyed this information for their peers. Throughout the 2017-2018 school year, science and mathematics teachers engaged in collaborative professional development that focused on increasing student engagement, strategies for assessment, best practices with technology, and curricular revisions and reflections.

## ***Counseling Center – Gregory Sloan, Assistant Principal for Counseling***

### **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 created 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 counselling center welcomed new clerical staff into the office and the addition of a new counselor due to the retirement of a senior counselor. In addition to the below curriculum, selected members of the counselling staff also participated in a multi-part series of push-ins into Ms. Water's English classes, with a primary focus on Mindfulness.

- 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 give 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 find the tool indispensable; others find 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**

Mr. Sloan 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. The feedback for all of the meetings have been extremely positive.

### **Book Awards**

15 juniors were recognized this year at the June 2018 Board of Education for their outstanding academic achievement.

### **College Visits**

The following colleges plan to visit CSH during the 2018/19 school year (*as of 9/6/18*):

Appointment Date	College
9/12/2018	Johns Hopkins University
9/12/2018	Miami University-OH Oxford
9/13/2018	Bates College
9/13/2018	Trinity College
9/18/2018	University of Rochester
9/18/2018	Brown University
9/18/2018	Elon University
9/20/2018	Monmouth University
9/20/2018	College of Charleston
9/20/2018	Marist College

9/20/2018	University of New England
9/21/2018	University of South Carolina-Columbia
9/21/2018	American International College
9/21/2018	The University of Chicago
9/21/2018	Syracuse University
9/25/2018	Gettysburg College
9/25/2018	Dickinson College
9/25/2018	Skidmore College
9/25/2018	Mount Saint Mary College
9/26/2018	Swarthmore College
9/26/2018	The College at Brockport State University of New York
9/26/2018	Hobart and William Smith Colleges
9/26/2018	St. John Fisher College
9/27/2018	Salve Regina University
9/27/2018	Fairfield University
9/27/2018	LIU - Post
9/27/2018	University of Rhode Island
9/28/2018	Colgate University
9/28/2018	Ithaca College
9/28/2018	Tulane University of Louisiana
9/28/2018	University of Pittsburgh-Pittsburgh Campus
10/2/2018	University at Albany (SUNY)
10/2/2018	Bentley University
10/2/2018	University of Connecticut
10/3/2018	Georgia Institute of Technology-Main Campus
10/3/2018	University of Delaware
10/3/2018	University of Miami
10/3/2018	High Point University
10/4/2018	Loyola University Maryland
10/4/2018	The University of Alabama
10/4/2018	Rollins College
10/4/2018	Nova Southeastern University
10/5/2018	St. John's University
10/5/2018	Sacred Heart University
10/5/2018	Hofstra University
10/5/2018	University of Vermont
10/9/2018	Stony Brook University, State University of New York
10/9/2018	Furman University
10/9/2018	University of New Hampshire

10/9/2018	New England Institute of Technology (RI)
10/10/2018	Muhlenberg College
10/10/2018	Stonehill College
10/10/2018	The College of New Jersey
10/10/2018	Dartmouth College
10/11/2018	Binghamton University - SUNY
10/11/2018	Quinnipiac University
10/11/2018	Marymount Manhattan College
10/11/2018	University of Maryland-Baltimore County
10/12/2018	LIU Brooklyn
10/12/2018	University of Richmond
10/12/2018	Michigan State University
10/12/2018	Worcester Polytechnic Institute
10/16/2018	SUNY College at Geneseo
10/16/2018	Vanderbilt University
10/16/2018	The Catholic University of America
10/16/2018	University of Tampa
10/17/2018	College of Mount Saint Vincent
10/17/2018	Nichols College
10/17/2018	Trinity College Dublin - Columbia University Dual BA Program
10/17/2018	College of the Holy Cross
10/18/2018	Brandeis University
10/18/2018	University of Southern California
10/18/2018	University of Michigan-Ann Arbor
10/18/2018	Towson University
10/19/2018	Christopher Newport University
10/19/2018	Duke University
10/19/2018	Vaughn College of Aeronautics and Technology
10/23/2018	Saint Michael's College
10/23/2018	Indiana University-Bloomington
10/23/2018	University of Massachusetts
10/23/2018	Lake Forest College
10/25/2018	State University of New York at New Paltz
10/25/2018	Iona College
10/25/2018	Goucher College
10/25/2018	Washington University in St. Louis
10/26/2018	The University of Scranton
10/26/2018	U.S. Air Force
10/26/2018	Roger Williams University

10/26/2018	Boston University
10/30/2018	Lehigh University
10/30/2018	Lafayette College
10/30/2018	SUNY Fredonia
10/31/2018	Daemen College
10/31/2018	Florida Institute of Technology
10/31/2018	Rensselaer Polytechnic Institute
10/31/2018	Union College - Schenectady
11/1/2018	SUNY Buffalo
11/2/2018	Pace University, Westchester Campus
11/6/2018	Washington College
11/6/2018	Johnson & Wales University, Providence
11/6/2018	University of Massachusetts
11/7/2018	University of New Haven
11/8/2018	Misericordia University
11/9/2018	Manhattan College
11/14/2018	Lynn University
11/15/2018	SUNY College at Oswego

## ***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 = 57%
  - Junior High = 71%
- Winter season
  - High School = 36%
  - Junior High = 51%
- Spring
  - High School = 52%
  - Junior High = 74%

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 and vaping.

Mr. Bongino attended the NYS Athletic Directors conferences in 2017-2018. The conferences provide valuable insight to various domains of running an athletic department. Mr. Bongino completed his first year as the president of the Council of Administrators organization. Cold Spring Harbor Athletic Department was honored at the COA Luncheon as the recipient of the Community Service Award. Mr. Bongino completed his first year as the Nassau County Girls Soccer Coordinator. Mr. Bongino continues to be a member of the Executive Council and Athletic Council in Nassau County. Mr. Bongino will be in Lake Placid July 24<sup>th</sup> – July 26<sup>th</sup> at the NYS Executive Committee this summer. The CSH Athletic Department hosted the Girls Soccer Playoffs and the 3<sup>rd</sup> Annual Gains for Brains Lacrosse Showcase. Both events were extremely successful.

The Athletic Department continues 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 Woodbury Country Club on June 5<sup>th</sup> 2018. 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 change 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 taint 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 Crew**

Alex Milhim and Nick Aronow – Rowed at the Prestigious Head of the Charles

##### **Varsity Girls Soccer**

Advanced to Nassau County Playoffs

##### **Varsity Field Hockey**

Advanced to the Nassau County Championship Game

##### **Varsity Girls Tennis**

Advanced to Nassau County Playoffs

##### **Varsity Girls Cross Country**

Division IVB Champions

##### **Varsity Boys Cross Country**

Advanced to Nassau County Playoffs

##### **Varsity Boys Soccer**

Advanced to the Nassau County Playoffs  
Conference Champions

#### **Winter Season:**

##### **Varsity Cheerleading**

Qualified for the County Championships

##### **Varsity Girls Basketball**

Advanced to the Nassau County Playoffs  
Conference Champions

##### **Varsity Boys Basketball**

Advanced to the Nassau County Playoffs  
Conference Champions

### **Wrestling**

Raymond Costa – County Champion (11<sup>th</sup> Grader)  
Joseph Libretti – County Champion (12<sup>th</sup> Grader)  
Gaven Bell – County Champion (10<sup>th</sup> Grader)  
Sebastian Sandler – County Champion (12<sup>th</sup> Grader)  
Hosted the Division II County Championships

### **Girls Winter Track**

Conference IV Champions

### **Gymnastics**

Qualified for the County Championship  
Hosted the NYS Gymnastics Championship

### **Spring Season:**

#### **Varsity Boys Tennis**

Matt Cashin – 2<sup>nd</sup> place finish in Nassau County Singles Championships  
Matt Cashin – Top 6 finish in NYS Singles Championships

#### **Varsity Girls Lacrosse**

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

#### **Varsity Boys Lacrosse**

Nassau County Class C Champions  
Kevin Winkoff – All American

#### **Varsity Boys Golf**

Max Van Son – 17<sup>th</sup> place in NYS Championships Nassau County Championships

#### **Varsity Crew**

Morgan Cody, India Hamilton, Caroline Farahani, Sophia Insigna and Alex Milhim – Rowed in the Scholastic Nationals

### **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 2017-2018 school year.

The Physical Education Department at the Junior/Senior High School certified our students in CPR. The Substance Abuse Prevention Program (SAPP) used the “Too Good for Drugs” Program. It is a comprehensive unit designed to educate students on making smart decisions when it comes to drugs, alcohol, peer pressure and other adolescent concerns. The 11<sup>th</sup> and

12<sup>th</sup> graders received a 2 day program presented by LICADD which covered vaping, transitioning, stress management.

The elective program in Physical Education has grown. The focus is to offer course the students would benefit from beyond the years and Cold Spring Harbor. Dance Movement and Fitness taught by Danielle Castellane had 6 sections. Leisure Activities taught by Chris Phelan had 7 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.

Physical Education Teachers from the high school assisted at the Elementary schools Field Days. Students from Lloyd Harbor, West Side and the Jr/Sr High School were selected has Nassau and Suffolk Zone Physical Education Award winners for 2017-2018. Both Lloyd Harbor and West Side had the “Too Good for Drugs” program in for 10 weeks with the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade. The health teachers began Health Facts in Friday notes to keep the community informed on what is being covered in Health Education. Mr. Bongino presented an overview of the Health Curriculum at the April Board of Education meeting. 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 6<sup>th</sup> graders. The program is implemented by Mr. Homer, Mr. Forbes and Ms. Incarnato.

## **Section III: District Office**

### **A. Business Office**

*James J. Stucchio, Assistant Superintendent for Business*

#### **Audits**

The following four financial audits were completed or were in process during the 2017-2018 school year:

- Independent Audit for the fiscal year ending June 30, 2018
- Risk Assessment Update for the fiscal year ending June 30, 2018
- Internal Audit Report on Information Technology

#### **Audit Response Plans and Findings**

Independent External Audit - The Audit Response Plan for the Independent Audit for the fiscal year ending June 30, 2017, was prepared by the Business Office and approved by the Board of Education on January 9, 2018. In the audit, there were “no instances of noncompliance findings and no noted deficiencies in internal controls.” There were three current year recommendations that have been addressed and two prior year recommendations that have been implemented.

The Independent Audit for fiscal year ending June 30, 2018, contained only one recommendation 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’s receipt of the management letter.

Risk Assessment Update Audit - The Business Office is in the process of reviewing the Risk Assessment Update report for the fiscal year ending June 30, 2018. A preliminary draft of the report has been received, and as of this report date, we are awaiting the final draft. The report identified eighteen financial system areas in which risk was evaluated. Included in those eighteen areas are fifty-four sub categories. Of the fifty-four sub categories, all received a risk assessment of “Low” with the exception of “Grants: General Processing and Monitoring,” which received “Moderate.” The Audit Response Plan for the Internal Risk Assessment report will be prepared, pending the receipt of the final draft.

Internal Audit on Information Technology – A preliminary draft of the Internal Audit Report on Information Technology has been received; as of this report date, we are awaiting the

final draft. Of the seven categories reviewed, recommendations were made in “Policies and Procedures,” “Server Rooms,” and “Disaster Recovery Plan.” The Audit Response Plan will be prepared, pending the receipt of the final draft.

### **Audit Committee**

The audit committee met five times since June 2017. On July 27, 2017, the audit committee met to interview a new claims auditor and chose Mr. David Grant of Chandros Grant, LLP. On August 22, 2017, the committee reviewed both the Internal Risk Assessment Update for fiscal year ending June 30, 2017 and the Internal Audit on the System to Track and Account for Children (STAC) with representative of R.S. Abrams. On October 3, 2017, the committee met with representatives of Nawrocki and Smith to discuss the findings and draft report of the independent audit for the 2016-2017 school year. On January 3, 2018, the committee met to review the results of the professional auditing services request for proposals (RFP). A final meeting was conducted on July 30, 2018 with Nawrocki Smith to discuss the audit plan and procedures for conducting the independent audit for the recently closed fiscal year.

### **Bond Rating**

There have been no changes 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.

### **Budget Development**

With a tax levy limit of 2.73%, the district was able to maintain class sizes as well as all student programs and services in the adopted 2018-2019 school budget of \$68,466,684, an increase of 2.77%. The levy increase of \$1,671,839 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 our instructional program. Due to declining enrollment, staff increases were kept to a minimum, although there were staffing improvements to increase reading support at the elementary level. In addition, there was an emphasis on student preparation for national science competitions for our secondary students as well as additional technology and research support for our elementary students. Funds were also provided to purchase additional flexible furniture options at all levels, including introducing this initiative at the Jr./Sr. High School. These items represented some of the more significant educational priorities contained in the proposed budget. The moderate tax levy increase that remained within the tax cap limit contributed to the budget approval rate of 74.2%. 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 30, 2018. 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 develop a fiscally prudent budget that maintained all student services.

### **Capital Projects Committee**

The Capital Projects Committee met several times during the year with John Grillo, the school architect, and Mark Margolies to develop the project scope for the 2018-2019 Capital Improvement Plan.

This scope was determined by the committee, reviewed by the Board of Education, and presented and approved by the voters on May 15, 2018. The funding for the \$1,275,000 capital improvement plan was comprised of \$575,000 from the Capital Reserve fund and an additional \$700,000 that was approved in the regular budget as a transfer to capital appropriation. The approved projects include adult bathroom renovations at Goosehill, site reconstruction and oil line replacement at West Side, adult bathroom reconstruction, exterior door replacement, and steam line replacement at Lloyd Harbor, and interior door installation, PAC house lighting replacement, site work, and utility upgrades at the Jr./Sr. High School. Funds were also set aside for district-wide security upgrades, which included the installation of door alarms, security locks, security cameras, door hardening equipment, and access control doors.

A Board of Education work session was held on October 24, 2017, for a preliminary discussion of a possible bond. A representative from Munistat Services, the district's fiscal advisor, was present to help illustrate different long-term borrowing scenarios. The Board decided to review the merits of a possible fall 2019 referendum, which would allow for the replacement of current debt expiring in 2022-2023.

### **Capital Reserve Expenditure Vote**

This past year, the school district had a successful vote on the expenditure from the Capital Reserve Fund, which was a part of the above-mentioned capital plan. On May 15, 2018, the voters approved a referendum by a margin of 73.2% to expend \$575,000 from the 2015 Capital Reserve Fund. The full Capital Improvement Plan included an additional \$700,000 from the General Fund, which will be transferred to the Capital Fund.

### **Health Insurance – The Affordable Care Act**

The school district had been preparing for several years for the full implementation of 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 19 additional employees who met the eligibility requirements. These employees were offered

a modified HIP plan, and two employees accepted. In addition, the district complied with the IRS regulations regarding year end notifications of Health Coverage.

### **Security**

In light of the school shooting tragedies this past year, the Board held two security forums to provide members of the community the opportunity to offer comments and ask questions. Additionally, a security update has become a standard item at all Board of Education meetings. The district allocated at least \$283,210, in addition to \$90,000 previously approved, for district-wide upgrades as part of the 2018-2019 Capital Improvement Plan. Among the projects included are security vestibules with bullet-resistant glass, access control doors, and a unified school security software platform. Goosehill and West Side will also have exterior cameras installed to provide a 360-degree view and door ajar systems, both of which have already been installed at Lloyd Harbor and the Jr./Sr. High School.

Mr. Fenter and Mr. Stucchio have also attended 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 safety committee met several times to review safety protocols and practices to 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 27, 2017, the district completed the sale of Tax Anticipation Notes in the amount of \$5 million to fund its cash flow requirements for 2017-2018 school year. The full issue was awarded to Jefferies, at a net interest rate of 0.991947%. 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 limit 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 cap 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 2.13%. However, Cold Spring Harbor was permitted to a greater increase over the tax levy cap, due to an assessment growth factor of 1.0038%. This additional growth factor is determined by the New York State Department of Taxation and Finance. Also, an estimated increase in our capital expenditures for next

year added \$275,222 to our allowable tax levy. Therefore, the allowable tax levy increase was determined to be the sum of the increases in the CPI, the growth factor, and the capital expenditures, which was 2.73% or \$1,671,839. The proposed 2018-2019 budget required a tax levy increase of 2.73%; therefore, the school district is at the allowable limit.

### **State and Municipal Facilities Program Grants**

The district finally received the funding requested under the State and Municipal Facilities Program (SAM). Despite extensive delays on the part of the state to administer the grants, the district persisted and payment was received this past fall. One grant was initiated in June 2015 for the 2015-16 school year in the amount of \$50,000 and provides funding for district-wide security upgrades. A second grant was initiated in June 2016 for \$119,900 to fund various ADA and safety upgrades.

## **B. Office of Curriculum and Instruction**

### ***Lydia Bellino, 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 & Instruction. Our 2017-18 goals were ambitious and the writing of this report is a reminder that it takes a team of leaders and teachers to accomplish this important work. Each year the goals provide a systematic plan that guides our leadership team in determining the best decisions to meet the needs of students, parents, teachers, and leaders.

The Assistant Superintendent for Curriculum and Instruction, in collaboration with district leaders, is responsible for ensuring that all students have access to cohesive, inclusive, learner-centered instruction reflecting best practices grounded in the NYS Learning Standards. That responsibility includes providing high quality professional development, monitoring the core instructional programs, working with school leaders through our regular Curriculum and Instruction meetings, and supporting teachers and leaders as Chairperson of the District Professional Development Committee. Additionally, the Assistant Superintendent for Curriculum and Instruction has a longstanding collaborative relationship with the District's parent organizations and the CSH Educational Foundation.

### **September 2017: Adoption of Next Generation Learning Standards for English Language Arts and Mathematics.**

After more than two years of collaborative work, the Board of Regents adopted the newly revised English Language Arts and Mathematics Learning Standards on September 11, 2017.

When NYS Commissioner MaryEllen Elia, presented the revised standards to the Board of Regents (May 2017) they were renamed as the Next Generation Learning Standards for English Language Arts and Mathematics.

To date, the timeline is to have the new Grade 3-8 assessments measuring the NYS Next Generation Learning Standards in the spring of 2021. The timeline regarding the full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming; however, full-implementation/assessment alignment will not be before the school year 2020-2021.

In a presentation for the Board of Education in April 2018, the Assistant Superintendent for Curriculum and Instruction, Dr. Bellino, highlighted the value of Standards review to ensure that the changes in literacy practices in schools, colleges and the workplace reflect a balance between preparing students for assessments and preparing them for the real world. The new standards are more significant because they do not narrow the scope of our curriculum, but are crafted in a way to connect literacy to content and to all other disciplines. In the 2018-19 year, this literacy connection to all content areas will continue to be a sharp focus.

### **University Partnership with Teachers College, Columbia University: Reading and Writing Project**

Cold Spring Harbor CSD has had a long-standing partnership with Teachers College, Columbia University. Our teachers participate in on-site professional development organized and facilitated by the Assistant Superintendent for Curriculum and Instruction. School principals and leaders provide invaluable support in the scheduling and implementation of the days provided for teachers in each school.

In the 2017 - 18 school year, Dr. Bellino facilitated the expansion of the professional development work with Teachers College to the Junior High School. English teachers in Grades 7-8 participated in the professional development sessions with Humanities director, Mrs. Donahue and Reading teacher, Mrs. Clark.

Throughout the year, as noted in the Lloyd Harbor School (LHS) and West Side School (WSS) reports in this document, the professional development days provide opportunities for teachers to meet together for teaching, learning, and planning five times with the support of a staff developer. On these days, teachers at each grade level work collaboratively in a classroom “lab site” with students. Lab sites provide consistency for students who work with the staff developers and teachers in each grade level. These classroom demonstrations include unit content as well as the integration of digital tools for instruction. With professional books purchased for all teachers and online materials, teachers have access to a multitude of resources for the teaching of reading and writing. Teachers from LHS and WSS

also participated once again in an upper grade level study group with teachers from Jericho, Great Neck, Hewlett, Amityville, North Shore, and Hauppauge School Districts. Throughout the year, teachers are also given access to conferences at Teachers College (TC) providing information and insight about how to structure and sustain high quality literacy education. In-house literacy work also continued this year with workshops led by Ferne Chase, Maureen Ryan, and Therese Craco for Grade 2 teachers. These workshops were based on the same model as TC with scheduled meetings for LHS and WSS teachers together.

In addition to established units of study in reading and writing, materials to support Guided and Independent Reading are provided for all teachers. These leveled reading resources (the *Fountas & Pinnell Classroom*) are designed to support whole-group, small-group and independent learning. In collaboration with AIS coordinators and reading specialists, Mrs. Ferne Chase and Mrs. Jeanette Wojcik, the most recent editions of the Fountas & Pinnell assessment materials used for our reading benchmarks were provided to all teachers in June 2018. Throughout the year, the Assistant Superintendent works closely with school leaders as well as Denise Campbell, to ensure consistency for all our students and teachers in general and special education. Mrs. Laura Clark, the reading teacher at the Junior Senior High School, also participates in our professional development and received the Fountas & Pinnell materials for use with her students. Professional development sessions started in 2017-18 and will continue in the 2018-19 year for teachers to fully and effectively implement the new Fountas & Pinnell materials.

### **Mathematics**

In Mathematics, the *enVision* series with digital resources and NYS Modules continued to be used, as well as teacher-created curriculum materials and assessments. To support teachers in learning, math consultant, Brian Cohen, provided a day of staff development for teachers and principals, with particular focus on the revisions to the Mathematics Learning Standards. The 6th grade math teachers and Junior High School math teachers have worked with Brian in past years on data analysis and identification of strengths and needs in terms of learning standards. Brian is a leader in his field and a member of the NYS Advisory Panel. Regarding the new standards, he was instrumental in recommending many of the changes.

Throughout the year, additional professional development in mathematics was provided by Dr. Patricia Scavuzzo-Despagni, of Hofstra University, who worked with general and special education teachers.

Although we have the same programs and learning objectives for all children, our means for meeting these objectives must be responsive to the individual child. This philosophy informed our professional development focus this year on “*tiered Instruction*” work, supporting lesson design to meet the needs of individual students. With a focus on the same

fundamental skills and concepts, teachers created new lessons adjusting the complexity, the pacing of the assignment, number of steps required or the level of independence required. Working with current math units, teachers joined Dr. Scavuzzo for many professional development sessions throughout the year to create custom lessons to address the needs of their students.

In addition to the continued use of eSpark for student-centered learning in math, this professional development emphasized that the best instruction is not standardized, but personalized.

Dr. Scavuzzo often worked separate days with K-1 to support development of curriculum maps and understanding of the NYS Modules. Other days with grades 2, 3, and 4, Dr. Scavuzzo worked on topics including place value, addition and subtraction with whole numbers, closely studying how math concepts progress through the grade levels with an emphasis on differentiating for higher performing students.

### **New York State Science Learning Standards**

As noted in the 2016-17 District Report, the Board of Regents adopted the next generation of the New York State P-12 Science Learning Standards in December 2016. The Standards were developed by the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve.

The New York State Science Learning Standards (NYSSLS) represent a pedagogical shift, moving from a teacher-centered environment to a student-centered classroom featuring three-dimensional learning. Three-dimensional learning combines content with science and engineering practices and crosscutting concepts in the context of investigating phenomena or solving problems.

In CSH, work with the new science standards started in K-1 with the implementation of **SCIENCE 21**, an integrated science curriculum from Putnam/Northern Westchester BOCES which is linked to the New York State Learning Standards for Mathematics, Science and Technology. The program also included professional development through Eastern Suffolk BOCES with a NYS Master Science teacher who worked with our K-1 teachers through the year to review and engage the teachers in unit lessons. Extensive curriculum documents and lab kits were purchased for each K-1 teacher, providing class sets of materials for each investigation. This program will continue in the 2018-19 year for Grade 2 teachers. Additional support was provided at department and faculty meetings by STEM director, Mrs. Hansen. Additionally, Ms. Glass, science teacher, for students in Grades 3 and 4 at LHS and WSS, also utilized resources such as Mystery Science and materials in the current Pearson program aligned with NYS Science standards. Cold Spring Harbor also continues to have an

ongoing collaboration with the DNA Learning Center with many lessons delivered on-site in Grades 5 and 6 at each of our elementary schools.

The District realized the goal to further enhance our Science Research program by providing interested students with the opportunity to engage in high level research and compete in national science competitions through the new Advanced Science Research Program. The program offers a unique opportunity for students who have a serious interest and willingness to commit to a rigorous class that meets daily. This course will serve as the first course in a sequence that will provide students with the opportunity to engage in research that will prepare them for national competitions such as Regeneron, Siemens, and others.

The Assistant Superintendent joined a team of three secondary science teachers to attend the Annual 2017 Science Teachers Association of New York State (STANYS) conference in Rochester. Our team was able to participate in many workshops and full day Institutes with Master teachers and consultant, Paul Anderson. Materials were shared when we returned and teachers presented at their department meeting. Conferences such as this one where colleagues from around the State share their best work has a significant impact on teaching and learning. Teachers immediately spoke about changes in their instructional practice needed to design inquiry lessons based on their understanding of the new science learning standards. Several curriculum projects involving redesigning particular labs will be implemented in the new year as a result of their new learning.

### **New York State K-12 Social Studies Learning Standards**

Beginning in 2015-16, the curriculum and instruction goals included phasing in the implementation of the New York State K-12 Social Studies framework adopted by the NYS Board of Regents. The Assistant Superintendent for Curriculum and Instruction working with the principals and school leaders, introduced teachers to the Inquiry Design Model (IDM). This model focuses on Inquiry and associated questions and source materials. As a starting point, teachers reviewed the inquiries available on EngageNY for each grade level and time was provided during June 2016 Superintendent's Conference Day for teachers to collaborate in grade level groups on the inquiries.

During the 2016-17 school year, the Assistant Superintendent for Curriculum and Instruction initiated a partnership with Dr. Abby Reisman, Assistant Professor Teacher Education in the Teaching, Learning, and Leadership Division at the University of Pennsylvania. Dr. Reisman continued to work with our elementary and secondary social studies teachers this past year. Dr. Reisman's work with our teachers emphasized a set of historical reading skills: sourcing, contextualization, corroboration, and close reading. For example, "Sourcing" as a strategy shakes the foundation of the school textbook as the sole source of facts replacing it with a focus on engaging readers and authors in a dialogue asking

questions about the author's perspective, the reliability of the information, and seeks to corroborate one writer's viewpoint with another. In the end, the development of these skills matter because it calls on students as future voters, to make sound, informed decisions in their communities. We look forward to continuing our work with Dr. Reisman in 2018-19.

### **World language/FLES**

Work this past year with Mrs. Jordan, Chair of the World Language department, focused on review of revised Grades 5-6 FLES Curriculum completed by our FLES teachers, Jennifer Coniglio and Sandra Rivadeneyra. Included in the elementary FLES discussions, was the development of a mini unit in French as a way of exposure to this language for 6th grade students. In the area of professional development, consultant Josh Cabral, provided a full day workshop for the K-12 foreign language teachers focused on authentic communication, following language proficiency guidelines and exploring global citizenship in developmentally appropriate ways.

### **Learning Standards for the Arts**

In September 2017, the New York State Board of Regents approved the new NYS P-12 Learning Standards for the Arts. The new Standards for the Arts are designed to develop artistically literate citizens. An artistically literate citizen has the knowledge, skills, and understanding to actively engage in the arts throughout their lives. The intrinsic nature of the arts leads to and promotes a civilized, sustainable society. Artistically literate graduates are career and college ready, capable of understanding and addressing the needs of society, and participating in a global economy.

The Assistant Superintendent worked with K-12 Art Chairperson, Mrs. Oswald and K-12 Music Chairperson, Mr. Chiarello to organize professional development for all Art and Music educators

### **Professional Development Committee (PDC)**

Chaired by the Assistant Superintendent for Curriculum and Instruction, the Professional Development Committee promotes student achievement by providing learning opportunities that are aligned with Board of Education, District, and building goals, as well as the New York State Education Department Professional Development Standards.

During 2016-17 and 2017-18, Mr. Kurt Simon, Principal of West Side School, served as Co-chair with Dr. Bellino.

The nation's new education law, ESSA, redefines the standards for high-quality professional development for teachers and K-12 leaders by stating: "The term 'professional development' means activities that are sustained (not stand-alone, 1-day, or short-term workshops),

intensive, collaborative, job-embedded, data-driven, and classroom focused.” (S. 1177, Section 8002, page 295, paragraph 42)

The goal of the District PD committee is to provide this kind of job-embedded learning, with opportunities to collaborate with colleagues throughout the year, so they can begin to apply their learning immediately in ways that are meaningful and relevant.

The PDC seeks feedback from teachers related to professional development needs and district goals through Needs Assessment Surveys or various focus groups. Planning for professional development begins with assessing the needs of students through analysis of formal and informal assessment data. These data include State assessments, district, school, and classroom level benchmarks as well as formative and summative assessments. Assessment, teaching, and learning are inextricably linked, as each informs the others. Our goal is to always use *Assessment for learning*, a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. These discussions and surveys help to define needed teaching and learning strategies and shape the District’s professional development plans.

During the 2017-18 year the PDC work included continued collaboration with the Intercounty Teacher Resource Center, continuation of the subcommittee work to review and revise the Mentoring program based on feedback from mentors, support of two collegial circles (Mindfulness for Beginners and Self Determination), and several staff development days. Most significant was the elementary half-day in March 2018, *Exploring Ways to Enhance Instruction*, planned by and for teachers led by PDC Co-chair, Mr. Kurt Simon. The day focused on many teaching strategies that benefited our elementary teachers and students.

Building on the District goals, summer curriculum work for the 2017-18 year included work by CSH teachers in the following areas:

- Creative Learning Labs and developing project-based Inquiries
- Social Studies District Initiative and developing Inquiry units for Grade 3
- Creating AP Calculus-Videos for flipped classroom
- Update of the Precalculus Honors curriculum
- Precalculus/Calculus Honors & Statistics elective (changes in Algebra 2)
- Incorporating the Genius Hour concept in the Co-teach 10th & 12 grade English class
- Curriculum for the new Honors Computer Programming Class\*
- Math Work Stations for K-2
- Update of the Scope & Sequence for Instructional Technology
- Developing 5th grade Inquiry unit using the Historical Thinking Framework based on the work of Dr. Abby Reisman

On Superintendent's Conference Day at the start of the 2017-18 school year, these projects were shared with colleagues as part of a day focused on teaching and learning by our teachers.

### **Professional Development Conferences**

Conference attendance is an important part of staff development and the following list of conferences represents some of the professional learning opportunities CSH teachers and leaders participated in throughout the year.

- Best Practices and Lesson Ideas Using the New AASL School Library Standards
- Algebra I - Analyzing the Regents Exams to Increase Achievement
- Foundations for Social-Emotional Development and Communication, and Applying Technology to Support Self Regulation, Mindfulness and Organization.
- 2017 Long Island Council for the Social Studies 37th Annual Conference
- Gearing Up for the Global History and Geography Regents II and Part III
- Wilson Foundations Introductory Workshop
- Dyslexia: What It Is and What to Do about It
- Creating Online Content for the Flipped Classroom
- NYS SAFE ACT Training for Long Island School Crisis Teams
- 2018 Long Island Technology & Education Summit
- 2018 Asset Technology Conference
- 2018 National Principals Conference
- Caring, Compassionate School Culture for All - Best Practices in the Implementation of the Dignity for All Students Act

A team of leaders and teachers attended several extended national conferences to support the 2017-18 District Goals.

- Annual 2017 Science Teachers Association of New York State in Rochester
- Association of Middle Level Educators Conference in Philadelphia
- Future of Education Technology Conference in Orlando

Also important to note are the workshops led by Cold Spring Harbor teachers during elementary half-days or delayed openings at the Junior Senior High School.

### **Cold Spring Harbor Educational Foundation**

The Cold Spring Harbor Central School District has collaborated with the Cold Spring Harbor Educational Foundation since 2012- 2013. This transformational partnership has been built on trust and driven by a shared vision to provide innovative programs that enable our students to function as independent, lifelong learners in a highly literate, technical, and

continually changing society. The advancement and acceleration of our work in technology integration and accessibility for students through the one to one Chromebook initiative would not be possible without this partnership and ongoing support from the CSH Educational Foundation.

During the 2017-18 year, growth has been evident with added laptops and iPads at Goosehill Primary School and the District goal to establish *Creative Learning Labs* at Lloyd Harbor and West Side Elementary Schools. These interactive spaces have fostered interdisciplinary instruction and increased project-based inquiry studies across grade levels. The abundance of resources and materials have provided opportunities for students to research, create, innovate, and represent their learning in multiple formats.

The Assistant Superintendent for Curriculum and Instruction regularly attends meetings with the Superintendent, CSH Board of Education liaison to the Ed Foundation, and the leadership of the Ed Foundation to discuss ideas and future plans. These meetings offer an opportunity to review the progress of the projects that the Ed Foundation has funded to support the District goals.

During the 2017-18 school year, the Educational Foundation continued to support our work when they approved a new grant proposal, *Empowering Learners Through Innovative Design*, to support the redesign of three spaces within the Jr. Sr. High School. The three areas include the Sr. High School Library, the Jr. High School Library which includes *The Nest*, and the Computer-Science Lab. Each will offer a unique and collaborative space where students can interact with one another outside of classrooms.

The goals of this grant are to provide our students with greater personalized learning, opportunities to gain a sense of agency in redesigned spaces that support active learning with a variety of work areas, and opportunities to demonstrate learning in multiple ways.

Encouraging innovation rests with students taking more responsibility for their own learning and progress. When spaces are redesigned with students at the center of their learning, rather than conform to a one-size-fits all context, opportunities for learning are expanded and students will feel connected and engaged in learning.

### **The District Data Team**

The District Data Team meets each year to create a District Assessment Calendar, a roadmap for district as well as State level assessments. The calendar also serves as a guide to ensure time for feedback and analysis of assessments and instruction through the year. Following input from teachers and leaders, this assessment calendar is distributed.

This year particular focus was on frequency of assessments and use of Western Suffolk BOCES Regional assessments for benchmarks. This discussion will continue in the 2018-19 school year.

### **APPR**

As identified in the Commissioner's Regulations, Subpart 30-2.9, the Assistant Superintendent for Curriculum and Instruction organized and facilitated the required Annual Lead Evaluator training for the 2017-18 year.

## **C. Special Education and Pupil Services**

### ***Denise Campbell, Assistant Superintendent for Student Services & Human Resources***

The 2017-2018 school year, was a year with opportunity for and evidence of student growth in the areas of both academics and social-emotional learning. Through enriched program development and enhanced professional development, our dedicated staff continuously sought to improve opportunities for all of our students to be successful.

Our social-emotional learning opportunities continue to grow in order to support all students both in and out of the classrooms. In summary, administrators, faculty and staff had multiple trainings this year including understanding signs of *at-risk* students, enhancing student engagement and addressing student conflict from a developmental perspective. Building student connectedness remained a priority with rich offerings for after school programs throughout the buildings, increasing attendance in the Nest and H-1 and peer mentor clubs. Several initiatives were aimed at improving school climate including conducting a school climate survey, character awards, and team building activities for staff and students. Much attention was given to examining K-12 SEL curriculum and this work will continue with additional implementation in 2018-2019.

In the area of professional development, special education teachers and PPS staff attended many conferences and had 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 tiered approach, enabling all students at varying levels to be exposed to grade-level concepts. Additionally, our staff worked with literacy coaches, a co-teach consultant, and professionals with expertise in the area of Dialectical Behavior Therapy. These professional development opportunities will extend into the next school year as well,

to maximize the program development and strategy enhancement for our teachers to implement across various content areas and settings.

As a K-12 district initiative this year, all of our special education teachers implemented a Self-Determination Curriculum. Monthly, students were instructed during one of their support periods on topics relating to understanding themselves as learners as well as the type of support services they receive and why. Monthly topics included *Understanding My Strengths and Weaknesses*, *Understanding My Plan (IEP)*, *Who Else is Just Like Me?*, and *Self-Advocacy*. Each lesson was differentiated to meet the developmental level of the students being instructed, allowing first grade students to be discussing the same topic as high school students, in an age appropriate way. We are looking forward to the growth of this program, and continued development of supplemental units and lessons.

In the Junior/Senior High School, our vocational program has continued to expand. Students are partnering with Wild by Nature, Stop and Shop, Cold Spring Harbor Library, Say La Vie, 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. Ideally, students will gain employment through the provision and success of these experiences and this year we have had such an outcome. The Cold Spring Harbor Coffee Shop which is open two days a week continues to be a welcoming stop for building employees grateful to get a cup of coffee and to be warmly greeted by our students. Co-teach partnerships continue to thrive, with new partnerships creating innovative opportunities for our students. Teachers have been fully invested in a digital classroom experience, helping students readily access information and providing similar opportunities for parents to be informed of their child's classroom experiences.

SEPTO has worked tirelessly to keep their momentum this year. Through continued collaboration with the school district, SEPTO supports homework and friendship clubs at the elementary level. SEPTO also generously provides two deserving senior students with scholarships, highlighting individuals who have demonstrated outstanding achievement and acted as positive peer mentors for students. Parent workshop offerings this year included *Special Education 101*, *Understanding Reading Disorders*, *Preparing for your Child's IEP Meeting*, and *The Ins and Outs of Accommodations and Supports at the College Level*. In addition, SEPTO held successful fundraisers including their annual movie event with a viewing of *Wonder* and a "Taste of the Town" evening. SEPTO dedicates much of these monies to our students by providing materials to teachers that enhance club and classroom experiences for the children. Our teachers and students are grateful for the partnership.

## **D. Technology**

### ***Joseph Monastero, Executive Director of Instructional & Administrative Technology***

The school year started out with a plan to expand the 1:1 Chromebook program to grades 7, 8 and 9 at the Jr./Sr. High School. Students in grade 8 received their Chromebooks in the previous school year when they were 7th graders. The current 7th and 9th graders will receive their units at the start of the school year. The distribution of the Chromebooks to the 7th and 9th graders took place at the Orientation BBQ.

Within the first few weeks of school, a groundswell of support started to develop from staff to accelerate the 1:1 program to all students in the Jr./Sr. High School. To accurately gauge the staff support for accelerating this rollout, a survey was administered to all staff. The survey results indicated that a strong level of support for accelerating the 1:1 program existed. With this information in hand, we developed a new plan of action. Around the same time, we were developing the accelerated rollout plan, Acer released a new Chromebook that significantly increased the quality of the unit while adding features that solidified the unit as a student tool.

The new Chromebook, Acer Spin 11, is equipped with a Wacom stylus that allows the user to interact with the screen to draw, write and annotate files with ease. The screen is made of Antimicrobial Gorilla Glass which provides a level of toughness that complies with military standards. The case is also reinforced with an additional camera for video recording. The unit also contains two weep holes that allow liquids to drain if spilled on the keyboard. All in all this new model significantly advances the interaction students and staff have in using the Chromebook for research, data collection, collaboration, and presentations.

The new distribution plan provided students in grades 10 and 11 with the Spin 11 units and Seniors with a one-year-old flip touchscreen Chromebook. On November 16th students in grades 10 and 11 received their Spin 11 Chromebooks, Seniors received their Chromebooks two weeks later.

As news spread of the Chromebook rollout to the upper grades, some students felt that this was not necessary. Students signed a petition denouncing the deployment. To better understand the Chromebook resistance I meet with various students to understand their feelings. Three common points arose as the sticking points to the 1:1 program. Students were under the impression that they were going to be receiving the old clamshell style Chromebooks. Students also wanted to personalize their units with stickers. Students quickly realized by looking at my Chromebook that they could place stickers on their Chromebooks. In Fact, we have provided stickers of some of the essential software tools we

use (Kami and Nearpod) for students to decorate their cases. Lastly, students did not want to be forced to take notes using the Chromebook. I informed students that they would NEVER be required to take notes on the Chromebook. Students will always be allowed to write notes if that is how they feel they learn best. With these fears realized and addressed, the distribution of the Chromebook took place.

When students experienced the actual Chromebook they were receiving, they were impressed with the functions and look. By the end of the third period of distribution day, the distribution team was bombarded with requests by the students to obtain their units early.

Charging stations have been installed in both libraries and cafes at the Jr./Sr. HS for students. Bandwidth allocations were also bumped up to provide a smooth web interaction for all Chromebook users.

With the distribution of Chromebooks to all students at the Jr./Sr. High School, carts of Chromebooks were freed up for use at the elementary buildings. All academic classes in grades 5 and 6 were equipped with a full cart of Chromebooks. These units are touchscreen and about 15 months old. No longer were elementary students restricted to conduct research or collaborate due to a limited number of Chromebooks available to them. The distribution of Chromebooks to classes in grades 5 and 6 then freed up technology access for students in grades K-4. In the 18-19 school year, full carts of Chromebooks will become part of each academic classroom in the 4th grade.

The distribution and rollout of the Chromebooks could not have occurred without the support of the Board of Education, Education Foundation, Administration, Staff, and students. Students played two significant roles in the program. Not only has their learning benefited from the use of the Chromebook, but they also helped with the distribution. Over 45 students volunteered over the summer and in November helping unbox, label, sort, and test over 450 Chromebook units. Without their help, distribution timelines could not have been met.

### **District-wide Technology Committee**

Over 20 staff members volunteered to serve on the District-wide Technology Committee along with BOE members, district administration and parents. The committee developed the following vision statement: **“Provide individual and collaborative opportunities with experiences that will enhance our school community to prepare students with the necessary competencies to be successful and excel in a complex, evolving and interconnected world.”**

Due to a large number of committee members, three subcommittees were formed.

Over the course of the year, the Digital Footprint subcommittee help roll out our new website and increase the districts digital footprint with the use of Twitter and a new Facebook Page. The testing of new technologies was spearheaded by the Infrastructure subcommittee. Here work included testing Interactive Panels and Virtual Reality gear which will be deployed in the 18-19 school year. The Innovation/Instructional subcommittee helped integrate Canvas into the 1:1 Chromebook initiative along with expanded use of G-suite for Education.

### **Key Software Technologies**

During the 2017-2018 school year the use of software technologies helped students learn in and out of the classroom. Below are some of the Key items that have been utilized over the course of the year. Some have been in the district for the year while others are new.

- **G Suite for Education** - The foundation for use of the Chromebook. G Suite allows users to collaborate anywhere with co-editing documents, spreadsheets presentations and more. Students and staff have access to all of their work regardless of their locations and device. Users can and do collaborate on projects, research labs and, classroom work in a real-time interactive environment.
- **Canvas** - A LMS (Learning Management System) By the Numbers - For full-year classes, 5,252,126 pages were viewed over the course of the year with an average of 122,142 pages viewed per week. For many teachers, Canvas became not only a resource for distributing and collecting work but an online interactive, teacher directed, student-centered resource. Canvas also allows parents to have direct insight into work conducted by students via the Canvas Parent App.
- **Kami** - A web-based PDF and Document Annotation and Markup Tools. Kami works with Google Drive and Canvas. Kami allows students and staff to access Kami Tools: Add text, Draw, Highlight, Insert E-signature/digital signing, Voice and video annotations and so much more. Kami was rolled out mid-year at the Jr./Sr. HS and with the Special education staff at the elementary level in the spring. Since the rollout of Kami 69,442 files have been loaded into the program with 798,373 annotations taking place.
- **Nearpod** - A web-based interactive presentation and assessment tool. With Nearpod a teacher creates presentations that contain Quizzes, Polls, Videos, Images, Drawing-Boards, Web Content, Virtual Reality and more. Students can submit work in real time for the teacher to view or share with the class. Students access these presentations via Canvas at school or home. Nearpod comes with over 10,000 lessons that are interactive and adjustable by the teacher. Students can continue to interact with Nearpod lessons in the future at their leisure.
- **Website** - On January 1, 2018, the new ADA compliant website was rolled out to the public. Since the rollout 393,556 pages on the site have been viewed. The new site allows the district to incorporate, pictures, Twitter feeds and messages with ease and greater visibility

- Twitter results impressions (number of times tweets have been seen)
  - GHP - 44,400
  - WSS - 42,700
  - LHS - 45,200
  - Jr./Sr. HS - 70,400
  - Total - 202,700

### **Creative Learning Labs (CLL):**

The West Side and Lloyd Harbor School CLL's were opened to students and staff in the first few months of the school year. Dr. Bellino stated it best with the following passage: "The new CLL spaces allow children to learn in an environment that provides choices. Students can find which spaces, seats, devices, and materials help them learn best and be most successful. The room itself fosters creativity and collaboration through the various colors, configuration, and furniture. It truly is "Starbucks for kids"... minus the beverages, of course." Over the course of the school year, students have used these spaces to collaborate and work in an environment that promotes "Big Thinking." Students used these spaces and the concepts they have learned there to conduct research, collaborate and present their findings in the classroom and STEM functions. From a first-person observer, student engagement during and after CLL usage is active and intense. Students WANT to learn and work together when in the CLLs.

Lessons learned from the elementary level CLLs will be incorporated in the new learning spaces donated by the Foundation at the Jr./Sr HS (HS Library, Jr. High Library/Nest and Math Computer Science area) along with multiple classroom redesigns in all buildings across the district which has been supported by the BOE and community.

### **District-Wide Tech Reporting System**

With thousands of devices connecting to our network every day (Chromebooks, Ipads, PC's, Smartboards, WiFi Access Points, Science Equipments, etc.) technology issues will occur. In October the Technology Department rolled out the Spice Works Reporting System. The system provides enhanced features to track requests made by staff and find trends which help the Tech Team find patterns to proactively prevent future issues.

Faculty can check on the status of open request/tickets. The system allows staff to view previous and completed requests. Pictures can also be included to help explain a problem of a request. With a year under our belt with the Spiceworks system, I do not know how we survived without it in the past.

### **WiFi connectivity to the athletics fields at the Jr./Sr HS**

During the summer of 2017, the network connection to the Buildings and Grounds Shed at the Jr./Sr HS was severed. This break in the network needed to be repaired. In analyzing various ways to repair the connection, one method arose that corrected the break while also allowing for a considerable expansion of the computer network. For approximately the same cost of running a new fiber connection to the shed, a microwave network was installed. This microwave network expansion reconnected the shed and added WiFi to part of the athletic fields. We now have WiFi from the High Ropes Course to the Snack Shack. A public WiFi network is available to all who attend athletic events in this area of the fields. The network allows for security cameras to be added to the current security system if so decided.

### **Printing from all devices**

In the Spring of 2018, the Tech Team started the rollout of the Xerox Company “PaperCut” product. This product allows students and staff a streamline printing process from all wired and wireless devices. Final implementation and testing will take place over the summer and early September. I expect the printing process in all four schools and at District Office to be streamlined allowing for staff and students to easily find their desired printers district-wide. We will also be able to restrict the printers students have access to. For example, 2nd-grade classes can be limited to only print to their classroom, art, library and CLL Printers and not the HS Library printer.

### **Trip to Massapequa Middle School and 9th Grade Center**

On February 8th and 15th, teachers from the Jr./Sr. High School visited Massapequa schools to learn from their 1:1 Chromebook implementation. Massapequa Middle School is in their 4th year of 1:1, while the 9th-grade center is starting their 2nd year. The experience was valuable for the CSH staff. Essential information learned from the visits is that staff needs to jump in and experiment with the digital tools. Do not try and convert every lesson at once to a digital platform. Teachers in Massapequa have taken multiple years to integrate Chromebooks into their classrooms. Professional development training sessions on the use of digital tools need to continue for the staff. Debriefing meetings after each visit resulted in energized teachers who feel CSH is on the correct path with our 1:1 program. A special thanks to Theresa Donohue for arranging these visits.

### **Survey of Elementary Staff - Desktops in the classroom**

The use of Chromebooks has continued to have positive impacts across the district. Staff in core classes, grades 4-6 asked to have desktop computers removed from their classrooms since these rooms were or will be outfitted with Chromebook carts. Students in grades 5-6 now work in a 1:1 environment similar to the Jr./Sr HS with the only exception that the Chromebooks do not go home with the students at the end of the day. But the students still have total access to all of their work via Google regardless of the device they work on at

home. With Chromebooks stationed in each room, staff realized that they will now never need to structure their lessons around the time they can obtain access to computers. Also, students and teachers pick up valuable workspace in the classroom for cooperative learning and projects.

### **Seniors - Chromebooks and Taking a copy of their digital work with them when they graduate.**

Seniors have been provided with instructions on how to make a digital copy all of their work in Google and from their school computer hard drive. With a few clicks of a touchpad, students will have copies of all of their CSH work to take with them on their life journey. Students can with them take their bookmarks, Drive files, Photos, Keeps, videos and more.

### **Responsible Recycling of e-Waste**

Over the course of the last few years, we have accumulated a sizable amount of e-waste. This is equipment that is no longer valuable to CSH or is inoperable. All of the equipment has been recycled in an environmentally friendly way, preventing unhealthy materials from entering the environment. Hard Drives were wiped clean using the Department of Defense 26 wipe system ensuring that no data was released into the wild.

## **E. Food Services**

***Gerri Tiger, Director***

The 2017–2018 school year was a year of upgrades and reviews. As years pass, equipment needs repairs and replacement. Our self-sufficient program has allowed the district to upgrade equipment, which included new self-serve milk coolers for elementary schools and new deli bars and salad bars for the Jr/Sr High School. A second larger Panini grill was purchased to accommodate the students and speed up service on the deli line. A new freezer was purchased for West Side and work will be done on the plumbing and ceiling over the summer months.

There were a few hurdles this year; the biggest of all was the water pipe damage at Goosehill. Mark Margolies, his staff and the custodians at Goosehill really came through for us. We were able to still serve a hot lunch to the student's everyday with only a few adjustments. Using disposable cooking equipment, the staff was able to ensure that all temperature and sanitation regulations were upheld.

USDA and NYSED guidelines and regulations change yearly, and every three years the district will be reviewed. In January of 2017 our district had this review and also the new Procurement assessment. The nutritional part of this is to ensure that all meals served meet the new USDA dietary guidelines for fat, saturated fat, calories and sodium. Part of the

requirements also includes larger and more varied servings of fruits and vegetables and 51% whole grain bread and pastas. Over the last several years these guidelines have been changing almost yearly, currently they are at the final stage of the new requirements. I am happy to say that we had no findings and everything went smoothly. This is the first time the new procurement portion has been done. This is to ensure that funds are being used appropriately, all purchasing is done through proper channels and that the “Buy American” standards are being met. NYSED also now requires that all staff have annual training on nutrition, portion control, labeling and sanitation. All staff is up to date for this past year and will begin again in October.

Two nutrition meetings were held this year with administration, parents and staff to discuss our wellness policy and ideas for new products to offer the students. As the nutritional requirements change, manufacturers are striving to meet them. New items are always becoming available, and as they do we try to bring as many as possible to serve to and get feedback from the students.

In closing many things have changed in the ten years that I have been in the district. Students change and grow and our hope is to keep them well-nourished to succeed in a great learning environment.

## **F. Buildings and Grounds**

***Mark Margolis, Director***

As with any year’s Capital Projects, work starts long before the summer. This summer we had the unfortunate experience of three of our projects coming in well over budget. Those projects will be re-examined and rebid at a future date. We delayed implementing one project involving paving at Goosehill due to difficulties with the contractor’s proposal and scheduling. We will take more time this year working out those details before we go to bid.

This year we also worked up an extensive School Security upgrade which is in progress now.

Our Capital Reserve Construction Projects continue to address building conditions, program changes, building usage changes, maintenance of operations, improved comfort levels as well as some longstanding systems failures. Some examples:

- Paved an access road around the Jr/Sr High School
- Completed a second major phase of asbestos abatements and new floor tile at the Jr/Sr High School
- Refinished the Cafeteria floor in Goosehill as well as painting, new window treatments and coming Oct 8 new wall padding.

- Renovated 2 student corridor bathrooms at Goosehill
- Renovated 2 faculty bathrooms at the Lloyd Harbor
- Renovated 2 music rooms at Lloyd Harbor
- Replaced 2 septic systems at West Side

The BOE has done a great job addressing the needs of the districts infrastructure.

Additionally we completed “too many to mention” in-house projects in every school.

Looking forward, we will be updating our Lead in Drinking Water reporting, continuing to focus on school security both with hardware as well as procedures and training.

## **APPENDIX A**

### **STUDENT ACHIEVEMENT DATA**

COLD SPRING HARBOR SCHOOL DISTRICT

State Testing Results

Comparison of Results 2012 through 2018

	<u>2013*</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
ELA –Grade 3	59	47	44	67	75	78
ELA – Grade 4	52	55	57	67	68	75
ELA – Grade 5	54	51	52	45	58	60
ELA – Grade 6	59	48	50	65	58	78
ELA – Grade 7	47	57	56	58	69	69
ELA – Grade 8	61	56	72	75	68	70
Math –Grade 3	59	61	63	78	77	87
Math – Grade 4	63	70	74	76	79	80
Math – Grade 5	50	62	65	67	75	67
Math – Grade 6	55	72	82	84	81	80
Math – Grade 7	45	69	69	67	79	78
Math – Grade 8	54	24**	20**	23**	18**	44**

\* 2013 state assessments are the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. State Education Commissioner John B. King, Jr. said that, as expected, the percentage of students deemed proficient is significantly lower than in 2011-2012. This change in scores – which will effectively create a new baseline of student learning – is largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students’ progress toward college and career readiness.

\*\*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**

**2013 - 2018**

<b>DISCIPLINE</b>	<b>Number Tested</b>						<b>Percentage Passed</b>						<b>Percentage Mastery*</b>					
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Comp. English	170	153	158	161	157	176	98	100	100	100	98	98	82	69	84.48	88	85	86
Integrated Algebra	197	162					98	99					60	73				
Algebra I \$		164	170	172	146	154		98	97	99	100	99		18	27	59	60	73
Geometry	171	186	155				94	95	98				47	58	51			
Geometry (CC) #			153	166	177	150			93	92	94	99			29	33	31	46
Algebra 2/Trig.^	145	163	161	141			93	90	92	91			57	58	48	65		
Algebra II^				139	161	175				86	93	97				1	32	51
Living Environment	269	205	201	167	157	165	99	99	100	99	97	99	63	72	82	66	66	76
Chemistry	180	138	109	121	159	166	98	97	89	98	99	95	34	36	11+	43	50	39
Earth Science	93	145	171	177	153	113	99	97	98	97	97	97	48	60	64	77	86	78
Physics	121	158	109	66-	40Δ	40Δ	92	87	88	85	88	93	37	41	44	15	23	33
Global Studies	151	160	165	157	182		97	99	96	98	95		58	79	78	69	73	
Transition Global%						162						97						80
U.S. History & Govt.	170	154	168	158	158	173	99	99	100	99	99	98	78	88	82	87	84	85

\*Mastery - 85% or above

@June 2012 - Living Environment Regents was administered to non-accelerated Science students in grade 9 and Science accelerated students in grade 8. Since then all grade 8 students take the Living Environment Regents

\$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 - Only Physics Regents students took exam.

**English Regents  
June 2018**

<b><u>Grade Range</u></b>	<b><u>Number of Students</u></b>	<b><u>Percent</u></b>
100	4	2.3%
91-99	111	63.1%
81-90	45	25.6%
71-80	10	5.6%
65-70	3	1.7%
Below 65%	3	1.7%
Total	176	100%
<b>Mastery Level (85-100%)</b>	151	85.8%

Statistical/Academic Comparison  
of the Classes  
(2013 through 2018)

## CLASS PROFILES

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Students	164	170	155	158	168	157
Average GPA	3.372	3.415	3.448	3.566	3.527	3.539
Average SAT 1600	1177	1192	1174	1217	1251	1231
Average SAT 2400	1772	1787	1762	1834	1869	*
Average ACT	26	27	26	27	28	28
Submitted Applications	1220	1368	1241	1275	1258	1299
Applications per Student	7.4	8	8	8.1	7.5	8.3

\*SAT Format Change

# Summary Data for Net Applications (2018)

## College Admission Decisions: Class of 2018

College	Net apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Adelphi University	11	10	2	0	0	0	0	0
The University of Alabama	15	14	2	1	0	0	0	0
Albright College	1	1	0	0	0	0	0	0
American University	5	5	0	0	0	0	0	0
Arizona State University	1	1	0	0	0	0	0	0
The University of Arizona	7	7	0	0	0	0	0	0
Auburn University	1	1	0	0	0	0	0	0
Babson College	1	0	0	0	0	0	1	0
Bard College	2	1	0	0	0	0	1	0
Barnard College	2	0	0	2	0	0	0	0
Barry University	1	1	0	0	0	0	0	0
Baruch College of the CUNY	1	0	0	1	0	0	0	0
Bates College	2	1	0	1	0	0	0	0
Bentley University	5	5	1	0	0	0	0	0
Binghamton University	38	29	8	6	2	0	7	3
Boston College	19	8	3	3	6	0	7	0
Boston University	23	9	4	10	3	1	0	0
Brandeis University	3	3	2	0	0	0	0	0
Brown University	9	1	1	7	0	0	0	0
Bryant University	1	1	1	0	0	0	0	0
Bucknell University	12	6	2	3	2	0	0	0
Butler University	2	0	0	1	1	0	0	0
California Institute of Technology	1	0	0	1	0	0	1	0
University of California, Berkeley	4	0	0	2	1	0	0	0
University of California, Irvine	1	1	0	0	0	0	0	0
University of California, Los Angeles	6	3	0	2	1	0	0	0
University of California, San Diego	6	6	1	0	0	0	0	0
University of California, Santa Barbara	4	1	0	1	2	0	0	0
University of California, Santa Cruz	1	1	0	0	0	0	0	0
Carleton College	1	1	1	0	0	0	0	0
Carnegie Mellon University	7	0	0	5	1	0	0	0
Case Western Reserve University	1	1	0	0	0	0	0	0
The Catholic University of America	2	1	0	1	0	0	1	1
University of Central Florida	1	0	0	0	1	0	0	0
Champlain College	1	1	0	0	0	0	0	0
Chapman University	1	0	0	1	0	0	0	0
College of Charleston	8	8	1	0	0	0	0	0
Chatham University	1	1	0	0	0	0	0	0
University of Chicago	2	0	0	1	1	0	1	0
Christopher Newport University	1	0	0	1	0	0	0	0
Claremont McKenna College	1	0	0	1	0	0	0	0
Clark University	1	1	0	0	0	0	0	0
Clarkson University	1	1	0	0	0	0	0	0

## College Admission Decisions: Class of 2018

College	Net apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Clemson University	11	4	2	7	0	0	0	0
Colby College	2	1	0	1	0	0	0	0
Colgate University	8	3	1	1	4	0	0	0
University of Colorado at Boulder	4	4	1	0	0	0	0	0
Colorado College	1	0	0	1	0	0	0	0
Colorado School of Mines	1	1	0	0	0	0	0	0
Columbia University	7	0	0	6	1	0	0	0
Connecticut College	3	3	0	0	0	0	0	0
University of Connecticut	6	3	0	3	0	0	0	0
Cornell University	18	7	6	7	2	0	1	0
CUNY-Macaulay Honors College	2	1	0	0	0	0	0	0
Curry College	2	2	0	0	0	0	0	0
Dartmouth College	8	2	2	6	0	0	0	0
Davidson College	5	2	1	1	2	0	0	0
University of Delaware	19	13	2	1	4	0	2	0
University of Denver	1	1	0	0	0	0	0	0
Dickinson College	2	2	1	0	0	0	0	0
Drexel University	2	2	0	0	0	0	0	0
Duke University	10	0	0	9	1	0	0	0
Duquesne University	1	1	0	0	0	0	0	0
Elon University	22	16	3	2	0	0	2	1
Embry-Riddle Aeronautical University - Daytona Beach	1	1	0	0	0	0	0	0
Emerson College	1	1	1	0	0	0	0	0
Emory University	4	1	0	1	3	0	0	0
Fairfield University	15	13	2	0	2	0	3	1
Farmingdale State College	4	1	0	2	0	0	0	0
Fashion Institute of Technology	2	1	0	0	0	0	0	0
Florida Atlantic University	2	1	0	1	0	0	0	0
Florida Institute of Technology	1	1	1	0	0	0	0	0
Florida International University	1	0	0	1	0	0	0	0
Florida State University	3	2	0	1	0	0	0	0
University of Florida	12	7	3	3	0	0	0	0
Fordham University	14	6	1	2	3	0	4	0
Franklin & Marshall College	2	2	0	0	0	0	0	0
Furman University	3	3	0	0	0	0	0	0
The George Washington University	8	5	0	2	0	0	0	0
Georgetown University	5	0	0	5	0	0	2	0
Georgia Institute of Technology	7	1	0	6	0	0	1	0
University of Georgia	7	2	1	3	0	0	2	0
Gettysburg College	3	3	0	0	0	0	0	0
Hamilton College - NY	1	0	0	1	0	0	0	0
University of Hartford	1	1	0	0	0	0	0	0
Harvard University	10	0	0	10	0	0	1	0

## College Admission Decisions: Class of 2018

College	Net apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Harvey Mudd College	1	1	0	0	0	0	0	0
Haverford College	1	0	0	1	0	0	0	0
Hawaii Pacific University	1	1	0	0	0	0	0	0
High Point University	13	13	1	0	0	0	0	0
Hobart and William Smith Colleges	2	2	0	0	0	0	0	0
Hofstra University	10	9	0	0	0	0	0	0
Indiana University at Bloomington	13	10	3	1	0	0	0	0
Iona College	2	2	0	0	0	0	0	0
Ithaca College	4	4	0	0	0	0	0	0
Jacksonville University	1	1	0	0	0	0	0	0
James Madison University	10	7	0	1	1	0	0	0
Johns Hopkins University	5	0	0	3	1	0	1	0
Johnson & Wales University (North Miami)	1	1	0	0	0	0	0	0
Johnson & Wales University (Providence)	1	1	1	0	0	0	0	0
Kent State University	1	1	0	0	0	0	0	0
University of Kentucky	1	1	0	0	0	0	0	0
Kenyon College	1	1	0	0	0	0	0	0
King's College London	1	1	0	0	0	0	0	0
La Roche College	1	1	0	0	0	0	0	0
Lafayette College	6	4	1	1	1	0	0	0
Lehigh University	15	2	0	3	9	0	1	0
Long Island University, Post	8	7	2	0	0	0	0	0
Louisiana State University	1	1	0	0	0	0	0	0
Loyola Marymount University	2	1	1	0	0	0	0	0
Loyola University Maryland	19	19	2	0	0	0	0	0
Lynn University	1	1	1	0	0	0	0	0
University of Maine	2	2	0	0	0	0	0	0
Manhattan College	4	4	1	0	0	0	0	0
Marist College	19	11	3	0	7	1	5	1
University of Mary Washington	1	0	0	1	0	0	0	0
Maryland Institute College of Art	1	1	0	0	0	0	0	0
University of Maryland, Baltimore County	1	1	0	0	0	0	0	0
University of Maryland, College Park	8	5	0	2	0	0	0	0
Massachusetts College of Art and Design	1	0	0	1	0	0	0	0
Massachusetts Institute of Technology	2	0	0	2	0	0	2	0
University of Massachusetts, Amherst	14	10	2	1	1	0	1	0
University of Massachusetts, Boston	2	1	0	0	0	0	0	0
McGill University	3	3	1	0	0	0	0	0
Miami University, Oxford	4	4	0	0	1	1	0	0
University of Miami	33	20	3	4	5	0	3	1
University of Michigan	22	5	3	6	4	0	13	2
Middlebury College	5	0	0	3	1	0	1	0
Molloy College	1	0	0	1	0	0	0	0

## College Admission Decisions: Class of 2018

College	Net apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Mount Holyoke College	1	0	0	0	1	0	0	0
Muhlenberg College	1	1	0	0	0	0	0	0
Nassau Community College	5	2	3	0	0	0	0	0
NCAA Eligibility Center	3	1	0	0	0	0	0	0
University of New Hampshire at Durham	2	1	0	1	0	0	0	0
University of New Haven	1	1	0	0	0	0	0	0
The College of New Jersey	1	0	0	1	0	0	0	0
New York Institute of Technology	2	2	2	0	0	0	0	0
New York University	13	5	1	1	5	0	0	0
The University of North Carolina at Chapel Hill	13	1	1	11	1	0	1	0
University of North Carolina at Wilmington	1	0	0	1	0	0	0	0
North Carolina State University	2	1	1	0	0	0	0	0
Northeastern University	15	7	0	6	2	1	3	2
Northwestern University	9	1	1	7	0	0	0	0
Norwich University	2	2	0	0	0	0	0	0
University of Notre Dame	8	3	2	4	1	0	0	0
Nova Southeastern University	2	1	0	1	0	0	0	0
Ohio University	1	1	0	0	0	0	0	0
The University of Oklahoma	1	1	0	0	0	0	0	0
Old Dominion University	1	1	0	0	0	0	0	0
University of Oregon	1	1	0	0	0	0	0	0
Otis College of Art and Design	1	1	0	0	0	0	0	0
Pace University, New York City	4	4	0	0	0	0	0	0
Pace University, Westchester Campus	1	1	0	0	0	0	0	0
Pennsylvania State University	16	14	5	0	0	0	0	0
Pennsylvania State University - World Campus	1	1	0	0	0	0	0	0
University of Pennsylvania	10	0	0	9	0	0	1	0
Pepperdine University	2	0	0	0	2	0	0	0
University of Pittsburgh	4	4	0	0	0	0	0	0
Plymouth State University	1	1	0	0	0	0	0	0
Pomona College	1	0	0	1	0	0	0	0
Pratt Institute	1	0	0	1	0	0	0	0
Princeton University	7	0	0	7	0	0	0	0
Providence College	8	4	1	2	2	0	2	0
Purchase College State University of New York	1	1	0	0	0	0	0	0
Purdue University	3	2	0	1	1	1	0	0
Queen Mary University of London	1	1	0	0	0	0	0	0
Quinnipiac University	13	11	0	1	0	0	0	0
University of Redlands	1	1	0	0	0	0	0	0
Regis College	1	1	0	0	0	0	0	0
Rensselaer Polytechnic Institute	3	2	0	0	0	0	0	0
University of Rhode Island	10	8	1	2	0	0	0	0
Rhodes College	1	1	0	0	0	0	0	0

## College Admission Decisions: Class of 2018

College	Net apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
Rice University	5	0	0	4	0	0	1	0
University of Richmond	9	3	1	0	3	0	5	0
University of Rochester	3	3	1	0	0	0	0	0
Roger Williams University	5	4	1	0	1	0	1	1
Rollins College	2	2	0	0	0	0	0	0
Rutgers University - Camden	1	1	0	0	0	0	0	0
Rutgers University-New Brunswick	2	1	1	1	0	0	0	0
Rutgers University-Newark	1	0	0	1	0	0	0	0
Sacred Heart University	5	4	0	1	0	0	0	0
Salve Regina University	2	1	0	1	0	0	0	0
University of San Diego	1	1	0	0	0	0	0	0
University of San Francisco	1	1	0	0	0	0	0	0
Savannah College of Art and Design	1	1	0	0	0	0	0	0
School of the Art Institute of Chicago	3	3	1	0	0	0	0	0
The University of Scranton	2	2	0	0	0	0	0	0
Sewanee: The University of the South	1	1	0	0	0	0	0	0
Siena College	3	2	0	0	0	0	0	0
Skidmore College	2	2	1	0	0	0	0	0
University of South Carolina	11	7	3	1	3	1	1	0
University of Southern California	13	3	3	10	0	0	0	0
Southern Methodist University	2	1	1	1	0	0	0	0
St. John's University - Queens Campus	4	3	0	0	0	0	0	0
St. Lawrence University	1	0	0	1	0	0	0	0
St. Olaf College	1	1	0	0	0	0	0	0
St. Thomas University	1	1	0	0	0	0	0	0
Stanford University	3	0	0	3	0	0	0	0
State University of New York at Albany	10	10	2	0	0	0	0	0
State University of New York at New Paltz	8	8	0	0	0	0	0	0
Stevens Institute of Technology	3	2	1	0	0	0	0	0
Stevenson University	1	1	0	0	0	0	0	0
Stony Brook University	8	5	1	0	0	0	0	0
SUNY Buffalo State College	2	1	0	0	0	0	0	0
SUNY College at Brockport	1	1	0	0	0	0	0	0
SUNY College at Cortland	10	5	0	3	0	0	0	0
SUNY College of Environmental Science and Forestry	2	2	0	0	0	0	0	0
SUNY College at Geneseo	12	7	1	0	4	0	1	0
SUNY College at Oneonta	9	7	0	2	0	0	0	0
SUNY Maritime College	2	2	1	0	0	0	0	0
SUNY Oswego	3	3	0	0	0	0	0	0
Swarthmore College	1	0	0	1	0	0	0	0
Syracuse University	17	10	1	4	0	0	0	0
The University of Tampa	8	7	2	1	0	0	0	0
Temple University	5	4	0	1	0	0	0	0

## College Admission Decisions: Class of 2018

College	Net apply	Accept	Attend	Deny	Waitlist	WL Accept	Defer	DF Accept
University of Tennessee, Knoxville	4	4	0	0	0	0	0	0
Texas A&M University	2	2	0	0	0	0	0	0
The University of Texas, Austin	8	5	0	3	0	0	0	0
The Ohio State University	7	2	1	4	0	0	2	1
University of Toronto Undergraduate Only	1	1	1	0	0	0	0	0
Towson University	2	2	0	0	0	0	0	0
Trinity College	1	1	1	0	0	0	0	0
Tufts University	2	0	0	2	0	0	0	0
Tulane University	25	6	1	9	7	0	8	0
Union College (New York)	1	1	1	0	0	0	0	0
United States Air Force Recruiter	1	1	0	0	0	0	0	0
United States Army	1	1	0	0	0	0	0	0
United States Coast Guard Academy	1	1	0	0	0	0	0	0
United States Naval Academy	1	1	1	0	0	0	0	0
United States Navy Recruiter	1	1	0	0	0	0	0	0
University at Buffalo The State University of New York	12	11	4	0	0	0	0	0
University College London	1	0	0	1	0	0	0	0
The University of Edinburgh	1	1	0	0	0	0	0	0
The University of Manchester	1	1	0	0	0	0	0	0
University of Strathclyde	1	1	0	0	0	0	0	0
Ursinus College	1	1	1	0	0	0	0	0
Vanderbilt University	15	1	1	11	2	0	1	0
Vassar College	2	2	1	0	0	0	0	0
Vaughn College of Aeronautics and Technology	2	2	0	0	0	0	0	0
University of Vermont	14	11	2	0	3	0	1	0
Villanova University	22	9	0	3	8	0	6	0
Virginia Tech	4	2	1	0	0	0	0	0
University of Virginia	25	7	2	12	5	0	4	0
Wake Forest University	9	4	3	1	4	0	0	0
Washington and Lee University	4	2	2	2	0	0	0	0
Washington College	2	1	0	0	0	0	0	0
Washington University in St. Louis	15	2	2	8	4	0	1	1
Wesleyan University	3	1	1	0	2	0	0	0
Western New England University	1	1	0	0	0	0	0	0
Wheaton College MA	1	1	0	0	0	0	0	0
College of William and Mary	6	1	2	2	1	0	2	1
Williams College	1	1	1	0	0	0	0	0
University of Wisconsin, Madison	13	7	2	2	0	0	2	0
Worcester Polytechnic Institute	1	1	1	0	0	0	0	0
Yale University	6	0	0	6	1	0	2	0

## **APPENDIX B**

### **DISTRICT NEWSLETTERS**

# COLD SPRING HARBOR

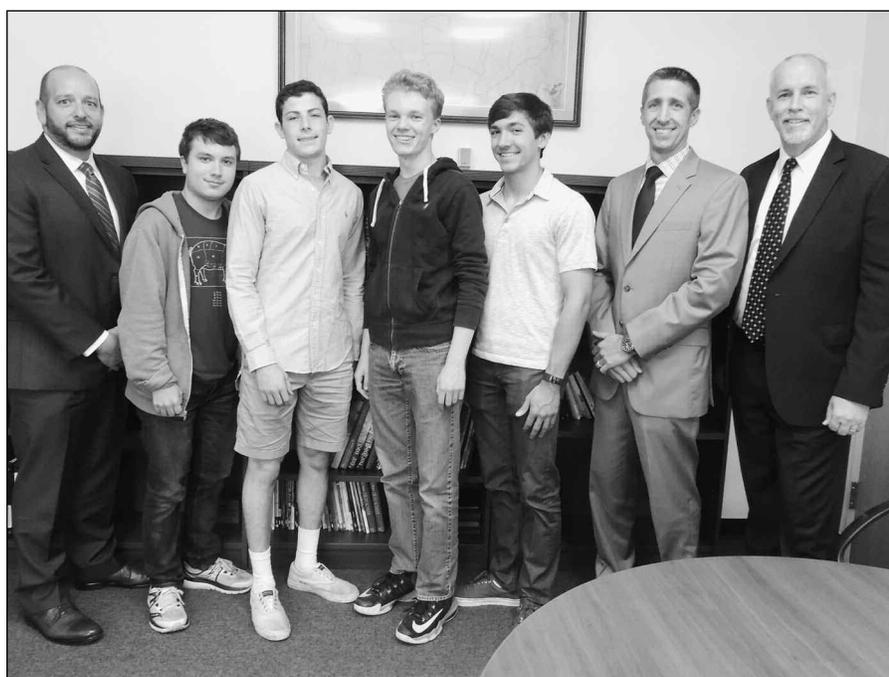


VOLUME 41, NUMBER 1

A REPORT ON OUR SCHOOLS

FALL 2017

## National Merit Scholarship Program 2018



(left to right) Principal, Jim Bolen, Semi-Finalist, Thomas Carey, Commended students, Matthew Beroza, Zachary Campbell, and Phillip Wideska, Assistant Principal for Counseling, Gregory Sloan, and Superintendent, Robert C. Fenter

Congratulations to the following students for being named “commended” and “semi-finalists” in the 2018 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, holds an annual academic competition identifying and honoring these high school students in the U.S. through recognition and college scholarships. Less than 3% of the 1.6 million students who take this test will become a recipient of the awarded *Letters of Commendation*. Three of our students received the honor of Commended status: **Matthew Beroza, Zachary Campbell, and Phillip Wideska**. Only less than 1% advance as *Semi-Finalists*, and this year that honor goes to **Thomas Carey** 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! □



## Music Honors

**All-State / All National Honors Ensembles:** In October, the Board of Education honored nine music students; **Mike Davis** (jazz trumpet) and **Alexander Wang** (voice) were selected for All-State Jazz Ensemble and Mixed Chorus respectively. **Ryan McLaughlin** (trumpet), **Hank Tsekerides** (snare drum), **Thomas McGee** (violin), **Kate Zimmon** (voice) and **Sergio Rodriguez** (voice) were selected as All-State Alternates. **Jillian Coughlin, Raffi Sanna** and **Kate Zimmon** were selected for the American Choir Directors Association (ACDA) All National Choral Ensembles. Mike and Alexander will perform at the All-State Conference in Rochester this December. Jillian, Raffi and Kate will perform at the ACDA conference in Philadelphia this March. K-12 Music Coordinator, Brent Chiarello, shared, “These are some of the highest accolades a high school music student can achieve, congratulations as well to their teachers for their guidance and support!” □

## A Message from the Superintendent...

Dear Community Member,

I want to take this opportunity to express to you my excitement for the coming school year in the Cold Spring Harbor School District. I am grateful to our Board of Education, leaders, teachers, and support staff for their hard work and planning over the summer. I would also like to welcome two new



members of our leadership team, our Assistant Superintendent for Business, Mr. James Stucchio, and our Jr/Sr High School Principal, Mr. Jim Bolen. Both of these educators bring extensive experience to our school district and I know that their talents will have a most positive impact on our schools.

In the 2017-18 school year our goals represent the continuation of efforts from previous years, as well as new initiatives to foster critical thinking, collaboration, and the thoughtful use of technology by our students. These goals include the continued implementation of our Chromebook Initiative at the Jr/Sr High School, the enhancement of our Science

Research Program to better prepare our students for prestigious local and national competitions, and the creation and use of newly designed learning spaces for the elementary students in the form of Creative Learning Labs. Our newly appointed Directors of STEM and Humanities will be working alongside our principals and teachers to address these goals, as well as to ensure a thoughtful and successful implementation of the Next Generation Standards in math, English, science, and social studies.

In addition to these goals, we will be continuing our commitment to the social and emotional well-being of our students through the addition of a school psychologist to the Junior High. We are also expanding our substance abuse prevention program at the high school level to ensure that our students have the support necessary to make choices that will keep them safe from the dangers of drug and alcohol use. Finally, we will be looking closely at our Junior High School program to determine how we can strengthen the academic and social supports for our seventh and eighth grade students.

Finally, our commitment to the quality, function, safety and appearance of our facilities remains strong. This includes a district goal that will guide us through the next steps to improve our already impressive facilities to address academic, physical education, and wellness programs, as well as the areas of security and energy efficiency. For your information, a more detailed outline of the District Goals can be found on page 4.

We look forward to a year of learning and growth as we focus on our goals and embrace the next steps together. The success of our school district is due to the hard work of our Board of Education, the collaborative efforts of our leaders and staff, the support of the CSH Educational Foundation and our parent organizations, as well as the tremendous support of our community.

Wishing all of our students a successful year ahead – it promises to be an exciting one, indeed!

Sincerely,

Robert C. Fenter  
Superintendent of Schools, Cold Spring Harbor  
Central School District



## Driving in the Safe Lane

On September 11th, 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 Dedicated, 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, *"This evening is by far one of the most poignant and 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 and limiting driving with other teens in the car."* Thank you to our speakers for the powerful messages and presentation. □

## A Message from the Board...

Dear Residents:

A September rite of passage: the construction crews completed their work; teachers prepared their classrooms and finalized lesson plans; and all anticipated with great enthusiasm the return of our students to a new school year. We saw the eager faces of our children and young adults as they jumped into fresh experiences. Whether it was receiving a locker for the first time, meeting new classmates and staff, or even transitioning to a different school, there was an undeniable sense of excitement for what will come.

This year brought many new faces to our administrative staff, including a new assistant superintendent, high school principal, and two curriculum directors. In addition, we recruited several new instructional staff members. They will be trained over the next four years, in part, with our new teacher mentoring program. The new teachers received their mentoring handbook and met their veteran teacher mentors, as we launched this exciting new initiative. We also reluctantly said goodbye to two long-serving, devoted colleagues, Dr. Bill Bernhard and Mr. Jay Matuk. I want to thank them for their truly outstanding service and wish them the very best in retirement.

Over the summer, the district continued with its commitment to maintain, modernize, and ensure the 21st century functionality of our school buildings by embarking on over \$2 million of community approved construction projects. Our facilities remain a top priority for our district and have been included in our goals for the year: *To revisit and review the next steps to improve our facilities to address academic, physical education, and wellness programs, as well as the areas of security and energy efficiency.*

Our mission cannot be completed in isolation, but rather requires a school-community partnership to succeed. I must express my utmost gratitude to the Cold Spring Harbor Education Foundation for their continued support. Due to the generosity of *The Foundation* and its donors, this fall we were able to expand our 1:1 Chromebook initiative to all students in grades seven through nine. We are beyond thrilled to see this long-planned program begin to transform our classrooms and eagerly await its completion with all students in the Jr./Sr. High School. In addition, both Lloyd Harbor and West Side are in the process of building new creative learning labs, which will be spaces for students to explore and experiment. Goosehill also received new iPads as an interactive tool for learning. Again, these projects would not have been possible without the support of *The Foundation*.

So that's where we are...moving along briskly with much to do, and off to a good start!

Sincerely,  
Mark McAteer, President  
CSH Board of Education



## Chromebook Distribution

Google Chromebooks were distributed to include all students in grades 7 through 9, with the continued roll-out of the 1:1 initiative (one device for every student). Given the success of the program, we plan to distribute Chromebooks to our students in grades 10, 11, and 12 in late November, nearly a year ahead of schedule. Since the beginning of the program, teacher staff development has been a priority, continuing over the summer and throughout each year in *Canvas* and *Google Docs*. *Canvas* is a Learning Management System (LMS) that brings all the online classroom tools together. It is a program used by the Ivy league schools, and numerous top tier colleges as well. Superintendent, Robert C. Fenter, shared, *"Our students will be better prepared to achieve success in a world where they will be expected to function in global, technology-based, and collaborative learning work environments. Our sincere thanks to the CSH Educational Foundation for their financial support of this initiative."* □



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

## Mark your calendars:

The 1938 romantic comedy, **"You Can't Take it with You"** hits the stage for the CSH Senior High Drama Club & Arts Booster Club presentation on November 3rd-5th at the Performing Arts Center, Then, on December 9th-10th the **West Side Musical** will perform **"The Little Mermaid"** also at the Performing Arts Center. Please come out and support the arts!

## District Goals 2017-2018 Adopted

### 1. Instructional

- To examine and further develop our current K-12 curricula to ensure cohesive instruction aligned with Next Generation English Language Arts and Mathematics Learning Standards, Next Generation Science Standards, and the Social Studies C-3 Framework.
- To develop a K-12 research and writing continuum to ensure that all students are engaging in thoughtful and original research at all levels.
- To further enhance our Science Research program to provide interested students with the opportunity to engage in high level research and compete in national science competitions (Siemens, Regeneron, etc.).
- To examine our current Junior High School program to determine if the structure of the time and support for our early adolescent students represents an optimal design.

### 2. Technology

- To implement Creative Learning Labs in all elementary schools to support student learning, collaboration, critical thinking and research.
- To expand our emphasis on the thoughtful use of technology, including the establishment of the position of Executive Director of Instructional and Administrative Technology, to support student-centered learning, small group instruction, and inquiry-based research for students at all grade levels.

### 3. Professional Development

- To provide continuous and comprehensive support and professional learning through the implementation of a four-year Mentoring Program for teachers new to Cold Spring Harbor.

### 4. Health/Wellness/Safety

- To maximize the impact of our social and emotional programs, as well as that of the efforts of our staff, including a newly added psychologist at the Junior High Level, to promote healthy and safe decisions of our students.
- To implement the Too Good for Drugs into the Substance Abuse Prevention Program (SAPP) in grades 8 and 9 as a means of addressing the issues of drug and alcohol use.

### 5. Facilities

- To revisit and review the next steps to improve our facilities to address academic, physical education, and wellness programs as well as the areas of security and energy efficiency.

### 6. Finance

- To continue to navigate the impact of the tax cap and recent developments in the changes to state aid formulas to ensure the financial health of the district in the long-term.



## CSH Students Care *Hurricane relief fundraisers*

The Jr./Sr. High School participated in a school-wide Hurricane Harvey Relief Fundraiser, and within three days collected items for children including diapers, baby food, clothing, etc. Many other items and cash donations were also collected. The student government matched the cash donations which were given to the *Red Cross Hurricane Relief Fund*. Principal, Mr. Jim Bolen, extended his thanks to all those who donated and helped organize this expedited effort. He shared, *“Please know that your kindness makes a wonderful difference in our country.”*

**Lloyd Harbor:** The Student Council, along with advisors Kristen Sewell and Laura LaPollo, continue their efforts to collect “spare change” for *The American Red Cross* and *Little Shelter Animal Rescue* for people affected by the recent hurricanes. The collection containers are located at the greeter’s desk by the main office. Thank you to all the families and students who have contributed and continue to do so!

**West Side:** The Student Council, along with advisors Ms. Ryan and Ms. Santoro, organized Hurricane Harvey relief efforts by collecting over \$1,000 in donations in just one week, filling the fundraising jar at the security desk for the *Houston Independent School District*. Thanks to all the families and students for supporting this effort!



## New Appointments

### Director of Stem

### Director of Humanities

Superintendent, Robert C. Fenter, is pleased to introduce and welcome the new Director of STEM, Ms. Meridyth Hansen, and the new Director of Humanities, Ms. Theresa Donahue. He shared, *"It gives me great pleasure to congratulate and welcome two new members of our leadership team as Directors, who will be making important contributions to our school district in the coming years in the area of STEM and Humanities as we work to adjust our leadership structure to increase, even more so than in the past, our focus on instruction."* As Director of STEM, Ms. Hansen will supervise K-12 science, math and high school technology programs. She joins us from the East Rockaway School District, where she was Chairperson of Mathematics and Science grades 6-12, led K-12 district committees on curriculum and professional development and resources, coordinated science fairs and served on steering committees and teams dis-



Director of Humanities, Ms. Donohue (left), and Director of STEM, Ms. Hansen, (right)

trict-wide. She received her Master's in Secondary Education from St. John's University, and her B.A. from Rutgers. Ms. Donohue, Director of Humanities, will supervise K-12

English and Social Studies programs. Ms. Donohue was the Executive Assistant Principal at Berner Middle School in Massapequa, where she supervised and evaluated English, Social Studies staff and curriculum, including Family and Consumer Science, Special Education and World Language. She received her B.A. in English from St. Joseph's, and her Master's in Liberal Studies from SUNY Stony Brook. These Directors, working closely with Assistant Superintendent of Curriculum and Instruction, Dr. Lydia Bellino, and district leaders, will help to provide leadership, vision, and support in the ongoing development and implementation of the district's curriculum and will ensure that our programs are always reaching their maximum potential. Welcome to the CSH team! □

*"It gives me great pleasure to congratulate and welcome two new members of our leadership team as Directors, who will be making important contributions to our school district in the coming years in the area of STEM and Humanities . . ."*

## Welcome 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. In August, teachers new to the CSH District engaged in a two-day training preparation, which included a trip to the CSH Public Library where all new teachers and administrators received a library card. New staff had an opportunity to hear from veteran teaching staff, participate in a technology workshop, and hear from various administrators and the president of the Board of Education. 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 Dr. Lydia Bellino, Assistant Superintendent for Curriculum and Instruction; Erin Goldthwaite, District Chairperson of Special Education; and Joey Waters, New Teacher Mentor Coordinator. □

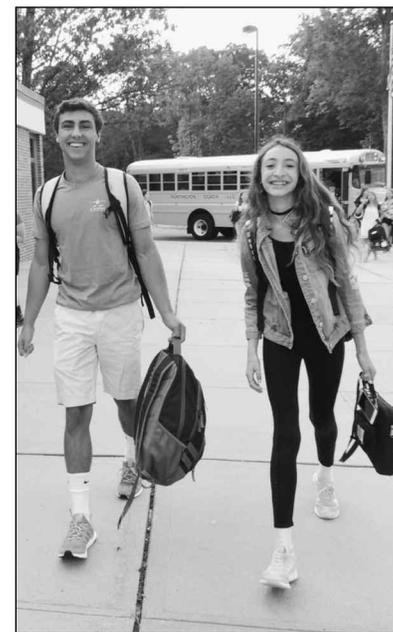


Back to school reports from Our Principals . . . Back to school reports from Our Principals

# Jr./Sr. High School Report

From Jim Bolen...

“This being my first year as principal of the Jr./Sr. High School, I felt as though I was standing on the shoulders of giants, thanks to the tremendous work done by our primary and elementary school principals. I met students who were so well prepared, personable and so respectful, it was a pleasure. We started on August 24th with new student orientation, and the annual 7th grade BBQ and orientation. Seventh graders split up into teams, familiarizing themselves with their new lockers and classroom locations, and participating in a team-building workshop facilitated by Nancy Doda, a nationally renowned Middle School teaming expert. Watching the 7th graders decorate their lockers (aka their first piece of real estate) with wall paper and chandeliers was quite something! Chromebooks were distributed to all 7th and 9th graders, and on opening day we welcomed 945 students (including 37 new students). It was one of the smoothest opening days I have ever been a part of in my career, and I credit and thank the staff and administration for this easy transition. Grade assemblies were held, as well as code of conduct meetings and our annual safe driving presentation for seniors and their parents. Both the 7th and 8th grade attended a Challenge Day at Caumsett Park this year. Back-to-school night and homecoming were a success, the athletic fields are buzzing with competition, and I feel as though we are off to the races! It’s been a very busy and exciting start to the school year. I look forward to getting to know the students and staff more personally, and I’m looking forward to my first year at CSH!” □



# Caumsett Park Challenge Days

This year, 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, breaking down cliques, barriers and creating 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 member of the CSH faculty. It truly was an amazing day, where students could be heard screaming “*This is impossible!*” only to find that team communication, not frustration, led to completing each task. We were very grateful to the staff at the Caumsett State Historic Park, and the Nassau BOCES Environmental Education Center for a fabulous day. □

## Seventh Grade



## Eighth Grade



# Pep Rally



# Seventh Grade Orientation

The Junior High welcomed 7th graders and new students on August 24th 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 decorated their lockers (aka “apartments”) with carpets, mirrors, chandeliers, and wall paper! Afterward, everyone had a chance to mingle outside enjoying refreshing watermelon, burgers and hot dogs on the lawn. □

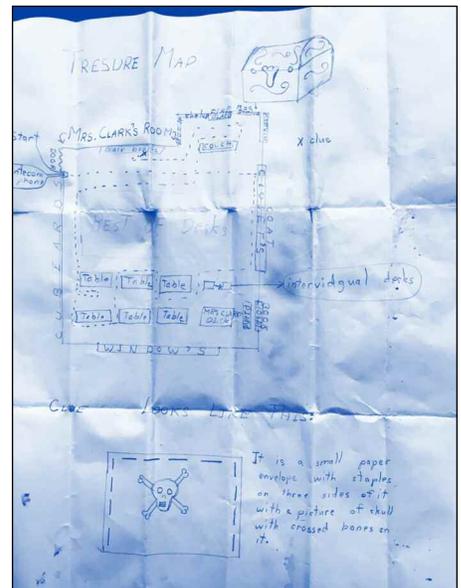


Back to school reports from Our Principals . . . Back to school reports from Our Principals

# West Side Report

From Kurt Simon....

“At West Side this fall we welcomed 223 students, 12 of whom were new to our school. Our 6th grade Student Council Senior Staff loved giving tours of the building during New Family Orientation, and greeted our new parents as well at the end of the summer. Everyone just seemed to hit the ground running! We are all excited about the opening of our new Creative Learning Lab, and everyone seemed to comment on how great the school looked! It seemed to be sparkling, and we are very proud. In addition, our custodians found a treasure map hidden in the wall of Eva Risley Clark’s old classroom from 75 years ago during the demolition for the Creative Learning Lab... what an amazing surprise! During the first week the kids enjoyed playing on the new pavement (thanks to the PTG). Student Council elections were held, musical performances took place during morning assembly, fundraising jars filled for the Houston Independent School District, and town hall meetings continued. We will also be introducing a new “golden ticket” for our Growth Mindset program. The Little Mermaid is our fall musical and auditions are around the corner. The first PTG meeting was packed, bus assistants are all very busy, and our H.E.R.O. Project is up and running. I have been inspired by my students’ eagerness and genuine enthusiasm ...let’s keep it going!” □



Treasure map discovered during summer construction project – hidden in the walls from 75 years ago in former teacher, Ms. Risley-Clark’s old classroom. What a surprise!

*Back to school reports from Our Principals . . . Back to school reports from Our Principals*

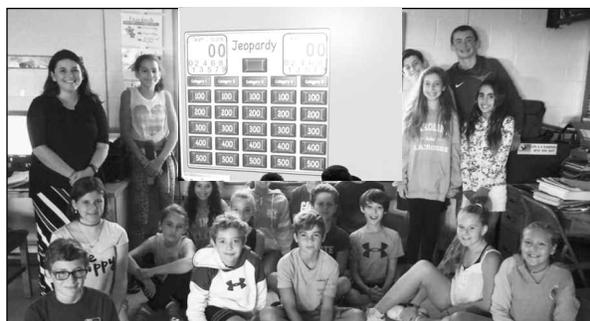
## Lloyd Harbor Report

*From Valerie Massimo....*

“Due to the extensive preparation the children receive at Goosehill, our youngest LHS “friends” come to us ready to learn! They are quick to point out, though, that the biggest difference for them is the larger bus! This year Lloyd Harbor welcomed approximately 370 students. It was a pleasure to meet the newest families at our summer orientation, (welcoming 20 new students), and watch our student ambassadors give tours of our beautiful school. Thank you to the PTG for organizing all the back-to-school supply kits, much to the delight of the students and parents, along with the PTG support in organizing our 2nd Grade Shadows program. LHTV was “live” for our daily broadcasts of Morning News, celebrating “heroes” during our first week. Our student council is under new leadership this year with Ms. Sewell and Ms. LaPollo working as co-advisors. Town Meetings with administration and students took place for every grade level. During the first week, classrooms were alive with activities. The students read the book, *First Day Jitters*, reviewed how to use their planners, reminders about homework were shared, as well as school policies and class charters. We welcomed a new music teacher, Ms. Messana, and she had the students engaged in a Jeopardy game that was remarkable and so much fun! Upper grade students began teaming – and sixth graders learned how to transition to their classes where they met up with different students in each switch. Summer reading involved a technology program called *Destiny*, which the students will be using to write and share their original book reviews with peers. The Creative Learning Lab is almost up and running and we are all looking forward to our new space. It was a great opening week for sure!” □



*Enjoying Recess!*



*Jeopardy challenge in music class with Ms. Messana’s 6th graders...*



*Second Graders were welcomed by the LHSPTG sponsored “2nd grade shadows program.”*

## Back to school reports from Our Principals . . . Back to school reports from Our Principals

### Goosehill Report

*From Lynn Herschlein...*

“Due to all the summer preparation of the staff, we had a remarkably smooth opening. And with little ones, we have to think of every last detail! Goosehill opened its doors to 214 students, 16 of whom were new students from 14 new families. Orientations, tours, and new family welcomes were offered, and I am proud to report that all were impressed with our school community. Our teachers have been busy preparing for a terrific year. With our Library Media Specialist and new district Directors of STEM and Humanities, they are planning creative projects for the children, integrating technology made available through the support of the CSH Educational Foundation. Our new Creative Learning Space will be an exciting place for children. Over the summer, children used technology to share their summer reading, and families enjoyed their videos posted on the website. Thank you to the GPFA for all the amazing school supplies, which were delivered to the classrooms. With the care of our staff, all students were greeted as they got off the buses on the first day and entered the building happily. We only had one tearful child, who simply wanted to know, “How long will I be here today?” Question answered, and problem solved. Welcoming the parents started last spring, and continued with Back-to-School night on the third day of school. We know that even parents need instructions, as the littlest problems, which can be big deals when you are in kindergarten, can be avoided when parents and teachers communicate about what works best for children. For example, simply packing snack and lunch in separate bags keeps children from eating their whole lunch at snack time! Thank you to the GPFA for organizing so many special events early in the year. We’ve already had a Welcome Back-to-School Picnic, Photo Day and a Welcome Tea for parents. It’s been a terrific and busy opening week and the kids are happy!” □



**Goosehill Picnic:** The annual “welcome back picnic” was held on September 15th to the delight of both students and parents! Bounce houses, music, pizza and fun were enjoyed by all.

## Let's Build a Trap!

**Goosehill:** Kindergarteners in Ms. Ranaldo's class teamed up with Library-Media Specialist, Ms. Urso, for a creative project in response to a favorite book. After reading *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., students were challenged to solve a problem stemming from the story. According to Mrs. Ranaldo, the animals had escaped from the book and were hiding throughout the school building. To help them learn their way around their new school, she took the children on an expedition to locate them. All but Brown Bear were found, so they would build a trap to catch him. In teams, the students created blueprints and drew the materials they would need for their traps. They were truly little engineers at work! Students explained exactly how they would catch Brown Bear by building ramps, bridges, luring him with food and honey, and even toys! The idea began in Ms. Franciscovich's class, where students built traps to catch "Swiper," a sneaky fox who likes to 'swipe' items on the popular children's show *Dora the Explorer*. Each morning, students arrived to find numbers missing from their class board? They continue to fix and alter their traps to outsmart Swiper, catch him, and get their numbers back! □



**Lloyd Harbor Flexible Seating:** 6th graders in Ms. Matthews class are experimenting with new furniture called "flexible seating," where students have a choice to sit at open tables, low stools, or high-top stools. Ms. DeRosa's 6th graders at West Side also have the same.



**West Side:** Recess Fun! The newly painted surface of the basketball court pavement brightened up the play area for students, which now includes a pickle ball and 4-square court, and hopscotch! Thank you to WSSPTG for funding this project, along with the additional help of Seahawks Booster Club.



Fourth graders spent the day exploring and learning about a "Journey into American Indian Territory." Every year, the elementary schools go back in time to learn about traditional Iroquois government and culture through studies that include a museum exhibit, games and stories, music and dance, and a clay workshop.

**COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT**

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

[www.csh.k12.ny.us](http://www.csh.k12.ny.us)

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**Homecoming**



*Homecoming Victory  
20-0 against Wheatly/  
Carl Place on October  
6th. Thank you to  
everyone for coming  
out to support the  
Seahawks!*

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# COLD SPRING HARBOR



VOLUME 41, NUMBER 2

A REPORT ON OUR SCHOOLS

WINTER 2017



Thomas McGee was honored at the November Board of Education meeting for being named as a semi-finalist in the 2017 Siemens Competition for the first time in CSH history!

## Siemens Competition Semi-Finalists

On October 17th, Newsday announced the 56 semi-finalists in Long Island (out of 491 nationwide) named for the prestigious 2017 Siemens Competition in Math, Science & Technology. For the first time in CSH history, High School student, **Thomas McGee**, was awarded this distinction. The Competition is the nation's premier science research competition for high school students. The title of Thomas' project was, "*The Effects of Optogenetic Stimulation of Basolateral Amygdala Terminals in The Dorsal Striatum and its Implications for Obsessive-Compulsive Disorder in Mice.*" Thomas did his research in Dr. Joshua Plotkin's Lab at Stony Brook University as a fellow in the Simons Summer Research Program. Congratulations Thomas on this very distinguished recognition! □

## Creative Learning Labs *Classrooms of the Future*

Just as blackboards and chalk have become a bygone era, classroom settings are no longer what they used to be. The departure from the traditional designated rows of seating, has brought the arrival of flexible seating, stand-up desks, face-to-face engagement and portable technologies. It has become essential to provide access to learning environments designed to promote more innovative and creative approaches to teaching and learning for our elementary students. Hence, the new concept for the *Creative Learning Lab* was constructed and ready for the fall of 2017. The *Creative Learning Lab* (CLL), is a powerful learning environment that supports collaboration, project-based work, as well as individual work. Students can work independently at table computers, or on counter/floor space around the perimeter of the room. The flexible furniture supports all-inclusive large group, small group, and alternate quiet spaces depending on the type of learning and teaching.



Lloyd Harbor Creative Learning Lab space...



At West Side, Library Media Specialist, Erica Fraiberg, worked with 5th graders on Makerspace Projects that ranged from student inspired ideas including; A boat made of popsicle sticks, a working cardboard guitar, programing robots, creating a zombie movie, and so much more! Fourth graders worked on designing Colonial trade tools that will be made in the 3D printer – amazing!

*"The Creative Learning Lab, is a powerful learning environment that supports collaboration, project-based work, as well as individual work."*

Choices range from face-to-face seating to encourage engagement and collaboration, or fixed and portable whiteboards enabling both kinesthetic and visual work, along with display screens to allow students to generate, capture, and share group knowledge. There are storage areas for materials and tools, work surfaces on walls with high stools, and a private sound-proof booth for recording. Technology

(continued on page 2)

## Creative Learning Lab, cont'd



At *Goosehill Primary*, the addition of flexible seating along with 24 iPads has enabled ready access to digital and analog materials in the Library Media Center as well as the science room. Continued access is available in the classrooms, with additional access to class sets of iPads. All spaces now house the necessary charging and storage units as well.

includes full class sets of iPads, Cloudbooks, wireless access, and wireless interactive smart projectors connected to high-quality magnetic whiteboards with multi-touch interaction. These labs have been constructed at both West Side and Lloyd Harbor, adjacent to the Library Media Center.

We thank the Board of Education for their support of this program, as well as the efforts of District leaders and teachers. We are also very grateful to the Cold Spring Harbor Educational Foundation for their financial support of these labs. *The Foundation* continues to impact the education of all students District-wide! □



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## Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .



### Tri-M Music Honor Society

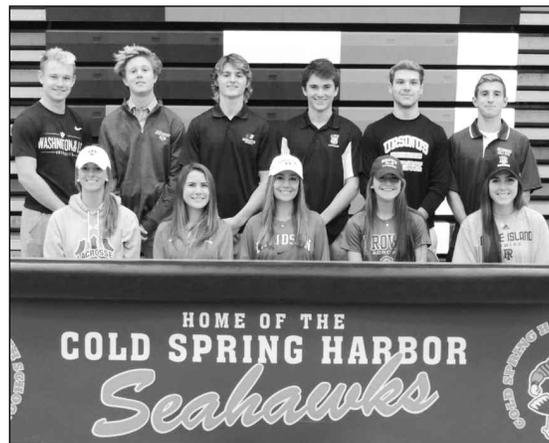
The 9th annual induction ceremony for the Tri-M Music Honor Society was held at the CSH Public Library on Oct 18th. Tri-M is a program of the National Association for Music Education, the largest nonprofit organization dedicated to the advancement of music education. The three M's stand for *Modern Music 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 19 talented seniors who were recognized for their achievement. Thank you to K-12 Music Coordinator, Brent Chiarello, and Tri-M Advisor, Dr. Matthew Marullo, for a beautiful ceremony. Thank you also, to the four seniors who performed that evening. □

### National Letters of Intent

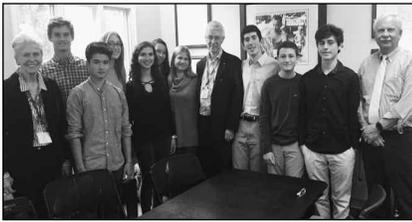
Congratulations to the following student-athletes who signed their 2017 National Letters of Intent (NLI) in November, which is a binding agreement between the student and the college. This is quite an honor, and CSHHS had six (6) athletes who earned this

recognition: **Kevin Winkoff** – Binghamton (Lacrosse), **JT Roselle** – Marist (Lacrosse), **Morgan Cody** – University of Rhode Island (Crew), **Caroline Atkinson** – University of Richmond (Lacrosse), **Emily Weld** – Davidson (Lacrosse), **Sophia DeRosa** – Brown University (Invite letter for Lacrosse). The following five student-athletes will also be continuing their athletic careers at the Division III level:

**Katherine Faria** – Washington and Lee (Lacrosse), **Aidan Hinchy** – Stevens Tech (Lacrosse), **Chris Porzelt** – Ursinus (Lacrosse), **Chris Mormile** – Skidmore (Lacrosse), **Teddy Bentley** – Washington and Lee (Lacrosse). Athletic Director, Michael Bongino, congratulated the student-athletes, along with their coaches, Danielle Castellane and Elizabeth Burkhard (Girls Lacrosse), Dennis Bonn and Christian Lynch (Boys Lacrosse), and Liz Brennan, Jon Mendreski and Lauren Schultz (Girls Crew). Best of luck to all of these committed college athletes next year! □



*Honors . . . Honors . . .*



## Lunch with Nobel Scientists

### At CSH Laboratory

On October 24, nine students from the Science Research Program spent the day at CSH Laboratory attending the “*Forty Years of mRNA Splicing: From Discovery to Therapeutics*” meeting. Research teacher, Jaak Raudsepp, accompanied the students in the morning, which began with lectures by several prominent scientists describing their current research as it relates to diseases caused by errors in mRNA splicing. After a short break, the meeting reconvened with a panel discussion. Scientists, including Nobel Prize winners Thomas Cech, Richard Roberts and Phillip Sharp gave short presentations on their historical work as well as their visions on what direction their current research may go. The highlight of the day was a private lunch with Sir Richard Roberts, who won the Nobel Prize in Physiology or Medicine in 1993 and Professor Joan Steitz, a Howard Hughes Medical Investigator at Yale University. The students and scientists engaged in lively discussions and exchanges of ideas. The students felt extremely privileged to take part in this intimate setting, sharing their own personal future dreams and goals. What a remarkable opportunity!

**Dr. Wendy Moss** was named NYS School Psychologist of the year! This award was given by the NY Association of School Psychologists. Colleague letters of nomination and support were submitted based on skill and work within the District, along with Dr. Moss’s publishing accomplishments. The Association enters all state representative winners into the National Competition this July, good luck Dr. Moss! □



*Congratulations to: Logan Vitagliano, Caden Hawkinson, Gwen Schneider, Colin Schaefer, Thomas Milana, Sophia DeRosa, Sarah Keifer, Jack Henick, Allie Kotowski, Kira Corcoran, Emma Solis, Iris Hu, Reed Cooper, William Wollman, Casey Schneider, Giovanna Ciampa, Kayleigh Corcoran, Erin McLearn, Jolie Nemshin, Emma Polo, Danny Striano, Taylor Nicolosi, Alex Pultz, Andrew D’Ambrosio, Kate Liccardi, Liam Golden, and Elijah Farksh.*

## Character Recognition Awards

**Jr./Sr. High School:** Recognizing good character in students is something to be celebrated, and this was Jim Bolen’s first time as new principal honoring so many well-deserved students. He shared, “*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 that have on others.*” 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 27 students were recognized for the attribute of *kindness*. Mahatma Gandhi once stated, “*In a gentle way, each of us have the capacity to shake the world.*” The teachers agreed, most of these kids never realize the small acts of kindness they do, make such a difference to the lives of so many. Ms. Acconi asked many recipients what kindness meant to them. Some shared, “*Kindness makes school feel like home.*” “*I can’t be happy in a place if people are not kind.*” “*It takes courage to be kind, you can change someone’s world.*” Clearly, this is a very special group! □

## Locks of Love

### Cutting for a cause...

On Nov. 14, Cold Spring Harbor *Locks of Love Club* pony-tailed students swayed through the doors of Leslie’s Salon for the 14th annual *Locks of Love* haircut, spearheaded by club advisor, Ms. Kathleen Fristensky. It takes 15 *ten-inch pony tails* to create just one hairpiece for a child suffering from long term hair loss due to alopecia areata or cancer. *Locks of Love* is a non-profit organization that provides hairpieces to financially disadvantaged children in the US and Canada. Amazingly, Ms. Fristensky donated her hair for the 7th time! A debt of thanks went out to Leslie Maduske Diaz, owner of Leslie’s Salon (Green Street, Huntington), who opened her doors for the first time to the students. A total of 5 ladies cut their hair and opened their hearts to those in need. Thank you to this year’s participants for this selfless act of kindness: *Elizabeth Erichson, Davey Shammah, Chloe Seccaficco, Katie Marasciullo, and advisor, Kathleen Frintensky.* □



# Continuing Drug Education

## District-wide

### Neuroscientist, Dr. Stephen Dewey:

In participation with the FOCUS and CFA parent groups, the District hosted a presentation by Dr. Stephen Dewey, a neuroscientist with the Feinstein Institute, for a discussion



on the effects of alcohol and drugs (from caffeine to heroin) on the brain. The 11th and 12th graders had an in-school presentation and a night session was held, offering par-

ents an opportunity to gain the knowledge and confidence to guide their children in a substance abuse conversation. Health teachers also provided follow up in the classroom following the Dr. Dewey presentation. The District continues its curriculum and support materials available for all grades to ensure it is addressing current issues, and will have additional speakers throughout the year to support the topic. In 1994, Dr. Dewey started an outreach program bringing his research findings to school districts throughout New York State. Dr.

Dewey has spoken to thousands and thousands of school-age children, parents, teachers, administrators, and counselors.

**Detective Pam Stark** delivered a powerful presentation to 9th and 10th grade classes on November 14, concerning the pathways to opioids



through prescription pain killers. This *Substance Abuse Education Awareness Initiative* explained how and why the heroine/opiate epidemic has soared out of control

over the past 3 decades, and what we can do to save a life and make our homes safe and free of painkillers. Students learned that Vicodin and Oxycodone are related to the heroine family of opioids, and within two weeks of taking these prescribed drugs you can become addicted. *"No one ever wants to become an addict,"* she shared. Once the prescription runs out, and the cost on the street unaffordable, the solution becomes a bag of heroin which is now inexpensive and easier to obtain and use. Det. Stark was a part of a team that developed *"Impact,"* a video geared for middle school age students to combat substance abuse which won 7 awards. She

works closely with 140 pharmacies on safety and security, and together with the Nassau County Police Department works tirelessly in her efforts to fight the deadly opiate/heroin epidemic.



**Too Good for Drugs Kick off Health Event:** In November, **Lloyd Harbor** Elementary Physical Education Health classes began a grade 4-6 program that gives students the knowledge, skill, and attitudes they need to make good decisions and avoid drug use. The program is sponsored by *Huntington Drug & Alcohol counseling and Education Center*, who will continue to come and provide guidance, sign pledges with students, and discuss the achievement of goals and a drug-free future. The program is also being implemented at West Side and the Junior High. □

# Google-inspired 20% time

### High School:

English students in Jeanne Glynn's and Joey Waters' 10th and 12th grade classes, respectively, are spending 20% of their time during the first semester engaging in a self-selected project. The idea was based on Google's famous management philosophy called "20% time" that



encouraged employees to spend 20% of their time working on what they thought could benefit Google, empowering them to be more creative and innovative. The students researched options that included everything from the role of service animals, to optimizing surf performance, to creating a clothing company and so much more. Phase-one of the *20% Time Project* was a poster pitch; this was conducted in October, where students and staff had an opportunity to meet and hear why each student chose their project, what they planned on accomplishing, and how they were going to achieve that goal. The final phase of the Google-inspired project will include TED Talk-style presentations in early January. □



# Denim & Pink Day!

On October 20th, the entire school district of Cold Spring Harbor participated in "Wear Denim and Pink Day," in support of *Breast Cancer Awareness Month*. All proceeds were donated to the American Cancer Society, and over \$1,000 was raised! Thank you to all the schools for supporting this cause. This photo was taken at the Jr./Sr. High School – what an amazing show of support! □



## Imagination Island

**Lloyd Harbor:** Are you searching for a new and exciting island vacation spot? Every student in 5th grade created their own imaginary island for social studies after learning about geography and map skills in class. Students put what they learned into action by creating their own islands using the first initial of their name as the shape for the new land. They included what you would usually find on a map; a map key, a scale, and a compass rose. They named their islands and came up with a slogan based on a Social/Emotional Learning theme like *kindness* or a *charity*, or around what they love, like candy or lacrosse. Each island is unique! Here, a few students from Ms. Palmer's class encourage you to book your island getaway today, reservations are going fast! □

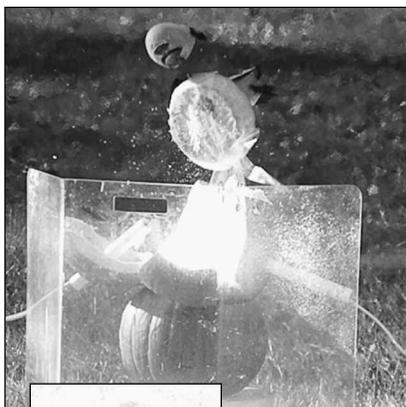


## Puppies Delight

**Lloyd Harbor:** *The Little Shelter* (Animal Adoption and Rescue Center) has had an active partnership with Lloyd Harbor School for the past 8 years. Each week a handler and a trained dog visit with small groups of students, in multiple grades, to read a book or discuss a social related topic while the dog's presence provides a comfortable and safe environment. The purpose of this activity is to build relationships, increase communication, reinforce literacy skills and share in an enjoyable experience in a collaborative setting. The students love it! □

## Blowing up Pumpkins

At Cold Spring Harbor High School, Science teachers, Mr. Glynn and Dr. Colascione demonstrated their 11th annual "*Blowing up Pumpkins*" experiment on Halloween day this year. Combustion is a central idea that runs through most themes in chemistry. Mr. Glynn and Dr. Colascione discovered that the students really enjoy this demonstration and they were able to weave into class a discussion about energy (heat, light and noise), exothermic reactions, oxidizing agents, as well as safety issues concerning combustion reactions. □



Mr. Glynn shared, "*Some teachers dress up for Halloween, Bob and I like to explode pumpkins... dressed as the old and young Albert Einstein!*"

## Puppet Literacy

**Lloyd Harbor:** The Cultural Arts Committee sponsored the 3rd grade *Reading Rampage* by *Petra Puppets* in November, a hilarious exploration of literacy and its elements. Reading is more than just fun, it's science, history, exploration and communication. *Reading Rampage* ignited students' awareness of the power in words they read and write each day. What a delightful, fresh approach that engaged student learning through ventriloquism, in a room filled with laughter and fun! □



## Bullying prevention

**Lloyd Harbor:** October was *Bullying Prevention Month*. Students at Lloyd Harbor participated in activities all week, seen here donning their "blue T-shirts" supporting bullying prevention month. All classes kicked off the week by taking the time to discuss and refresh their class charters that they worked on the first week of school. Kids were busy all week making posters, signing pledges, and doing a variety of meaningful activities. □



## Animal Rescue Club

**Jr./Sr. High School:** In November the Animal Rescue Club (ARC) invited Veterinarian (and local parent), Dr. Suzanne Ravitz-Nemshin to come and talk to the group about veterinarian medicine and proper animal care. Students participated in an examination and had the opportunity to ask questions while working with two visiting dogs and one cat. ARC Advisors, Ms. Monck-Rowley and Ms. Wilkens, focus on animal education and fundraising throughout the year. Ms. Monck-Rowley, shared, "*We stress the importance of not buying from a pet store and to always try and rescue an animal first. Our next activity will be to raise awareness and collect supplies for the SATO project in Puerto Rico, helping to rescue stray dogs from the hurricane disaster and find them new homes off the island.*" □

## Backpacks for Buddies

**Goosehill** sponsored a school-wide service project "Backpacks for Buddies" to help children in Puerto Rico who lost so much during the recent hurricane disaster. The goal was to collect 100 backpacks to show support in times of difficulty. The children donated new notebooks, crayons, markers, toys, snacks, pens, pencils, glue sticks and lunchboxes and filled each backpack with an assortment of items. Mrs. Herschlein explained, "This was truly a student-initiated idea, and the children were so proud of their efforts exceeding all expectations and filling 300 backpacks! They knew they were doing something kind for others...and it felt good." A special thank you to the Backpack Committee (Nikki Grossman, Allison Lubin, Jaime Meyer, and Mara Powell) and Mrs. Gonzalez-Condell's class who took on the job of advertising, collecting and sorting the donations, and writing thank you notes to each class for their contributions. Students also placed a personal "letter" in each backpack. One box was also sent specifically for teachers in Puerto Rico. Working with *Island Harvest*, approximately 100 backpacks will be distributed to displaced families from Puerto Rico now living in Long Island, and the remaining 200 will ship by container on December 22nd. Two hundred backpacks were donated by the company STATE, whose company donates one backpack for every purchase sold! Thank you for being a Backpack Buddy...this was truly an amazing act of kindness, and a shining example of what makes our community so special! □



## Mangia!

**West Side:** 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. Parents sauté pots filled these tomatoes and herbs making sauce for the students to 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, and the line for second helpings seem to never end... Yum! □



## Cast Your Vote

**At Goosehill**, students take pride in casting their votes! On Election Day, even our youngest are taught social studies curriculum and the basics about community, laws and government. It provides an opportunity to teach children about the important act of voting. The children had a chance to cast their own secret ballot on a very important referendum on November 7th: "Should we have a Pajama Day OR a Silly Hat Day?" The votes were tallied...the winner – Pajama Day! □

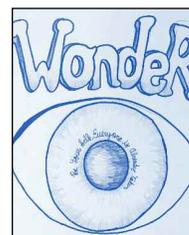


## Phases of the Moon

**Goosehill:** Ms. Villa's class has been learning about the *Moon and the Sun*. Since the moon does not produce its own light, students demonstrated how the moon is illuminated by the sun. They used a flashlight to represent the sun, a Styrofoam ball on a pencil to represent the moon, and their head to represent Earth. As they moved the moon, to represent the moon's orbit around earth, they were able to see that the sun illuminated different amounts of the moon. With each turn, they would sketch what part of the moon was illuminated. Ms. Villa shared, "At the end of the investigation, the class was able to understand why the moon appears to change shape (phase) as it orbits the earth." So clever! □

## Wonder

In an effort to promote social/emotional wellness and awareness among students, **West Side** and **Lloyd Harbor** School



took part in a collaborative project with SEPTO (Special Education Parent Teacher Organization). The project was called "Wonder" which relates

directly to the book and movie about a heartwarming and inspirational story of a boy who faces life's challenges after enduring 27 surgeries, yet, helps others find compassion and hope. Art teachers, Ms. McLaughlin and Ms. McLam, along with School Psychologists, Deanna Latham and Wendy Moss, and Social Worker, Eleanor Fuller, introduced the story's precepts (words to live by) and challenged their students to draw images using their own precepts and creativity. It was a wonderful collaboration school-wide! □



## Buddy Benches

### Come Take a Seat

**West Side:** This “Buddy Bench” was created by a Woodworker, Larry Nagler. He designed a bench with Andria McLaughlin, West Side art teacher, that would be comfortable and creative. Mrs. McLaughlin worked with her 6th grade classes, using the style of Brazilian artist, Romero Britto, to create a collaborative and functional work of art. Beautiful tiles and slats were painted by each student. They used GRIT phrases such as, “Stay true to yourself” and “Never give up” to encourage and inspire their peers. It can be found by the greeter’s desk in the airplane wing lobby. Beautiful! The bench was funded by the Cultural Arts Committee.



**Goosehill:** Students learn how to make everyone feel accepted once they have been taught about the school Buddy Benches and how to use them. Principal, Lynn Herschlein, explained, “Students used September month’s words: *Belonging and Accepted* to show how the Buddy Bench works. We teach them that for everyone to feel like they belong and are accepted, we have to include them when we play on the playground. If someone feels lonely, they just have to sit on the Buddy Bench and a friend will come and invite them to play. And if someone invites you, all you have to do is say...yes!” □



## Indian Comic Strips

**West Side:** Sixth grade art classes participated in a workshop that harnessed their interest in superhero stories like *Superman* and *Spiderman*, by introducing legendary deities in Indian Hindu culture for comparative study. Students were shown illustrations of ancient mythological characters. The students were asked to make their own illustration of an action figure superhero using comic book panels, speech bubbles, and writing a narrative telling a story where the reader becomes a participant. Thank you to art teacher, Ms. Andria McLaughlin, for researching and finding this program, and the Cultural Arts Committee for sponsoring Ms. Anu Annam, Indian Artist in Residency, to visit West Side and teach the children about Indian Comics, in connection with art, ELA and the social studies curriculum. □



## Prehistoric Cave Art

**West Side:** The 6th graders studied the prehistoric cave art of the Caves of Lascaux, in southern France, as a way of learning about the culture of people who lived 20,000 years ago. Teacher, Ms. Agnello, shared, “They learned about the discovery of the caves, and what these paintings tell us about what life was like during the Old Stone Age.” As part of this social studies unit, students created their own renditions after careful study of the artistic elements. The results were spectacular! □

## 2018-2019 School Budget Schedule

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

Community Budget Forum  
*Preliminary Discussion of the Proposed 2018-2019 Budget*  
Please join us for a presentation and facilitated discussion regarding the Budget Development Process and the Tax Cap

**Tuesday, February 13th  
8 PM**

Regular Meeting of the Board of Education

**Tuesday, February 27th  
6:30 PM**

Board of Education Budget Workshop Meeting  
*Budget Review: Goosehill Primary, Special Education, Technology, Athletics, Undistributed/General Support/Transportation*

**Tuesday, March 13th  
8 PM**

Regular Meeting of the Board of Education

**Tuesday, March 27th  
6:30 PM**

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

**Tuesday, April 10th  
8 PM**

Regular Meeting of the Board of Education  
Adoption of Proposed Budget

**Monday, April 16th  
5 PM**

Petition due for Candidates for Board of Education

**Monday, April 30th  
8 PM**

“Meet the Candidates Night”

**Tuesday, May 8th  
8 PM**

Regular Meeting of the Board of Education  
Budget Hearing

**Tuesday, May 15th  
6 AM to 10 PM**

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

**COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT**

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

[www.csh.k12.ny.us](http://www.csh.k12.ny.us)

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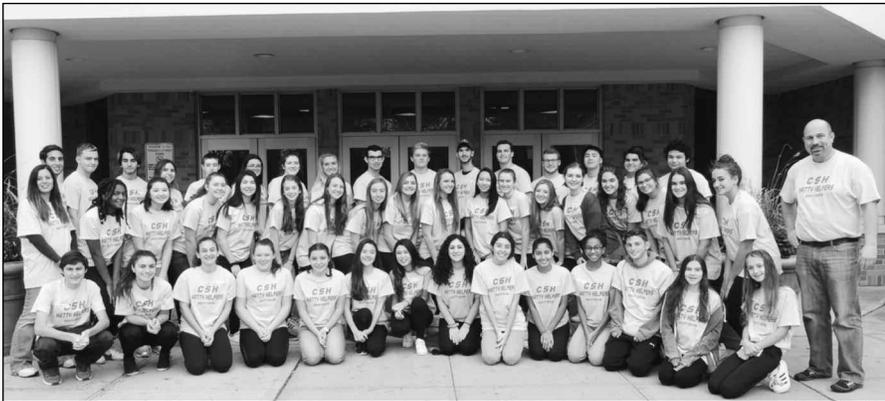
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**Solar Charge It**

At Cold Spring Harbor High School, Mr. Healy’s Engineering and Design/ Robotics Engineering classes in conjunction with Mr. Hardy’s Physics classes, collaborated to design and engineer a “Solar Panel Farm” in combination with a “Wind Turbine.” This STEM based learning alternative energy initiative was introduced this school year allowing students to make a connection between “no carbon footprint” energy sources and to demonstrate to students how solar and wind technology can be used. The students created a charging station allowing them to recharge their cell phones and chrome books! □



**Natural Helpers**

Kids today face an enormous amount of pressures, yet one constant still seems to remain the same; young people turn to their friends when they are in trouble. However, many friends may not know what to do. When do you seek a parent or professional involvement for a solution? As a response to concerns “*The Natural Helpers Program*” was piloted in 1979. It is a peer-helping program that specializes in training youth, and is used in high schools across the U.S. Students are selected by their peers and staff, chosen for their trustworthiness and natural skill for helping others in need. On Saturday Nov. 18th, an all-day mandatory professional training program for all 80 members was held. “*The program gives tools to students to help recognize others in need and the ability to know what to do with information that can be overwhelming.*” says, Chris Homer (Health teacher and co-advisor with Math teacher, Ms. Lanteri). This year’s guest speakers were, Claudia Sandez, from the *Long Island Safe Center* who discussed healthy relationships and, Lauren Navarra, from LICADD who discussed substance abuse and how to spot issues that accompany it. □



**High School Drama “You Can’t Take it With You:** “*Congratulations to the cast and crew of the High School Drama Club’s performance of “You Can’t Take it With You.” This adaptation of the 1938 Oscar winning film, about a love story and the challenges of wealth versus a truly eccentric family, delighted audiences the weekend of November 3rd. This was music teacher, Marc Beja’s, first drama as Director, and the set design and cast of characters were charming – Bravo!* □

# COLD SPRING HARBOR



VOLUME 41, NUMBER 3

A REPORT ON OUR SCHOOLS

WINTER 2017-18

## Dr. Lydia Bellino Retires

After 24 years of working in the CSH School District, Dr. Lydia Bellino, has announced that she will retire at the end of the school year. Dr. Bellino served as the first and beloved Principal of Goosehill Primary School for 16 years (1994-2010), and was then appointed as Assistant Superintendent for Curriculum and Instruction in 2010. She began her career as a classroom teacher and reading specialist. She is the co-author of *Raising Lifelong Learners*, and her work has been featured in various collections including *The Art of Teaching Reading* (Calkins) and *Leading Adult Learning* (Drago-Severson). Additionally, she has been recognized as NY State's prestigious *Reading Educator of the Year Award* and was the recipient of the CSH Exemplary Service Award in 2008.



*"I appreciate the countless opportunities I have had to learn from and with every one of you . . ."*

All aspects of Dr. Bellino's career reflect the highest standards of excellence in education. She is the embodiment of a lifelong learner, completing her doctoral degree with a PhD in Literacy at St. John's University, and continues to serve as a faculty member of the Teachers College Reading and Writing Project

and the Summer Principals' Academy at Teachers College, Columbia University where she received several research grants funded through the DeWitt Wallace Foundation. She shared with fellow staff and colleagues, *"I appreciate the countless opportunities I have had to learn from and with every one of you. I will never forget the conversations we have shared around improving curriculum, practice, and nurturing our community. I want you to know that it has been a privilege for me to be part of the everyday decisions, big and small, that shaped our school culture."*

Superintendent, Mr. Robert Fenter, shared, *"For the past two years I have had the honor and privilege of working alongside Dr. Lydia Bellino. In that time, I have come to appreciate what everyone who has met or known Lydia to be true - that she is an expert in the area of reading and writing, that she is a caring educator, and that she is a leader who has made countless contributions to our programs during*

*(continued on page 2)*



## Genius Hour Google 20% inspired

**Lloyd Harbor:** The newly constructed Creative Learning Lab (CLL) Centers are fully operational and up and running at both elementary schools. This 5th grade session was engaged in a project entitled "Genius Hour," which is part of a non-fiction reading unit where students followed their passion and curiosity by investigating a topic of their choice. Similar to the concept of Google's 20%-time idea, they spent 3 weeks researching something close to their heart using a variety of resources and tools, then creating a product to share with their fellow classmates. From Ms. Conroy's class, Sutton chose, "The effects of social media on our moods, and how it has changed the way we communicate." Kaelin's love of amphibians, led her to discover everything there is to know about the "Bearded Dragon!" And Jack's project shed some light on the effects of specializing on only one sport at a young age, both mentally and physically, concluding that play-

*(continued on page 2)*

*Honors . . . Honors . . .*

### West Side Geography Bee:

5th and 6th graders participated in the annual National Geographic School Bee. Thank you to Mr. Arloff and Ms. Rivadeneyra who arranged the event and to all of our competitors: Congratulations to runner-up, **John Tighe** and to school champion for the second year in a row, **Molly McHale!**

**Spelling Bees:** At Lloyd Harbor, this year's Spelling Bee championship was awarded to **Ava Donohue** and runner up **Caelin Frauwirth**, At West Side the championship honor went to **Giana Marino**, with runner-up **Sean McCarey**. The winners will have the opportunity to compete in the Regional Spelling Bee at Hofstra University. Congratulations and good luck!



### Dr. Lydia Bellino Retires, cont'd

*her time in Cold Spring Harbor. We will greatly miss Dr. Bellino as a colleague and friend, but know that she is deserving of a most enjoyable and restful retirement.* "Board of Education President, Mark McAteer expressed, "How do we measure a career that has affected the lives and the trajectory of thousands of children? That's what the career of Dr. Lydia Bellino has done. Her wisdom, thoughtfulness, and vision have left a lasting imprint on our school district, and, more importantly, on the children she cares so deeply about. Through countless acts of selflessness and nurturing, Dr. Bellino has guided our children on to a successful path and improved their lives for all time. It is with the utmost respect and heartfelt

*gratitude that I say on behalf of the Board of Education, the Administrators, teachers, students, and the community, thank you for spending your career with us."*

When talking about the community, Dr. Bellino recalled her delight in seeing the children grow and learn from kindergarten through high school. She noted her admiration for parents and the strength of our community, "Over the years, I have watched parents work to nurture the qualities of thoughtfulness, perseverance, and imagination in their children. When faced with unexpected challenges, our community has always been there to work together with integrity and honor." As she retires, Dr. Bellino will hold the families and children of the CSH community close to her heart. Best wishes, from all of us here in CSH! □

**Catalina McCauley and Erin Wallace:** BAE WiT (Women in Technology) program graduation is an internship program for female students, providing young women with an aptitude for math and science with a practical opportunity to explore careers in various technical disciplines. Catalina and Erin were the first CSH students to complete this program. Students spend 9-16 weeks during their junior and senior years participating in hands-on engineering modules on site at BAE Systems in Greenlawn, NY, receiving mentoring, encouragement and guidance. Only 10 students are welcomed into the Greenlawn location each year. Teachers, Mr. Raudsepp and Ms. McLees were very proud of their accomplishment.

**Robotics:** Club Advisor, Rob Platt, reported on the progress of this year's Robotics Club at the Long Island Regional 2017 FIRST Robotics Competition STEAMWORKS Game Animation. He shared, "The Robotics club "Team 2875" went 4-1 and finished 6th in the qualifications. We lost in the first round of the playoffs to the 7th seed in a single elimination match. Ben Nordemann was the lead driver with Ben Davidson as his copilot. Logan Vegna was the drive coach. Dylan Baltrus loaded the gears while John McGowan and Ryan Zaatari were in the airship. Shays Tousi led the scouting team and Liam Hooks was our safety officer in the pits." It was a true team effort, and extraordinary learning experience for all involved. The CSH team also presented an in-house competition of its Robot to the students at the Jr./Sr. High prior to the holiday break, much to the delight and awe of perhaps some future engineers!

### Genius Hour, cont'd

ing multiple sports was much more beneficial in the long run. There were so many unique and interesting topics, where students worked individually and in groups, using the seclusion of the video room, Chromebooks, Cloudbooks. iPads, dry erase boards, and even good ol' fashioned cardboard boxes for their presentations. The progression of old fashioned book reports, posters, and even PowerPoints, have given way to creating incredible on-screen animation, comic book style e-stories, iMovie's, iTrailer, Book Creator, Google Slides and more. At their age, it's not about keeping up... it's about surpassing what hasn't even been invented yet. Ms. Conroy shared, "At first, students were not quite sure what to do with this "thinking freedom" but it didn't take long before they took the leap. Soon, the classroom became an enthusiastic think tank, and the eagerness for technology and innovative learning experiences was contagious!" This was truly witnessing technology at its best. □



*Honors . . . Honors . . .*



**Dana Drogin:**  
On February 3, CSH Jr/Sr High School hosted the *LIFA Speech & Debate Eliminations Tournament*. CSH junior, Dana Drogin, came in

first place in “Varsity Oral Interpretation” earning her a place in the State Tournament in April at Hofstra. Good luck!

**US NEWS & WORLD REPORT 2017 Best High Schools ranked** Cold Spring Harbor High School #31 within New York state, and #196 nationally, earning a **Gold Medal**. The Best High Schools rankings evaluate data on more than 22,000 public high schools to identify

which schools are best at preparing students for college and careers. Congratulations to the leadership, faculty and staff for this outstanding achievement!

**NY State Outstanding Physical Education Student Award** winners, (seniors) **Caileigh Gulotta** and **Christian Gulotta** won for outstanding character, teamwork, commitment and achievement in Physical Education. They were honored at the Nassau Zone Physical Education Award Dinner on December 11th at the Crest Hollow Country Club in Huntington.

**Emily Berlinghof**, a junior at CSH Jr./Sr. High School, was among 24 athletes across the country selected to represent the United States as part of the U17 National Field Hockey Team. Congratulations!



**Dennis Bonn was awarded the 2017 National High School Coach of the Year!** The National Interscholastic Lacrosse Coaches Association (NILCA) presented the award this December in Baltimore. The team’s undefeated (21-0), 2017 Class C, New York State Champion title was Bonn’s 4th career State Lacrosse Championship and his team’s 3rd in a row. Over the past 3 seasons, Coach Bonn’s teams have compiled a 58-2 record. “NILCA couldn’t be more proud to have named Coach Bonn as our NILCA Coach of the Year,” said NILCA President, Mr. Ren Pettinelli, “What Coach Bonn has accomplished so far at Cold Spring Harbor continues to elevate the stature of his program not only in New York State, but nationally as well.” Dennis Bonn has been a Math teacher at CSH for 25 years, and brought his coaching knowledge to the Varsity Boys Lacrosse program as Head Coach for the past 19 years. A very well-deserved honor to the pride of all our Seahawk teams!

**All County Music Festival:** Students are chosen for this prestigious festival from every school in Nassau County based on the instrument that they play, as well as the results earned at the most recent NYSSMA solo festival. This year Cold Spring Harbor once again had a record breaking 90 students selected for All County performing ensembles. The students rehearsed with culminating performances at the Tilles Center for the Performing Arts in early January. K-12 Music Coordinator, Brent Chiarello, shared, “It was a wonderful weekend of music, congratulations to all of our students who participated!”

**Junior High Geography Bee:** **Sara Mazzei** claimed first place at the 2017 Geo Bee, along with runners up **Tyler Lipman** (second place) and **Christian Insigna** (third place). □



## Character Recognition Awards

**Jr./Sr. High School:** The Character Recognition Awards were held on February 8th recognizing and celebrating good character in students. Principal, Jim Bolen, was proud to honor these recipients for integrity, he shared, “*Integrity is following your moral compass, having strong moral principles that set you apart with righteous and honest character.*” He asked, “*Where does this come from?*” He acknowledged it starts at home, and thanked the parents for raising such remarkable kids. Teachers had the chance to share stories, and exude their tremendous pride in the students they chose to recognize. The goal of this ceremony is to help promote a positive school environment essential to the healthy development of young adults, and to recognize role models. This quarter’s 18 students were recognized for the attribute of integrity. It’s the small acts done while no one is watching that sets these students apart.

Congratulations to: *Alexandra Pultz, Helena Boutis, Nicolette Loeffler, Ben Bruno, Emma Polo, Henry Tsekerides, Erin Wallace, Shaya Tousi, Juliana Goldman, Connor Cassidy, James Rampi, Elijah Gordon, Elijah Farkash, Brittany Cohen, Jacob Bruno, Nicholas Melillo (absent: Jennifer Papa, Sheriden Schwertl).* □

## New Teacher Mentoring Program

At the start of this school year, nearly 40 new and seasoned staff, joined together in a newly expanded mentoring program. This new program was established under the direction of Assistant Superintendent for Curriculum and Instruction, Dr. Lydia Bellino, District Chairperson of Special Education, Erin Goldthwaite, and District Mentor Liaison, Joey Waters. The new program encompasses a number of supports, including a CSH mentoring handbook, monthly meetings, and classroom visits. Joey Waters notes, *“Creating a community of learners has led to the reciprocity of leadership roles in a supportive environment. Learning from fellow colleagues and administrators not only enhances the curriculum, but provides continued support, the understanding of expectations, and long-term success for both students and teachers.”* □



## Teachers College Columbia University

For the past eight years, both West Side and Lloyd Harbor teachers have engaged in professional development with Teachers College, Columbia University. On-site workshops and classroom demonstrations with staff developers, teachers, and school leaders take place over the course of the entire school year. Each visit focuses on best practices and the current units of study within the Scope and Sequence of the CSH Writing Program. This particular session at West Side focused on the Historical Fiction Book Club unit of study for fourth grade.



## Criminal Law

**High School:** Social Studies Criminal Law teacher, Dr. Michael Andrews, invited guest speakers Detective James Mosby, from the Suffolk County PD's Hate Crimes Unit and Detectives Kevin Finnegan and Bill Behrens, both from the Suffolk County Police Department's Criminal Intelligence Section, on Counter-Terrorism. Interactive discussions were taught about domestic and international terrorism, with a purpose of educating students on awareness, prevention and what we can do. Most importantly, if you see something, say something. □

## Youth Summit Day *Cultivating a Culture of Upstanders*

On January 17, following a 3-hour delayed opening set aside for professional development, CSH Jr./Sr. High School hosted its first Youth Summit Day for all students in grades 7-12. The students rotated through various workshops designed to foster a deeper understanding of self and the diversity of the world in which we live. Principal Jim Bolen shared, *“As part of our ongoing efforts to increase our social-emotional literacy and intelligence, the second part of the day was devoted to learning about empathy, identity, being an upstander and recognizing when jokes cross the line into words that can harm.”* The impetus behind this day stems from students who felt the school community would benefit from education and discussions about kindness, the impact of bullying and harassment, and the overarching concept of respect.

Junior High students attended a workshop run by facilitators from the *Anti-Defamation League (ADL)*. Their program enhances understanding and awareness of empathy, gives a voice to targets of bullying and prejudice, and inspires bystanders to become allies. They continued their day with a video fostering kindness and the difference a positive, open attitude can make for others. Grades 9-11 rotated through two assemblies: One run by Hudson Taylor, founder of *Athlete Ally*, and the other titled “Deconstructing Symbols of Hate,” facilitated by Detective James Mosby, from the Suffolk County Hate Crimes Division, and Helen Turner, Adolescent Educator from the *Holocaust Museum and Tolerance Center*. The seniors also had an opportunity to attend the “Deconstructing Symbols of Hate” workshop in addition to small-group discussions led by a facilitator from *Facing History*, *Facing Ourselves* and CSH teachers about self-identity. In addition to all of this, all students took a school climate survey that will be used to further instruction and discussion.

Principal Bolen thanked the group of people who worked tirelessly to put this day together. *“Robin Acconi, Beth Chase, and Joey Waters began working since last year to bring the students’ ideas and this day to fruition. On behalf of the entire staff, I want to thank you for helping to illustrate to our students that we listen and are dedicated to creating a space where students can grow personally and academically.”* Students were left with a lot to think about, such as, “What do you want your legacy to be?” “When you see something, say something.” And, “What is empathy and how is it different from sympathy?” These overarching questions will hopefully provide a method for continuing conversation and education. □



## TED Talks

### Google 20% inspired

**High School:** As a culmination of the Google inspired 20%-time projects for 10th and 12th grade English classes, students delivered a TED Talk style presentation to fellow students and staff in the Jr. High Library. The challenge was to step away from oral presentations of the past. Along with incorporating PowerPoints, students were encouraged to reach out to an audience in a more intimate approach by expressing passion about their self-selected topic, using eye contact, shifting body language, stepping into the crowd, and encouraging inquiry-based commentary. Using this interactive style, students learned to emulate the popular TED talk format, and tackle public speaking with comfort and ease. Students learned that extensive research does not need to be displayed on the PowerPoint, but rather saved for intimate discussion or to accompany a funny story. Topics ranged from baking, the relation between stress and sleep, the depletion of striped bass through over-fishing, stem cell research, and more. All TED talks were unique and extremely informative. □

## Hall of Egypt

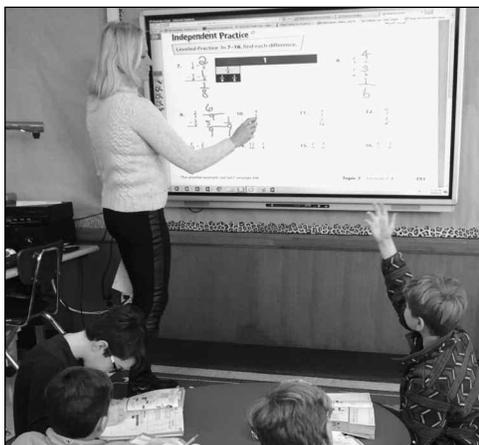
**Lloyd Harbor:** Ancient Egypt was on display as sixth grade students at Lloyd Harbor created a myriad of projects, including pyramids, sculptures, jewelry, masks, costumes and more for a social studies unit. “All were very excited to present their creative projects to their classmates,” said Ms.



Matthews. Each student researched their individual topic and then created a Google-Slides presentation along with the project they created. Students also wrote their name in Egyptian hieroglyphics on cartouches, which is an oval-shaped scroll that Egyptian pharaohs wrote their names on (seen here on this bulletin board behind these students holding a few examples of the collections presented). □

## MINDFULNESS

Professional Development is ongoing throughout the summer and school year at CSH. This year the Professional Development Committee continued its work to promote teacher leadership, offering Collegial Circles that staff members offer as part of an in-house District catalog. One such Collegial Circle is *Mindfulness for Beginners*, offered by School Counselors, Jennifer Pickering and Laurie Conlon. As an extension to this, Ms. Conlon and Ms. Pickering have partnered with Ms. Waters and her ninth grade English class to incorporate the benefits of mindfulness in the classroom. Ms. Pickering and Ms. Conlon have spent significant time learning about mindfulness through the Long Island Center for Mindfulness (Mindfulness Based Stress Reduction (MBSR) course), participation in the Long Island Mindfulness and Resiliency Consortium (LIMARC), various workshops, conferences, and retreats, along with their own personal practice. According to Ms. Pickering, “*Mindfulness is really about strengthening our attention to become more aware of what is happening both inside and outside of us in the present moment.*” Students have practiced beneficial breathing exercises, body awareness, and reflective thinking through exercises to help manage their own anxieties and concerns and to think about the world around them in a way that they may not have considered before this experience. □



## Piloting Touch-Screen Boards

This year, CSH School District is piloting the use of new touch-screen SMARTBoards, where testing is on-going in each of the buildings. Here at Lloyd Harbor, Ms. Barrese uses the touch-screen during a math lesson. These interactive panels allow for multi-touch input allowing for more than one student to participate in the lesson at the board. Executive Director of Instructional & Administrative Technology, Joe Monastero, explained, “*The panels utilize Ultra-High Definition for crisp pictures, with various screen sizes. The panels are rugged with built-in tools that allow for easy collaboration both in and outside of the classroom.*” Ms. Barrese shared, “*It has made such a difference and brought excitement into the classroom! The students are engaged and motivated to interact with this new technology that is so easy to use. It has become an essential part of my math instruction, and I look forward to finding new ways to incorporate it into my lessons.*” □

# STEAM Fair

**West Side:** At the January 31st STEAM (Science, Technology, Engineering, Art, and Math) Fair for 5th graders, students created a variety of amazing projects using MakerSpace, engineering design challenges, and robotics. Makerspace projects allowed students to use a variety of tools and materials to create, invent, tinker, explore and discover. While the engineering challenges had specific criteria and constraints for acceptable solutions to problems, by building and testing prototypes and optimizing a solution. As students tackled robotics, with LEGO Mindstorm EV3, they learned to design and build programmable robots using motors, sensors, gears, wheels, and other technical components to better understand how technology works in the real world. All projects are done in-school by the students. Mrs. Gerver shared, *“We spend a lot of time telling kids how things are. This gives them the opportunity to imagine how things can be.*



*The kids expressed how it made them become more open-minded. Many wished they could start over again because they learned so much and wanted to apply what they learned.”* Students learned that “FAIL” meant *First Attempt In Learning*. The 6th grade fair is coming up, stay tuned for full STEAM ahead! □



# Lunch with Principal

**West Side:** Each year, Principal, Kurt Simon, has lunch with several students every week, and by the end of year, he makes sure he had the opportunity to eat with every student! These intimate sessions provide feedback and discussion for many issues, ideas and concerns. The theme this year was *#bekindmovement*, reinforcing the school-wide movement of GRIT and Kindness. In this photo, Ms. Dudek’s 4th graders had the opportunity to join in during the month of December, where they spoke about different ways in which they can be kind to their peers. During these lunches, students have been brainstorming ways in which they can contribute to an interactive bulletin board which will be up for The Great Kindness Challenge in January. □



# Hot Cocoa

*West Siders* who participated in the student council’s “Diaper Drive” fundraiser, were treated to a cup of hot chocolate, as a way of saying “thank you” for everyone’s generosity. What a wonderful way to start the school day!



*The Harbortones!* What a privilege it was to see our very own Lloyd Harbor “Harbortones” musical choir perform at Main Street Nursery on December 18th prior to the holidays.



## Night Sky

**Goosehill:** A magical BOCES sponsored program introduced first graders at Goosehill to the night sky. It was called *The Sky Today and Tonight*, which is a program that explored the reason for day and night, the constellations, a seasonal star legend, and the importance of the sun. Students had the opportunity to crawl inside an inflatable planetarium and look up at the sky. □



## Golden Ticket

**West Side:** Willie Wonka isn't the only one who gets the Golden Ticket! The idea of earning tickets began four years ago, when West Side participated in January's "Genuine Acts of Kindness Month." Eventually, this effort evolved into a Growth Mindset movement of tickets collected. The students and staff loved it so much, they decided to do it all year long focusing on grit and kindness. Each month, the winning class with the most tickets collected, is rewarded with ten minutes of extra recess. *"While the students look forward to this time earned outside, the more important point is the pride our entire school has taken with this initiative,"* said Mr. Simon. This year, Principal

## Make a Planet

**Goosehill:** As part of the first-grade curriculum, students learned about space systems, concentrating on the patterns and cycles of the sun and moon. Earlier this year, students voiced that they would love to learn more about the different planets in the solar system. Each student chose a planet to research and partnered up with students of the same interest. The students' goal was to learn about the planet to create an informational poster and model of their planet. Students used PebbleGo, Epic! (an ebook app), books and websites to answer questions and take notes about their planets. They then created a poster and a model of their planet using Crayola Modeling Magic to share with their classes. The Super 3 Research model (Plan, Do and Review) helped them to accomplish their goal. They did an amazing job! □



## Native American Day

**Goosehill:** For 25 years, Ms. Ranaldo has taken her students on a journey to early Native American times. Students participated in a number of centers, which included making clay bowls, planting corn kernels as well as grinding them with stones into cornmeal. They learned about hunting with walks through the forest,



collecting berries that were washed in the river, making a wood fire ring next to their tepee, and practicing the beating of drums. Each year these creative lessons bring Native American skills to life, and helped demonstrate how these skills taught the pilgrims to live off the land. The students absolutely loved it! □

Simon, introduced "The Golden Ticket." These are not easy to come by! The first Golden Ticket was awarded to Ms. Agnello's entire sixth grade class during Art. The concept of receiving a Golden Ticket continues to evolve as the faculty and staff at West Side continue to recognize students for

making good decisions and for being positive role models for their peers. To date, students at West Side have earned well over 1,000 tickets overall. However, the current buzz within the school is with the new Golden Ticket which recognizes West Siders for going above and beyond. □

## Robotics

**Lloyd Harbor:** Robotics at the elementary schools is offered both as an in-school unit and an after-school option (at both Lloyd Harbor and West Side School). Basic programming begins in 4th grade during the spring, where students learn to build and program robots over a ten-session unit. Then in the fall of 5th grade, they use the robot they built and continue to program it. Students work in groups to make their robot come to life, designing and coding a program that will be demonstrated to their classmates. Students learn about sensors, and how sensors help robots understand and react to the world around them. One group of students actually had two robots get married, donned in tissue-cloaked veils that displayed the words "I do." Others programmed an ultrasonic sensor so it sensed the wall boundaries and would not bang into them. Another had a Shrek theme that danced with a display screen that said, "Get out of my swamp!" Students learned to



download icons, make the robots pick up objects, talk and dance by coding and learning that their mission of programming robots did not turn out to be a mission impossible, but rather creative genius at its best. With 21st century technology, every student should have a basic understanding of how to code supporting STEM education. Lessons like these implement critical thinking, problem solving, creativity and innovation. □



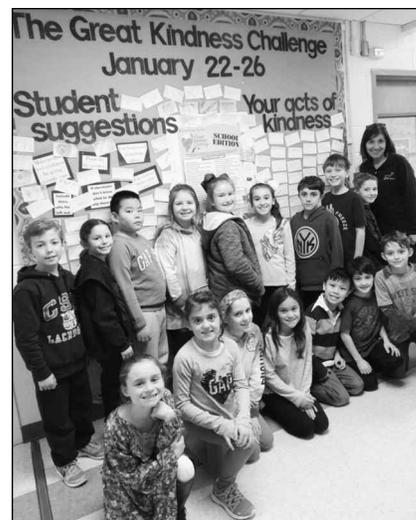
## Colonial Day Life

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. □



## Guest Author

**West Side:** What a pleasure to host guest author and illustrator, Mr. Chris Soentpiet, who captured the attention of the student body during two assemblies on December 18th, and shared the process behind the creation of his books. His art work is truly magical due to his skills as a fine art master painter. His real-life models hail from family relatives and his children's school in NYC, upon which he draws and writes tales of city life, including his Chinese heritage, which come to life on the pages of his stories. □



## Kindness Challenge

**West Siders** participated in *The Great Kindness Challenge* this February. Each day they pushed themselves to perform as many acts of kindness as possible. Our oldest students, with the support of Ms. Agnello, created kindness bumper stickers and posted them all over the school sharing messages of kindness. Thank you to the entire staff and student body for an amazing week of kindness! □



## Kindness Force-Field

At **Goosehill** this year, the focus is on “kindness.” Principal, Lynn Herschlein, explained, “*While kindness may seem like a simple concept, we infuse it into all that we do. We want children to be kind to their peers, siblings, and all the people they meet!*” Students built a “**Force-Field of Kindness**” around the school with a paper-link chain to which each child contributes. On each link is a drawing or words representing a kind act each child plans to do or has already done at school or at home. Through discussions about kindness, Goosehill continues to promote respect for diversity and teach children to celebrate the many differences among people. What can you do to be kind today? □

## Little Mermaid Jr.

**West Side:** What a thrill to see the West Side performance of *Little Mermaid Jr.* on December 10th. Not even the snow storm could keep people away! It was a packed house for two show stopping productions comprised of two different casts, the Atlantic and the Pacific crews. The costumes alone made it feel like a Broadway musical, the songs were magical, and the kids were simply outstanding! These fifth and sixth graders performed two encore performances at West Side for the entire student body on December 11th. Congratulations to Director, Eliana Kayelle, and Musical Director, Chris McKee, for another fabulous year of entertainment. Thank you for taking us on a journey “Under the Sea.” □



## Beauty & The Beast

What a pleasure to “be a guest” in the audience for the magical production of *Beauty and The Beast!* The big musical numbers delighted the crowd, with singing and dancing performances choreographed to Broadway standards. The sets, costumes, lighting, and charismatic charm of the actors were outstanding. Directed by Ms. McLees, choreographed by Ms. Whitney, set design by Ms. Cirino, and music directed by Mr. Chiarello, it was truly Disney at its best. Bravo! □



### Community Service . . . Community Service . . . Community Service . . . Community Service . . .

## Community Service District-Wide

CSH School District has always been a very generous community of students and parents, with all schools continuously giving to those in need throughout the school year. All the schools participated in annual Thanksgiving food drives. For instance, this year Goosehill continued their partnership with Helping Hand Rescue Mission, providing Thanksgiving baskets to families in need. Last year Helping Hand Rescue

Mission reached over 400 families in Huntington Station. West Side Kids Care participated in their annual Operation Sweet Tooth, bringing candy donations to Helping Hands Rescue Mission for their holiday parties. There were car washes, Hurricane Relief drives, Veterans clothing drives, and a lacrosse gear drive at the high school benefitting Harlem Lacrosse. Clothing and coat drives were also thriving at all the schools for those less fortunate to keep warm this winter. Lloyd Harbor donated coats to Blanca’s House, while the high school and West Side continue support to

other local organizations. SEPTO sponsored an American Girl Doll collection helping young women with autism. West Side preordered pies and breads as a Student Council fundraiser selling 212 pies and breads from White Post Farms raising money for Holiday House in Huntington. Holiday Toy Drives began in full swing this December, and this is only the half way point in the school year! Thank you to everyone for their constant generosity, keeping food banks stocked and hearts warmed with kindness. We live in an amazing community!

*Community Service . . . Community Service . . . Community Service . . . Community Service . . .*



**Caitlin McCoy** – Kudos to 10th grader, Caitlin McCoy, who did a warm clothing/coat drive during this brutally cold winter season. She wanted to help the countless homeless people across Long Island in need of warmth and protection. Donations were given to the Long Island Coalition for the Homeless. Great job!

**The Animal Rescue Club** held its first breakfast fundraiser for the SATO Project in January, which rescues dogs from 'Dead Dog Beach' in Puerto Rico. This beach is notorious for stray dogs which owners dump here when they can no longer care for their dogs. The club raised money along with collecting supplies to donate. "It was a huge success," shared advisors, Merritt Monck-Rowley and Kristen Wilkens.



**Toys for Tots and Angel Tree Toy Drive:** Community Service Advisor, Mr. Chris Homer, with the help of students, organized the annual "Toys for Tots" drive. In addition, students Emma Polo and E.B. Brennan collected items for the "Angel Tree Toy Drive" seen here with, Captain Margaret Quatela, from the Salvation Army. Thank you to everyone for making both of these drives so successful!



**Jolie Nemshin** (10th grader), joined by her sister Mandy this year (7th grade), held the 4th annual fundraiser raising money for Camp Loyaltown. To date she has raised over \$23,000. Approximately 90 Cold Spring Harbor 7th and 8th graders attended in January. Jolie shared, "Camp Loyaltown is a camp for kids and adults with intellectual and developmental disabilities. It's such a great place for kids and adults to go during the summer to give their families well needed rest. The camp is located in Hunter, NY. Over the past 3 years they have put the money I have raised to good use. They built a welcoming bear when entering the camp called the Jolie Bear. They also built a shaded hut that has a plaque with my name on it. My sister and I are looking forward to see what they will do with our funds this year. We both feel very proud when we see the smiling faces of the kids and adults that attend this camp. It's a very good feeling when you give back to community and put a smile on someone's face."

**West Side Student Council LEGO Fundraiser** to support Puerto Rico was a huge success. Students brought in and voted on LEGO creations, while raising money. Thanks to Ms. Ryan and Ms. Santoro for their planning!



**Sorting Toys:** CSHHS Save the Children Club members rotated shifts to help out at Family Service League (FSL) this holiday season to sort toys. FSL donates gifts to parents every year to bring home to their kids, and each year the students volunteer to organize and help out.

*Community Service . . . Community Service . . . Community Service . . . Community Service . . .*



**West Side Kids Care Holiday Toy Drive**, and wrapping day proved to be another great success this year. In addition, student council organized a **Diaper Drive** for the Helping Hands Mission, and then recognized their peers who donated by hosting a complimentary hot chocolate morning in the cafeteria before school. What a thoughtful treat!

**Dodgeball for Puerto Rico:** Student Government & Save the Children sponsored Dodgeball for Puerto Rico on January 23, in the High School Field House to help the people of Puerto Rico. Thank you to all that participated.

**Cartwheels for a Cure Gymnastics Tournament** was held again this year on Jan. 15th for another successful fundraiser.

**High School Dodgeball Tournament:** Student Council hosted their annual Charity Dodgeball tournament for HIHI (Huntington Interfaith Homeless Initiative), on November 8. HIHI is run through the Family Service League and provides meals, toiletries and clothing for the homeless during the winter months. 100% of the proceeds raised are donated. Student Council provides three of these meals, along with a lunch for the following day, over the course of the winter. The students, with advisors, serve the meals at Huntington Presbyterian Church. In addition, they purchase and donate toiletries, clothing and other supplies requested by HIHI. This long-standing tradition is one to be very proud of, and students truly get into the spirit every year donning costumes that do not disappoint! Thank you to advisors Ms. Segura and Ms. Scuderi, it's a great evening of team fun for a great cause.



**Lacrosse Equipment Drive:** Student Hannah Terry shared, "Since lacrosse has had a huge, positive impact on my life, I wanted to give back to the community. So, I did some research and found an organization that shares the same principles I have; Harlem Lacrosse. Their mission is to "Inspire children to dream about tomorrow while working hard on the field and in the classroom today." From Nov. 20 - Dec. 12 donations were collected for new and gently used lacrosse gear and then delivered to Harlem over the winter break. Hannah shared, "Thank you to Mr.



**Tackle Autism Fundraising Initiative:** High School student **Elijah Gordon**, along with the entire football team, raised \$5,000 for Dr. Michael Wigler's Autism Research Team at Cold Spring Harbor Laboratory. The campaign was to honor senior classmate, Nicky Melillo, who is the team's #1 fan and recipient of the "12th Man" award for his support of the team all season. The Nassau County High School Football Coaches Association awarded Cold Spring Harbor High School the prestigious Community Service Award as a result of this "Tackle Autism" fundraiser. The "Tackle Autism" campaign was conceived by senior kicker Eli Gordon, who donated \$1,000 last year toward breast cancer research at CSH Laboratory in memory of teacher, Victoria Terenzi, as part of his "Kick Cancer" initiative. "Donating money last year was so rewarding that I wanted to do something involving the entire team so they could share in this experience," said Gordon. "Honoring a classmate who is as much a part of the team as the players really inspired the football community to generously support this worthwhile cause." Most heartwarming were the donations from siblings of players, including two young sisters who gave all of their tooth fairy money because of their affection for Nicky!

**COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT**

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**Ugly Sweater  
Holiday Potluck**

*“Twas the day of the Ugly Sweater Holiday Potluck”* on Dec. 14th for the CSH Jr./Sr. High School faculty and staff. A new tradition spearheaded by Principal, Jim Bolen, to the delight of teachers and everyone who was willing to participate. And participate they did! Last year the staff began a *Holiday Potluck Lunch* and this year the *Ugly Sweater* theme was added. The sweaters blinked and glowed, jingled and sparkled. Carts of food came rolling in, filled with casseroles, quiches, cakes and cookies...for both breakfast and lunch in the faculty lounge, all baked and donated with love to share with fellow colleagues. It was an amazing show of camaraderie and holiday spirit in the halls of CSH Jr./Sr. High School! The kids said, *“I’ve never seen anything like this here before!”* Looks like this may be a tradition that is here to stay... □



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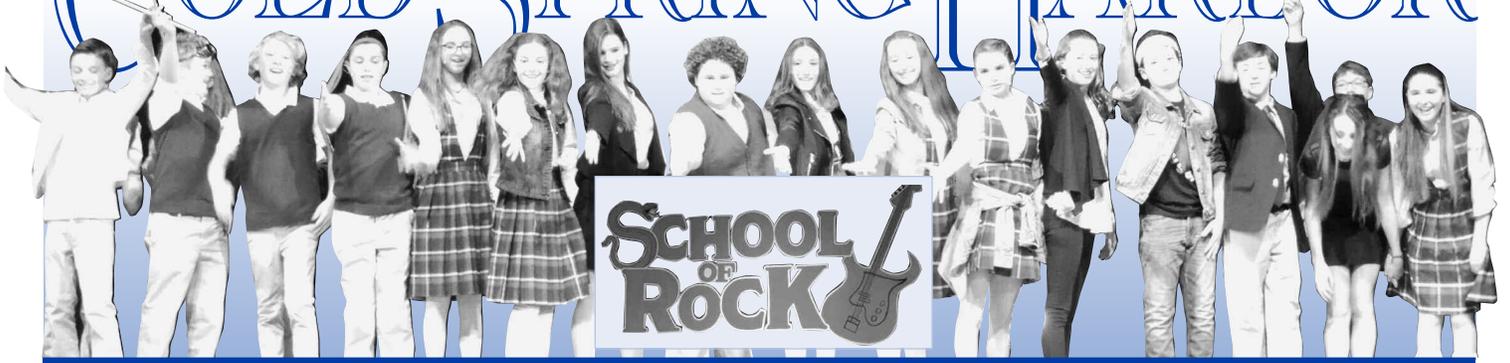
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# COLD SPRING HARBOR



VOLUME 41, NUMBER 4

A REPORT ON OUR SCHOOLS

SPRING 2018



**Donation CSHEF:** At the April Board of Education meeting, the Board accepted with gratitude and appreciation, a check in the amount of \$130,901.82 from the CSH Educational Foundation for the 1:1 Chromebook initiative. Our students continue to benefit from the generous support of our amazing community. Thank you! We also wish Ms. Stephanie DiNozzi all the best as she steps down from many years of service as President of the CSHEF. You are leaving behind very big shoes to fill. Thank you for all you have done in the name of education. We know there will be continued success ahead following your leadership. □

## Nameplate

**School of Rock:** Congratulations to the cast and crew! This foot stomping performance by the Junior High students was an energetic night of entertainment. This was a heartwarming story of students who want to find their place in the world, to find their passion, and to be heard. And hear them we did! Kudos to Director and Choreographer, Jessica Ranieri, Music and Vocal Director, Chris McKee, Set Designer, Laura Cirino, Business Director, Danielle Beach, Technical Director Yuriy Zacharia and Lighting Director, James Thompson. □

## National Merit Finalist

**National Merit Finalist 2018:** Senior Thomas Carey was named as a Finalist for CSH High School. Principal, Dr. 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! □



## Hold It!

**Goosehill:** 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 seven exciting science activities, on a rotating basis taught by the scientists. They examined their fingerprints under a microscope and 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? Yet, 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

(continued on page 7)

Honors . . . Honors . . .

## STEM HONORS

### CSHL Partners for the Future



Science Research Teacher, Mr. Jaak Raudsepp, and Director of STEM, Meridith Hansen, were proud to acknowledge, Thomas Carey, who was chosen to participate in the CSH Laboratory *Partners for the Future* Program. Each year the program selects a limited number of juniors to participate who show a strong interest and academic strength in biology, 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, 12 students were selected from Long Island. Congratulations to Thomas, who presented his research at the CSHL Grace Auditorium on April 16th. Thomas worked in Dr. Adam Kepecs' lab under the mentorship of Dr. James Sturgill. His research was on "*Inside a mouse's head: What algorithm drives reinforced learning?*"



**Long Island Science Congress (LISC):** This year 33 freshmen students enrolled in the CSH Science Research Program, entered group projects at LISC. Science Research teacher, Mr. Jaak Raudsepp explained, that all projects were evaluated by a minimum of three judges at the adjudicated exhibit of Nassau and Suffolk County senior high schools.



**Robotics:** High School Cyberhawks Robotics Program reached the Quarterfinals in this year's FIRST Robotics Competition (FRC) Regional event at Hofstra University placing 10th seed out of 44 teams. They also reached the Semifinals in this year's FIRST Robotics Competition (FRC) Regional event at Hudson Valley placing 8th seed out of 40 teams and won the Industrial Design Award. Twenty-six Cyberhawks members (grades 9-12) attended the competition, accompanied by advisor Robert Platt, and mentors Hans and Doon Nordemann, Stephen Jay, and Kevin Merola. This year, teams had a six week build period to perfect robots to play *Power Up*, a game that involves manipulating *Power Cubes* to gain control of two low switches and a six-foot-tall scale while strategically using "power-ups." Way to go Cyberhawks!

**Art Honors:** In celebration of Huntington's 18th Annual Tulip Festival (grades 3-8), students entered the Festival's School Art Contest. Artwork is selected by a jury that is comprised of artists and art professionals. Reproductions of the winning works was displayed at the Heckscher Museum of Art on the evening of May 4th and at Heckscher Park during the Tulip Festival on May 6, 2018. Congratulations to third grader, **Sophia Marino**, who came in third place. Way to go!

**National Speech & Debate Association Induction Ceremony:** Congratulations to the 73 student recipients honored at the 2018 National Speech & Debate Association Induction Ceremony, held on March 27 at the PAC. The students were welcomed by Dr. Michael Andrews (Head Coach, Speech & Debate Team) along with a number of teachers who presented the Award Certificates, and Degrees of Merit, Excellence and Distinction. This was the first ever Speech & Debate Induction at CSH Jr./Sr. High School. This prestigious organization dates back to 1925; its mission is to promote Speech and Debate as a means to develop a student's essential life skills and values. A special congratulation to **Sophie Stein**, who was the only student awarded the very highest honor of NSDA Member with Degrees of Merit, Honor, Excellence & Distinction. Congratulations to all!



**Science Honors** – Four teams of Advanced Science Research students received Honorable Mention in the *Toshiba/NSTA ExploraVision* competition. *ExploraVision* participants were challenged to consider the future and imagine a technology that might exist 20 years from now. Using real scientific research, students outlined methods to plan and test their ideas. The Honorable Mention award places the team's project among the top 10% of the 4,662 *ExploraVision* projects submitted to the competition this year. The projects that received honorable mention were: *An Automated Recycling Machine* – Joey Amadeo, Andrew Khanin and Will Spehr, *Treating Depression Using Nanobots* – Paul Bianco, Matt Ross and Vlad Tarashansky, *The Gluten Free Pill* – Sophia Ketterer and Alexa Morris, and *Using Axolotl Genes to Accelerate Regeneration* – David Brown, Matt LaCapra, John ReyMartin. Research Teacher, Mr. Jaak Raudsepp was extremely proud of his students...

## Honors . . . Honors . . .

**FLES Honors:** In celebration of World Language Month, the fourth-grade FLES students created beautiful posters! Each year, the AATSP (American Association of Teachers of Spanish and Portuguese) selects a theme which the students have to depict in their posters. This year's theme was "Spanish and Portuguese on the Move". The Regional Representative for **Lloyd Harbor** in 1st place: **Brody Reim**; 2nd place: **Abigail Einhorn**; 3rd place: **Ella Jennings**. **West Side honors** went to: 1st place: **Ciara Luparello**, 2nd place: **Alexa Koinis**, 3rd place: **Graydon Vitagliano**. Congratulations to all!

**LISFA Honors: West Side** – Michael Gallagher (cello) and Rachel Louie (violin) will represent West Side School at the Long Island String Festival Association (LISFA) rehearsals and performance at Uniondale High School.

**LISFA Honors Lloyd Harbor** – Melina Kelly (violin), Michelle Coles (violin) and Michael ReyMartin (string bass) will represent Lloyd Harbor School at the Long Island String Festival Association (LISFA) rehearsals and performance at Uniondale High School.

**West Side Geography Bee champion, Molly McHale**, qualified for the New York State Geography Bee. Good luck, Molly!

**Health teacher, Mr. Chris Homer**, was invited as a guest speaker at Kellenberg HS Feb. 27 at the annual LICADD (Long Island Council on Alcoholism and Drug Dependence) "Angel Ball Kick Off" benefit. He addressed the importance of education and reliable resources to help deal with addiction. As the child of an alcoholic and failed by his high school Health teacher and coach, he stressed how educators need to connect with students and let them know they are seen. He shared, "I vowed to let kids know they are not alone and have someone available to them. I let the audience know what a wonderful resource LICADD has been to CSH School District. They have given us education, trainings, presentations, interventions, evaluations, legal advice, rehab info, and more for 33 years. They are a life raft to so many people. It was an honor speaking for them." The evening raised over \$185,000! □



## Literary Luncheon

*Author Martha Hall Kelly*

Each year, the CFA (Jr./Sr. High School parent/teacher organization) sponsors their largest fundraiser, the "Literary Luncheon." Funds raised support the Cultural Arts Programs brought in for the school. This year, the CFA was pleased to welcome, Martha Hall Kelly, who spoke about her book *Lilac Girls* on April 18th at the Huntington Country Club. Her *New York Times Bestseller* was inspired by the true life of a World War II heroine, Caroline Ferriday, and her story of championing a group of concentration camp survivors known as the Rabbits. This acclaimed debut novel reveals a story of love, redemption, and terrible secrets that were hidden for decades about the notorious Nazi concentration camp in Ravensbrück, Germany, exclusively for 40,000 Polish women only. This is a part of women's history that should never be forgotten. Thank you, Ms. Kelly, for telling their story and sharing your guidance in classroom workshops with Ms. Henry, for the students at the High School. Teachers, Ms. Waters and Ms. Glynn, also selected the story for their book club students, many of whom attended with fellow English students. Thank you to this year's Literary Luncheon committee, and long-time chairpersons, Claire Costa and Monica Stingi, for 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.)* □

## DNA Learning Center

**Lloyd Harbor:** The elementary schools continue their year-long collaboration with the DNA Learning Center, which include both classroom workshops and field trip visits. DNALC Educator, Ms. Pauline McGlone, led these 6th graders in experiments and discussion. The term deoxyribonucleic acid (DNA) may not roll off the tongue for us, but these students were well versed during dialogue about the topic thanks to teacher, Mr. Craine. They seemed to shout out every answer and simply were hard to stump! At the Lab, students examined onion slides under the microscope. Perhaps a few future scientists in the making! □





## The Nest

Formerly known as the Junior High Library, the space has been “revamped” and is now known as *The Nest*. This drop-in space is used as an informal alternative area during lunch hours, to sit quietly and connect with friends, catch up on work, or meet with supportive adults in the building. Psychologist, Dr. Suzanne Main, never saw anything like this in other districts upon coming to CSH Jr./Sr. High this year. *“When I came to CSH I was introduced to this drop-in room model and saw such potential to help build community within the school.”* Based on the current high school drop-in room, known as H-1 and run by school social worker Dr. Robin Acconi, *The Nest* provides 7th and 8th graders with a safe space to connect to peers, adults, and the school community. Dr. Main spoke about the benefits of the space and the ability to focus on Social Emotional Learning through a program like this. She shared, *“If students feel safe and connected within their school building they will have more resources to engage socially, participate in afterschool activities, and achieve academically.”* Each day, Dr. Main has the opportunity to sit and speak with students. Without this space, she said, *“I would never have had the opportunity to get to know so many students over the course of the school year.”* Students have a sense of belonging here, and it has allowed the students to feel connected to the school and to each other during their first two years of Junior High. Dr. Main was asked to be a presenter at the Association for Middle Level Education’s (AMLE) Annual National Conference this coming October, on *Enhancing Student Connectedness: Creating Student Drop-in Rooms and Mentoring Programs*, based on her work done in *The Nest*. □

## Lincoln Center Education



The Lincoln Center Education (LCE) Performance of *Mayhem Poets* was held on March 28th at Lloyd Harbor for all West Side and Lloyd Harbor 5th and 6th grade students. Music teacher and LCE liaison, Ms. Daniels-Rosenblatt, worked for two years to book the *Mayhem Poets* and she was extremely excited to welcome them! With ties to ELA, Social Studies, SEL, Music, Art, and Technology, this program fits in perfectly with the *Hamilton* craze. With words, humor, and extreme hip-hop energy, the *Mayhem Poets* perform rapid-fire rhythms flying in a clever concert of words that inspired students with the power of poetic and theatrical expression. With poems focusing on both contemporary issues and timeless rhetoric, this tour-de-force performance aims to reshape people’s view of poetry. Teachers, Mr. Arloff and Hailey Jo Rosato, even had the opportunity to be “guest performers” at the show. The *Mayhem Poets* unique approach has landed them featured spots on the *Today Show*, *Eyewitness News*, *The Apollo Theater*, *Broadway*, and countless university tours after winning 1st place and a grant for 100K in the *Microsoft Idea Wins Challenge* in 2006. Another fabulous Cultural Arts Event! □



## Vaping

With the ongoing national epidemic of opioid addiction, CSH School District is consistently bringing in programs to support students in handling stress, pressure and making good choices. A review of the Health and Wellness Curriculum was the focus on teaching and learning at the April Board of Education meeting. Mr. Michael Bongino, Director of Athletics, Health, and Physical Education, presented on K-12 programs, including the importance of awareness, and decision-making skills. This year, under Mr. Bongino’s leadership, the “Too Good for Drugs Program” was enhanced to include grades 4-9. It is important for students and parents to know that vaping is easy to conceal, odorless, and often a “kid-friendly” flavor. Vaping has nicotine, it is addictive, and most parents are unaware that it is often inconspicuous due to the devices used that resemble flash-drives, or pens. Research is now alerting parents and students of the dangers. Parents were grateful to learn about vaping at an evening presentation hosted by Denise Campbell, Assistant Superintendent for Student Services & Human Resources. Sadly, this new trend is undoing an entire generation of successful “no-smoking” campaigns. At the high school, LICADD (Long Island Council on Alcoholism and Drug Dependence) recently met with all 11th grade students in small groups to discuss mindfulness, stress reduction and vaping. Thank you to our administration and Board of Education, for its diligence in education on substance abuse and coping skills. □



**PEP RALLY:** It was a great afternoon of spirit and fun at the annual Spring Sports Pep Rally at the CSH Jr./Sr. High. The Pep Band played, students competed with Family Feud match ups, pie eating contests and team costume collaborations that never disappoint! Thanks to pep rally advisors, Ms. Raniere and Ms. Sihksnel for keeping the spirit alive with the help of the students. Good luck to all our sports teams this spring – GO SEAHAWKS!!!!

## West Side

### Social Issues Book Club

The sixth graders explored a variety of social issues in society during discussions in their Social Issues Book Clubs, a Teachers College unit of study in reading. They learned how issues such as discrimination, racism, homelessness, and bullying, to name a few, affect groups of people. By reading about how characters dealt with these issues, students gained a stronger understanding and felt empowered to bring awareness to the topics. Each group then researched a social issue from their books in more depth in the Creative Learning Lab. As critical readers of non-fiction, students analyzed, compared and contrasted the structure of how different articles approached their topics. They synthesized this information to create Google slideshows, Go Animate videos, and other projects in order to teach their peers about their social issues, explain how they are being addressed in society and shared their thoughts on what more needs to be done to help those affected. □



### Leading the Way

Thank you to Hailey Jo Rosato and Krish Chadha who shared their leadership papers at the monthly PTG meeting in April. Teacher, Mr. Arloff, challenged the students to think about leadership qualities after reading Jennifer Armstrong's book, *Shipwreck at the Bottom of the World*. All 6th graders shared three leadership qualities demonstrated by the character, Shackleton, as well as a quality they felt all leaders must possess. The papers proved to all be extraordinary, and we thank these students for being role models and leading the way! □



### Young Authors

Second graders wrote informational books! They learned about elements of nonfiction writing during Reader's Workshop and then they applied what they learned during Writer's Workshop. They selected their topics based on ideas they already knew a lot about. Each second grader's book included: a table of contents, headings, a diagram, a glossary, pictures with captions, a fun facts page and powerful introductions and conclusions. Throughout the process of writing their books, they went through the stages of drafting, revising, editing and publishing. They were excited to publish their work into beautiful hard cover books! Some of our second graders were very excited to present their books during the PTG's March meeting. □

### Jump Rope for Heart

Jump Rope for Heart Fundraiser was a huge success 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. At a school assembly on March 12th, the best student jump ropers competed for the championship title, which was awarded to 5th grader Kati Cotek, who jumped for five minutes, backwards no less! Also, congratulates to Zachary Li who was our school's runner-up.

Student council and Mr. Forbes came up with a donation goal of \$3,000. If the students reached their goal, Mr. Forbes agreed to dress up as a character from the movie "Trolls." Students exceeded their goal by raising a remarkable \$5,243! Let's see that costume Mr. Forbes! □

## Lloyd Harbor

### Digital Citizens

This year the District welcomed Ms. Tanya Thurman as Lloyd Harbor's new Library Media Specialist following the retirement of Ms. DiCiccio. Part of her curriculum is teaching second and third graders how to be digital citizens. She shared, "As technology and social media becomes a force in their lives, I hope to prepare young people to consume information responsibly and interact safely." Some topics covered include how to keep information private, how to locate information, and what to do about cyber bullying. Before serving in Cold Spring Harbor, Ms. Thurman was a children's librarian for the New York Public Library. She also served as both an English teacher and School Library Media Specialist for eight years in the NYC Department of Education. Library Media Specialists have evolved from Librarian to also guiding students specifically on technology use as well as how to process information to construct critical thinking skills from a variety of media formats. Welcome Ms. Thurman! □



### Lunch with the Principal

On March 20th student council officers and co-advisor, Ms. LaPollo, sat down for lunch together to discuss upcoming ideas and projects. Each presented different topics well prepared on index cards for approval and advice to move forward. The excitement in the student's voices was contagious, as ideas for a cancer fundraiser by selling bracelets, sports equipment drives, year-end events for 6th graders, and upgrading recess games for better indoor recess experiences were all explored. Ms. Massimo shared, "I am so impressed at every meeting by the concern and diligence of this group of officers, as well as the passion they bring to add to student experiences at Lloyd Harbor." □

### Unplugged

Lloyd Harbor School sponsored its very own "Unplugged Day" on March 9th, spearheaded by Ms. Palmer, who encouraged students to recognize "National Day of Unplugging." Students asked their families to take a break from technology and "unplug" and have an electronic-free evening. Setting aside digital devices and other electronics are not always easy for both kids and adults, even during meal time



together. No technology homework was assigned, and those who participated drew pictures of their family "unplugging" and shared their stories and certificates with their classmates. Many were thrilled to play board games like Clue and Battleship, some had sleepovers, went out with friends to ice skate, baked, read books, did puzzles, and just "talked" to each other! □



*The Olympics travelled from South Korea to the classroom of Ms. Matthews' 6th graders! Student teams competed in a myriad of events, judged by Ms. Matthews. The games were based on knowledge and trivia learned in social studies classes, testing their skill, accuracy and speed in answering questions as well as game finesse! Events included "Capital Knowledge," "Art Recognition," discuss throwing, ball-in-the-basket, and more. The Olympic lessons were based on playing the games with olympic spirit, courtesy and honor. Good sportsmanship, peace, and doing your personal best were tested. Let the games begin! □*

## Goosehill

### Be Kind

#### *To One and Other*

**Goosehill Kindness Day** took place on March 28th with teaching experiences about kindness and respect. Students from Mill Neck Manor shared their experiences as hearing-impaired young adults and ways we can show respect for others who have similar challenges. Atomic Tae Kwon Do studio teachers demonstrated respect for one's self and others. Mrs. Monge and Mrs. Grossman shared ways to show respect for one's body through nutrition and yoga. Mrs. Comber, Mrs. Cataletto, Mrs. Gerber, and Mrs. Chapey shared ways to show kindness to the Earth through recycling and gardening. Mrs. Caracciolo and Mrs. Siegel talked about respect for other cultures, and Mrs. Masterson and Mrs. Monterroso helped the children create kindness banners for the school. Students from the high school visited to discuss good sportsmanship and respect for peers who have interests that may differ from your own. Finally, Mrs. Monaco provided a workshop on kindness to animals which included a visit from a therapy dog. Our parents and community members support and enrich our students' education in so many ways, and we thank them for setting examples of our strong home-school connection and lessons of kindness. Thank you to the SIT (School Improvement Team) members for organizing this amazing day for the children. What can you do to be kind today? ☐



**Fish Hatchery Visit** – The School District continues its longstanding relationship with our neighbors at the Fish Hatchery & Aquarium to visit the turtles and warm water fish and amphibian life. Students received a tour and loved being a part of feeding the trout. At the indoor exhibit, they peeked through the glass tanks saying hello to the snakes, salamanders, frogs, and turtles. It all ties in with their science curriculum, and care of their very own class turtles and earth worms provided by the Fish Hatchery each year, which are then released during a spring field trip into the ponds. Until then! ☐

## Chinese New Year

**Goosehill:** Chinese New Year was celebrated with the students who proudly displayed this magnificent dragon created by the Goosehill Art Club. 2018 is the *Year of the Dog*. Culturally, it is celebrated with the ringing of bells, lighting firecrackers, watching traditional lion dances, and gathering for reunion dinners. Houses are cleaned to sweep away bad fortune; red envelopes are stuffed with “lucky money” for children and wishes of good health. This festive tradition was explained first-hand by two parents, Ms. Chung Yan Lan (Newman's mom) in Ms. Cooper's



class, and Mr. Zhang (Cindy's Dad) in Ms. Villa's class. They shared the history of these traditions and even handed out Chinese *Good Luck Knots*. A morning assembly was led in song by music teacher, Ms. Kotzky. Beautiful paintings of bamboo trees with Chinese poems lined the hallways, using the ancient art of Asian Brush Painting taught by art teacher, Ms. McLaughlin. Thank you to all for a wonderful day of celebration. ☐

**100 Days of School** – Students love to celebrate this special day! Starting with a morning assembly of skits, songs and dances, parents were invited to listen to tunes like “A Song in my Heart,” “Skidamarink,” and many more. Following the performance, the students get to show off their projects, where each student chooses an object and creates a project to display the 100 items. Happy 100 day! ☐



## Hold It!, cont'd

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! ☐

**Earth Day** is celebrated in many ways at Goosehill. Students learned about conserving energy, reusing, recycling, and keeping our planet clean. Games were played, poems were recited, and the kids loved digging in the dirt for outdoor flower planting helping to make the school grounds more beautiful this spring. Great job!

**COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT**

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

[www.csh.k12.ny.us](http://www.csh.k12.ny.us)

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***A Splash of Color – Goosehill:** Sometimes all you need is a “splash of color!” These brilliant self-portraits began with a photograph of each student in Ms. Gonzalez-Condell’s class, which were then covered with a layer of clear plastic sheets. Each student traced and added “splashes of color” – the results were extraordinary! The kids loved passing by the hallway and lifting up the sheets to see who is underneath. Fun! □*

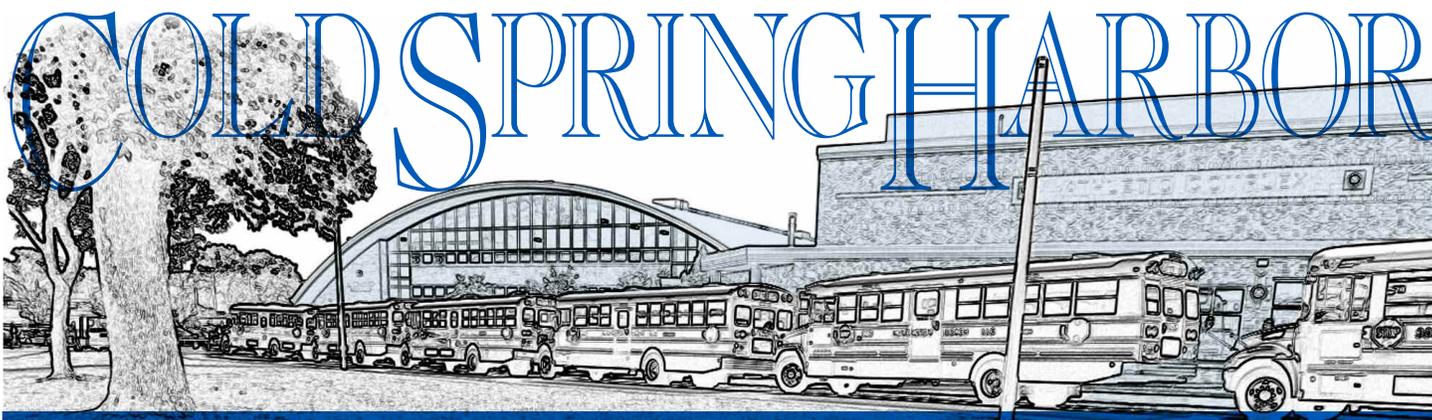


**International Night**

It was an international success the night of March 14th for the second annual “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 tribal dances. Students loved the photo booth and henna tattoos, dance and musical performances, along with a student and staff led rendition of the Greek National Anthem. But 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, Argentinian and Puerto Rican delights, Greek Pastitsio and Baklava, a Japanese sushi station that demonstrated rolling techniques to students, and so much more! 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. □



***Lloyd Harbor School Blanket Drive:** In keeping with this year’s theme “Local Heroes,” the Lloyd Harbor Student Council partnered up with the North Shore Holiday House to organize a blanket drive. Holiday House provides a fun-filled summer camp experience for more than 200 girls each summer right here in Huntington. The generosity of many Lloyd Harbor families helped the Student Council not only meet but exceed its goal. Every camper will have an amazing blanket on her bunk bed this summer! Way to go LHS Local Heroes! (Thank you to student council officers and co-advisors, Ms. Sewell and Ms. LaPollo.)*



## Proposed School Budget 2018-2019



*Dear Community Member,*

*On Tuesday, May 15, you will be asked to vote on the proposed 2018-2019 school budget. The Board of Education and administration worked diligently to formulate this spending plan, which will continue the district's long tradition of excellence in academics, arts, and athletics. Our schools are consistently ranked among the best in the nation, and each year our students are accepted to many of the most competitive colleges and universities.*

*The proposed 2018-2019 school budget continues to expand opportunities for our students, while also balancing the need to remain within the state tax levy cap and limit tax increases for our community. Despite restricted revenue sources and exponentially increasing costs outside the district's control, the budget maintains all programs and initiatives, preserves class size guidelines, and continues our vast co-curricular, athletic, and arts offerings.*

*In addition, together with the Cold Spring Harbor Educational Foundation, funds are included to transform our classrooms into student-centered learning environments, with the latest technology and flexible furniture.*

*School security and safety is and always will be our top priority. For this reason, the proposed capital projects include \$240,000 for security upgrades at our schools. A combined total of \$1,275,000 from the budget and Capital Reserve Fund has been appropriated to complete these and many other projects as we remain committed to keeping the community's facilities safe, secure, and equipped to meet the demands of the next generation. Please remember that voter approval of Proposition 2 – Capital Reserve Fund will not increase taxes.*

*The following pages contain important details about next year's proposed spending plan, so that you may make an informed decision. Further information may be found at our website [www.csh.k12.ny.us](http://www.csh.k12.ny.us), by calling our business office, or at our budget hearing on May 8, 2018. Please remember that your opinion matters and every vote counts!*

*Thank you for your continued support.*

*Respectfully,  
Cold Spring Harbor Board of Education*

**VOTE! Tuesday, May 15, 2018 - Your Vote Counts!**

## Points of Pride

- ★ **US NEWS & WORLD REPORT 2017 Best High Schools ranked** Cold Spring Harbor High School within the top 1% nationally, earning a gold medal. The Best High Schools rankings evaluate data on more than 22,000 public high schools. CSH placed #31 within NY State and #196 nationally.



- ★ **Graduation Rate Data CSH #1 High School in Suffolk County (2017)** from the NY State Education Department: 87% of our students earned a Regents Diploma with Advanced Designation, which indicates college and career readiness, the highest rate in Suffolk County (#1), and tied for the third highest rate on Long Island. CSH also has a graduation rate of 99% in total.
- ★ **National Merit Scholarship Awarded 1 Finalist, 1 Semi-Finalist, 3 Commended status.**
- ★ **Chromebooks for every student:** The 1:1 model of instruction (one device for one student) for all grades 7-12.
- ★ **High School Speech and Debate Team** qualifies each year for the NY State Forensic League Championships, earning a 2017 First Place in “Varsity Oral Interpretation.”
- ★ **SCIENCE – CSH students selected for or participated in the following science programs:**
  - *Simon’s Summer Research Program fellow*
  - *Siemens Competition national semifinalist*
  - *Partners for the Future, CSH Laboratory*
  - *Professor for a Day, CSH Laboratory*
  - *Long Island Science and Engineering Fair*
  - *Long Island Science Congress senior division*
  - *Barcode Long Island, DNA Learning Center*
  - *Women in Technology, BAE Systems*
  - *ExploraVision*
- ★ **ART – CSH enjoyed one or more honors or awards in the following art competitions:**
  - *Embracing Our Differences Contest*
  - *Long Island Art Alliance “Arts Scholar-Artist Award”*
  - *Photographer’s Forum Competition Finalist*
  - *Tulip Festival Winner*
  - *Speak Truth to Power Video Competition Finalist*
  - *Long Island’s Best Young Artists Heckscher Museum*
  - *Long Island Museum “Colors” Exhibition K-12*
- ★ **MUSIC – CSH enjoyed one or more honors or awards in the following music competitions:**
  - *6 All-State Honors Music Ensemble Members*
  - *90 All County Honors Music Ensemble Members*
  - *8 Long Island String Festival Honors Music Ensemble*
  - *2nd Place Excellent Rating Festival Disney*
  - *18 Tri-M Music Honor Society program inductees*



- ★ **Lincoln Center Education:** We are the only Suffolk County school district associated with this unique program. Our elementary school affiliation with this highly respected and world-renowned Institute has benefited our students for over 20 years focusing on works of art, dance, theater, film, and architecture.
- ★ **Creative Learning Labs (CLL):** In the fall of 2017, a CLL was constructed at both Lloyd Harbor and West Side School. This powerful learning environment was designed to support collaboration for independent and project-based study in a flexible furniture seating style built for large or small group spaces with access to computers, whiteboards, private sound-proof booths and tools for both kinesthetic and visual learning.
- ★ **High School Cyberhawks Robotics Program** reached the Quarterfinals in this year’s FIRST Robotics Competition (FRC) Regional event at Hofstra University placing 10th seed out of 44 teams. They also reached the Semifinals in this year’s FIRST Robotics Competition (FRC) Regional event at Hudson Valley placing 8th seed out of 40 teams and won the Industrial Design Award.
- ★ **Coral Reef Project:** A collaboration with *The CSH Educational Foundation*, the Marine Biology course and a partnership with *CSH Laboratory* to research socially responsible solutions to find alternatives for coral farming (aquaculture), which is the ability to grow coral in captivity.
- ★ **DNA Learning Center, CSH Laboratory, CSH Whaling Museum and CSH Fish Hatchery:** CSH School District continues its collaboration with our distinguished neighbors. Various field trips, workshops, science fairs, tours, lectures and experiments are offered K-12 annually.
- ★ **Dr. Wendy Moss** was named NYS School Psychologist of the Year.
- ★ **Dr. Robin Deluca-Acconi** was named NYS Social Worker of the Year.
- ★ **Athletic Achievements**
  - **Scholar Athlete Teams** – All Varsity Teams have qualified for the past 5 years
  - **Boys Lacrosse** – Three-time consecutive NY State Class “C” Champions
  - **2017 National High School Coach of the Year** awarded to Coach Dennis Bonn
  - **2017 Girls Golf** – Nassau County Champion, “All State”, Gold Medal Winner Maccabiah Games in Israel
  - **2017-2018** – 2 Coaches of the Year
  - **2017-2018** – 6 Conference Titles
  - **Field Hockey** – 2 players “All State” 1 selected “Under 18 National Team”
  - **Wrestling** – 4 Nassau County Champions and 1 “All State”
  - **Football** – Undefeated Conference Champions, 1 conference “player-of-the-year”
  - **Girls Track** – 4x400 relay team competed at National Championships
  - **National Letters of Intent** – 6 athletes sign Division I
  - **Division III collegiate level** – 5 athletes selected
  - **Outstanding Athletic Facilities** host to numerous multi-school championship events

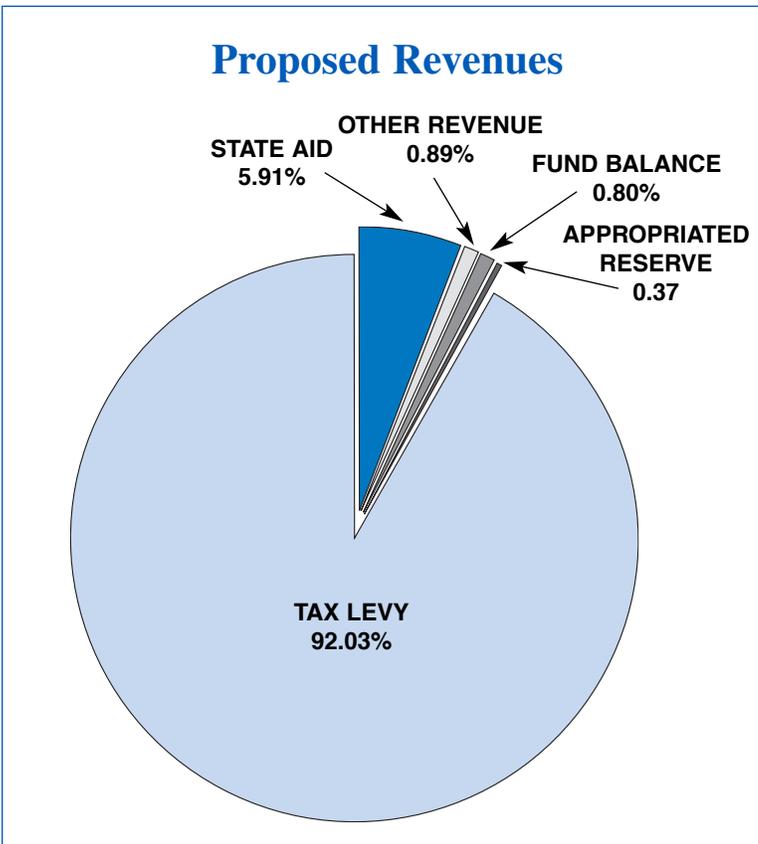
# Budget Highlights

- Remains within the legal limits of the New York State Tax Cap Legislation.
- Maintains all programs and initiatives.
- Preserves current class size guidelines.
- Continues the vast co-curricular, athletic, and arts offerings.
- Adds reading support at the elementary level.
- Expands the Science 21 Program to 2nd grade.
- Provides additional creative learning furniture and technology at all levels to promote collaboration, critical thinking, and research.
- Expands the Science Research Program to prepare students for national science competitions.
- Continues the 1:1 Chromebook initiative for all students at the Jr./Sr. High School as a means of providing students with a technology-based educational experience that will prepare them for success in college and beyond. Achieved through a partnership with the CSH Educational Foundation.
- Introduces the teaming approach for the 8th grade, similar to the 7th grade.
- Includes extensive professional development for teachers, including a robust mentoring program, conferences, and other learning opportunities.
- Continues the partnership with the DNA Learning Center to enrich science experiences for students.
- Provides new digital materials for student use at the Jr./Sr. High School, including online textbooks and resource materials.
- Supports the arts with funds for programming, a partnership with the Huntington Arts Council, and the establishment of an Arts Honor Society.
- Appropriates a combined total of \$1,275,000 between the budget and Capital Reserve Fund to enhance the physical security of the schools and complete other infrastructure construction projects.



# Anticipated Revenues

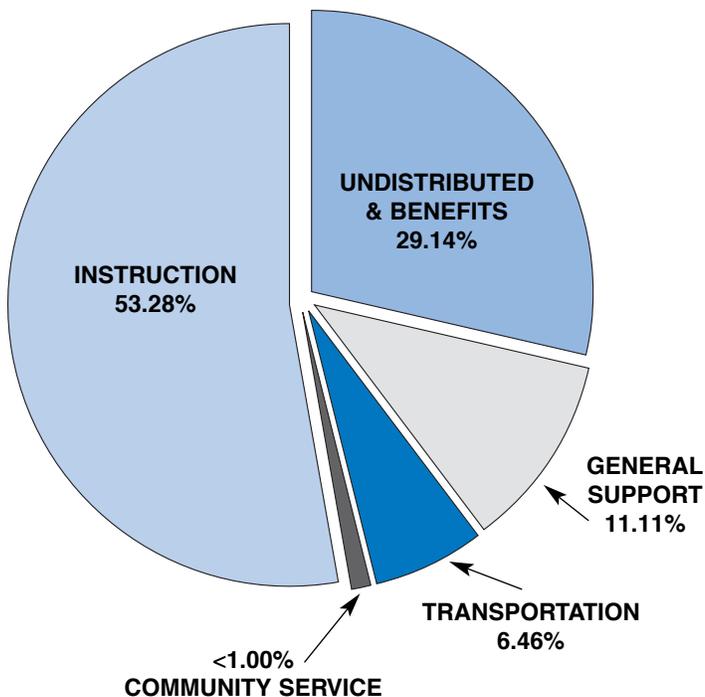
	Budget 2017/18	Budget 2018/19	Change
<b>State Aid</b> . . . . .	\$ 4,134,009	\$ 4,049,983	\$ (84,026)
Includes Foundation aid, building aid, transportation aid, BOCES aid, and instructional materials aid			
<b>Other Revenue</b> . . . . .	600,620	606,418	5,798
Includes revenue from day school tuition, interest and earnings on investments, LIPA PILOT, use of facilities, and other miscellaneous income			
<b>Appropriated Fund Balance</b> . . . . .	550,000	550,000	-
<b>Appropriated Reserve</b> . . . . .	-	250,000	250,000
<b>Real Property Tax Levy</b> . . . . .	<u>61,338,444</u>	<u>63,010,283</u>	<u>1,671,839</u>
<b>Total Revenues</b> . . . . .	\$ 66,623,073	\$ 68,466,684	\$ 1,843,611



# Proposed Expenditures

	Budget 2017/18	Budget 2018/19	Change
<b>General Support</b>			
Board of Education .....	\$ 24,750	\$ 30,730	\$ 5,980
Central Administration .....	333,933	345,003	11,070
Finance .....	889,586	893,167	3,581
Staffing (Legal, Personnel, PR) .....	557,928	582,626	24,698
Central Services (Grounds, Maintenance, etc.) .....	5,110,784	5,245,010	134,226
Insurance, BOCES Administration, School Fees .....	481,518	511,460	29,942
	<u>7,398,499</u>	<u>7,607,996</u>	<u>209,497</u>
<b>Instruction</b>			
Instruction, Administration & Curriculum .....	2,416,038	2,287,648	(128,390)
Teaching .....	27,535,844	27,625,956	\$90,112
Instructional Support .....	1,755,596	1,849,947	94,351
Pupil Personnel Services .....	4,693,730	4,718,508	24,778
	<u>36,401,208</u>	<u>36,482,059</u>	<u>80,851</u>
<b>Transportation</b> .....	4,327,119	4,423,519	96,400
<b>Community Services</b> .....	950	1,000	50
<b>Undistributed Expenses</b>			
Employee Benefits .....	14,379,519	15,789,754	1,410,235
Debt Service .....	3,385,778	3,422,356	36,578
Interfund Transfers .....	730,000	740,000	10,000
	<u>18,495,297</u>	<u>19,952,110</u>	<u>1,456,813</u>
<b>Total Expenditures</b> .....	\$ 66,623,073	\$ 68,466,684	\$ 1,843,611

## Proposed Expenditures



## NYS Tax Levy Cap *Is 2% really 2%?*

The tax cap calculation is dictated by New York State law and has very little to do with an actual 2.00% increase. Cold Spring Harbor's calculated tax cap of 2.73% is higher than 2.00% for these reasons:

- The tax levy limit is increased to accommodate new construction within the district and additions to the tax rolls.
- Local capital funds used to pay outstanding debt and construction projects are excluded from the cap.

## Our Financial Integrity *AAA Bond Rating*

Standard & Poor's has affirmed the "AAA" long-term rating on Cold Spring Harbor Central School District's outstanding general obligation bonds. Attaining a pure AAA bond rating is extremely rare in financial markets, and we remain only one of a limited number of school districts in the entire state to receive this rating. This is a testament to the long range financial planning and vision of our Board of Education, the thoughtful preparation and fiscal prudence of district administration, and the consistent and overwhelming support of our community in passing school budgets. Mr. James Stucchio, Assistant Superintendent of Business, commented, *"This continued extraordinary achievement, is one in which our community should be very proud."*

## School Board Election

There are two (2) vacancies to be filled on the Board of Education. Voting is at large, which means the two candidates with the highest number of votes will be elected. The terms for these positions are three years, starting on July 1, 2018 and ending June 30, 2021. Information about the Board of Education candidates will be provided in a separate district mailing.

## Two Towns, Two Counties *Who Pays What?*

The proposed tax levy associated with the 2018-2019 budget is \$63,010,283 and represents a 2.73% increase over the prior year. The actual tax rates may vary, however, because the school district is located within two towns. The proportionate share paid by the residents of Huntington and Oyster Bay is determined using the assessed value of all taxable properties in each town and the equalization rates assigned to them by the NYS Department of Taxation. Equalization rates are needed because Huntington and Nassau County use different methods to assess property. In addition, Nassau County has four tax rates based upon the category of the property and the proportionate share paid by each class can change.

The school district never receives more than the established levy.



**CAPITAL RESERVE EXPENDITURE VOTE**  
**Questions & Answers**

**Proposition #2 on the Ballot seeks approval to expend \$575,000 from the established Capital Reserve Fund.**

**What is a Capital Reserve Fund?**

A Capital Reserve Fund is an account authorized by the voters to save money to pay for future construction projects, thus avoiding increases to the operating budget and interest costs on borrowing money. In order to expend funds already reserved/saved, the District must obtain voter approval for specifically advertised projects.

**What is the balance of the Capital Reserve Fund?**

The current balance of the Capital Reserve Fund is \$1,549,280 and the proposed expenditure, if approved, would leave \$974,280 remaining. However, this balance may be replenished at the Board's discretion with funds remaining at the end of the fiscal year.

**Will Proposition #2 – Capital Reserve Fund increase my taxes?**

NO! A voter approved Proposition #2 will not increase taxes. The money is already saved in the Capital Reserve Fund account.

**Are projects funded with the Capital Reserve Fund eligible for state building aid?**

Yes, projects funded by the Capital Reserve Fund are still eligible for state building aid. Currently, the state reimburses the District approximately 17.5% of total approved project costs over a 15-year period.

**CAPITAL PROJECTS**

**TOTAL APPROPRIATION: \$1,275,000**  
**(CAPITAL RESERVE FUNDING - \$575,000)**  
**(TRANSFER FROM PROPOSED BUDGET - \$700,000)**

**DISTRICT WIDE**  
**Security Upgrades**

Installation of Door Alarms, Security Locks, Security Cameras, Door Hardening Equipment, and Access Control Doors

**GOOSEHILL PRIMARY SCHOOL**

Toilet Reconstruction

**WESTSIDE ELEMENTARY SCHOOL**

Sidewalk/Curb/Retaining Wall Reconstruction ★ Oil Line Replacement  
Heating, Ventilation, and Air Conditioning Installation ★ Drainage System Repairs/Improvements

**LLOYD HARBOR ELEMENTARY SCHOOL**

Exterior Door Replacement ★ Toilet Reconstruction ★ Steam Line Replacement  
Heating, Ventilation, and Air Conditioning Installation

**COLD SPRING HARBOR JR./SR. HIGH SCHOOL**

Interior Door Replacement ★ PAC Lighting Replacement ★ Drainage System Repairs/Improvements  
Electric Service Upgrade ★ Installation of Gas Piping ★ Installation of an Oil Filtration System

**Contingency Budget**

If the voters reject the proposed budget, a revised budget may be proposed. If the second budget fails, the district would have to, by law, adopt a contingency budget. Under the tax cap legislation, the contingent budget cannot include any increase in the tax levy from the prior year. No increase in the tax levy would, most likely, necessitate reductions in staff, the elimination of some programs, and increased class sizes. Also, the district may not address any of the following: new equipment (including technology hardware), free public use of buildings and grounds, non-essential maintenance, capital expense (except for emergencies) or budgetary support of the school lunch program.

## COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

[www.csh.k12.ny.us](http://www.csh.k12.ny.us)

### BOARD OF EDUCATION

Mark McAteer, President  
Ingrid Wright, Vice President  
Amelia Brogan  
Janice Elkin  
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Superintendent of Schools

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# Cold Spring Harbor School Budget 2018-2019

## Important Dates To Remember

**Budget Hearing**  
Tuesday, May 8, 8 PM

**Voter Registration**  
Wednesday, May 9  
9 AM – 9 PM

(Francis Roberts Community Center)

### School Budget Vote & Board Election

Tuesday, May 15, 2018  
6 AM – 10 PM

Cold Spring Harbor  
Jr./Sr. High School  
(Ralph Whitney Field House)

## Voter Information

### ✓ Eligibility:

- U.S. citizen
- At least 18 years of age
- Resident of the district for more than 30 days

Please note: If you have not voted in a general election or school election in this district in the past four years, you must register to vote.

### ✓ Voter Registration:

Wednesday, May 9, 2018  
9 AM – 9 PM  
Or any business day prior to  
May 9th – 9 AM – 3 PM  
Francis Roberts Community Center,  
75 Goose Hill Road, CSH

### ✓ Absentee Ballots:

In order to vote by absentee ballot, voters must first obtain an application form from the District Clerk at the District Office, Monday through Friday, 9 AM – 3 PM. It is also available on the district web site, [www.csh.k12.ny.us](http://www.csh.k12.ny.us). The completed application must be returned to the District Clerk in order for the absentee ballot to be issued to the voter. Applications must be received at least 7 days before the referendum, if the absentee ballot is to be mailed to the voter, or the day before the referendum, if the absentee ballot is to be hand delivered. The absentee ballot must be completed and returned to the District Clerk by 5 PM on May 15th. Absentee ballots may also be hand delivered to the polling place by 5 PM on May 15th. A person other than the voter may obtain the application for the ballot, however, the ballot may only be picked up by or mailed to the voter. Faxes of the application or ballot are not acceptable.

### ✓ Further Information:

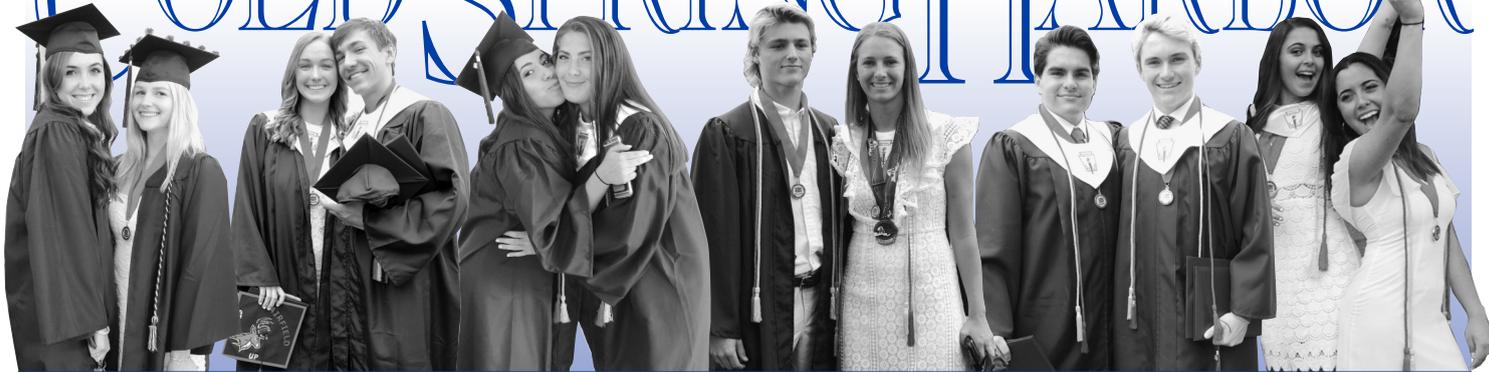
Call Lisa Spahn at 631-367-5907

### ✓ You will be voting on the following:

1. Proposition #1: School Budget Vote
2. Proposition #2: Capital Reserve Fund Expenditure
3. Two positions for 3-Year Terms on the Board of Education, commencing July 1, 2018

**VOTE! Tuesday, May 15, 2018 - Your Vote Counts!**

# COLD SPRING HARBOR



VOLUME 41, NUMBER 5

## A REPORT ON OUR SCHOOLS

SUMMER 2018

### Appointment of Kurt Simon

*New Assistant Superintendent of Curriculum & Instruction*

The Board of Education was pleased to announce the appointment of the new Assistant Superintendent for Curriculum and Instruction, Mr. Kurt Simon. With the retirement of Dr. Lydia Bellino, Mr. Simon shifts gears after being the Principal of West Side for the past seven years. Kurt joined the District as a bright and talented 5th grade teacher in 2003. In 2010, he spent a year as an assistant to the principal where he distinguished himself as a leader and his future in administration was realized by the teachers, administrators and Board of Education. In 2011, he was appointed



as the Principal of West Side School. Since that time, he has established himself as an instructional leader and a valued member of the administrative team.

One of the most notable accomplishments for West Side School under Mr. Simon's leadership is the designation of West Side as a "Blue Ribbon School," an award that was designated by the U.S. Secretary of Education. Board of Education President, Mark McAteer, shared, "Mr. Simon has a collaborative, student-centered, leadership style with a strong instructional vision. We look forward to seeing the

continued growth of our students, teachers and administrators under Mr. Simon's direction and leadership in the years to come." Superintendent, Robert C. Fenter, expressed, "Mr. Simon has distinguished himself, not only as a master teacher and outstanding building leader, but also as a person. His genuine kindness and caring for our students and their learning needs is one of his many wonderful and important qualities that will serve our district well for many years to come." "Mr. Simon earned his Bachelors degree from the University of Maryland, a Master's degree in elementary education from NYU in 2003, and a second Master's degree in educational leadership from NYU in 2007. We all wish you a very warm welcome in your continued career with the CSH family. □

### Retirement of Dr. Helen Browne

How do you put into words a career that has spanned over 42 years in the same district? Superintendent, Robert C. Fenter, shared, "Dr. Browne has provided the school district with many years of dedicated service for which we will be forever grateful." She joined the CSH family in 1975 as a Librarian, and ten years later was appointed Assistant Principal in 1985. Her educational background includes a Bachelor's degree from Fordham, a Certificate in Advanced Study in the area of Education

*"Her longstanding service as the academic backbone of the Jr./Sr. High School will be felt for generations of students to come . . ."*

Administration from Hofstra, a Masters from CW Post, and a Doctorate in Organizational Studies from NY University. If that isn't impressive enough, she also earned a Law degree from Touro Law School in 1997. Board of Education President, Mr. Mark McAteer, shared, "Dr. Browne's 42-year lon-



gitudinal commitment is virtually unheard of in school districts today. The Board of Education is incredibly grateful to her for her unwavering devotion to our school community and the legacy she leaves behind." Health teacher, Mr. Chris Homer, fondly remembers, "Dr. Browne is a person of great integrity. She has dedicated her career to CSH and was filled with pride whenever she spoke of our district. She is the

*(continued on page 2)*

## Appointment of Joey Waters

*New Assistant Principal Jr./Sr. High School*

After an extensive search for a new Assistant Principal, the Board of Education announced at the May meeting that Ms. Joey Waters has been selected to fill that position, joining the building administrative team. Principal, Dr. Jim Bolen, expressed, *“We are thrilled to have Joey on board as the newest member of our building leadership team. Joey will be a valued contributor as we continue with the great work we have been doing to engage our students in a meaningful learning process. I am*



*positive that her classroom contributions and student relationships will help Joey be a very successful Assistant Principal here at the Junior-Senior High School.”* Joey received her undergraduate degree from Boston College, her Masters in English Education from L.I.U. at C.W. Post and her degree in Educational Leadership from Stony Brook University. As a CSH graduate, she knows the history of the community and, as a teacher here for 12 years, has been instrumental in bringing new programs to the district and advancing

*positive that her classroom contributions and student relationships will help Joey be a very successful Assistant Principal here at the Junior-Senior*

district initiatives. Joey said, *“I am thrilled to continue working with the families and educators of Cold Spring Harbor. This new position will allow me to learn and lead alongside fantastic students, parents, staff, and administrators; I am grateful for this opportunity.”* Director of Technology (and longtime former Assistant Principal) Joseph Monastero, shared, *“Good people who care about students and understand the challenges of adolescence are hard to find. In hiring Ms. Waters as an Assistant Principal at the Jr./Sr. High School, we have promoted a leader from within who will support our students.”* The community, administration, staff and students all welcome you, and wish you the best of luck in your new position. □

## Dr. Helen Browne, cont'd

*most recognized member of our school. Her office was always filled with students, parents, or staff members seeking her counsel and support. She is such an important part of so many staff members' success. She is a class act. Her intelligence, wit, and advice will be missed.”* Student, Shaya Tousi, said, *“There has always been one constant at the Jr./Sr. High School. Dr. Browne has been a rock of intelligence, poise, and dignity every day that I have walked through the main doors. She is possibly the one person in the building, teacher or administrator alike, that is respected by every single student who has ever entered or graduated.”* Former Superintendent, Dr. Judith Wilansky noted, *“Dr. Browne has been an esteemed colleague who endeavored tirelessly to make Cold Spring Harbor a learning institution of excellence. Her definition of excellence has encompassed so much more than achievement scores. It has been the daily and rigorous work of challenging teachers, supporting all students and partnering with parents. Her longstanding service as the academic backbone of the Jr/Sr High School will be felt for generations of students to come and I am grateful to have worked alongside such an exemplary educator.”* On behalf of the entire school community, we thank you for your uncompromised dedication, and wish you all the best in your retirement. □

## Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .

### Dr. Jim Bolen

Congratulations to Jr./Sr. High School Principal, Dr. Jim Bolen, for earning his Doctor of Education (Ed.D.) on May 15th from St. John's University in the area of Instructional Leadership. The title of his dissertation was *“Dynamics of an Instructional Support Team (IST) Related to Student Outcomes.”* The study looked at how the group dynamics of an IST could impact the behavioral plans that are created to help students. □



**Julia Kopp Writing and Art Recognitions:** Winner of 4 awards in the *Project Excel Writing Competition*. The contest is anonymous and there were over 750 submissions. Julia won in the following categories: 1st place-short story, 2nd place-essay, 3rd place-short story, 3rd place- poetry. Her art work was also selected by the Center for Social Justice and Human Understanding. The enlarged banner artwork is featured around various Long Island communities. Julia extends her thanks to art teacher, Ms. Cirino, for encouraging her to submit her artwork.

**National Geography Bee Finals:** Molly McHale, (6th grade West Side) was one of only six girls who com-



peted in the *New York State Geo Bee* in Albany this spring, and for two years in a row she nearly made it to the top 10. Amazing! Then, she continued on to join the 54 students who made it to the *National Geo Bee Finals*, of which only four were girls. A reporter called and interviewed Molly for NBC news, covering the gender difference and why so few girls are participants. The gender gap has persisted since the competition started in 1989; of the 29 winners, only two have been girls. The imbalance puzzles teachers, parents and students. Molly said, *“I got interested in geography after I aced a quiz in third grade. It's my favorite subject because it's relevant to the news. If something happens in the world, learning about geography helps me understand why it happened. Like, why a lot of earthquakes happen in California.”* Great job Molly! □

## Appointment of West Side Principal

*Michael Loughren*



At the June meeting, the Board of Education welcomed, Mr. Michael Loughren, as the new Principal of West Side School. Mr. Loughren joins us from the I.S. 349 Middle School in Brooklyn, where he served as Principal starting in 2015. Prior to that, he was a senior School District Improvement Liaison, and an Assistant Principal for Instruction and Curriculum for Rockaway Collegiate High School. He began his career as a Social Studies Teacher starting in 2005, after earning his Bachelors in History from Stony Brook University and two Masters Degrees from Fordham; one in Social Studies and the other in School Building Leadership. Of special note, he has received numerous medals of achievement from the US Army (2001-2004). Mr. Loughren shared, *“I am thrilled to be joining such a wonderful district and look forward to getting to know all the members of the school community. Throughout the process, everyone has been incredibly warm and welcoming; their pride and passion in the traditions of West Side is evident. I hope that I can help to build upon the success of the school while, at the same time, preserving its rich history.”* Superintendent, Robert C. Fenter, expressed, *“Mr. Loughran distinguished himself throughout the interview process as a most caring and thoughtful leader. His commitment to ensure that all of his students receive the attention and support that they need to grow as people and learners established him as the person whom we believe is best to lead the West Side School.”* Welcome to the CSH family, we all look forward to getting to know you! □

## Junior Book Awards

At the June 12th Board of Education meeting, fifteen students were presented with the class of 2018 Junior Book Awards by the Assistant Principal for Counseling, Gregory



Sloan, designated by colleges to Juniors with the highest levels of academic achievement. The honors went to: **Grace Tauckus** (Brown University), **Emily Berlinghof** (College of the Holy Cross), **Harley Weiss** (Cornell University), **Elizabeth Lites** (Hamilton College), **Joseph Massa** (Miami University of Ohio), **Sophia Tablich** (Princeton University), **Madeline Cover** (Rensselaer Polytechnic Institute), **Taylor Kiefer** (St. Lawrence University), **Anna Ruocco** (St. Michaels College), **Michael Davis** (University of Rochester), **Kelly Gallagher** (University of Pennsylvania), **Nicholas Suter** (Yale University), **Caroline Ambriano** (Dartmouth University), **Aina Khan** (Harvard University), **Henry Tsekerides** (Notre Dame University). □



## Tenure Granted

Congratulations to, Marissa Puleo, who was granted Tenure at the recommendation of the Superintendent at the May 8th Board of Education meeting in the Tenure area of Mathematics. Superintendent, Robert C. Fenter, the Board of Education, and Administration offered congratulations with the highest of praise and support. Congratulations Ms. Puleo! □

## Honors . . . Honors . . .



*Annual List of Best High Schools*

**CSH High School ranked 2nd in Long Island.** Six

Long Island public high schools were among the nation’s top 200 in US News & World Report’s annual list, ranking CSH 21st in the state (143rd nationally); first in Suffolk County and second on Long Island. Congratulations to the administration, staff, and students for this amazing recognition. □



## Exemplary Service

**The Exemplary Service Award** was presented to **Fern Chase**, at the June 12th Board of 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, Mark McAteer, thanked Fern for her many years of dedication and service as the Academic Intervention Services (AIS) Coordinator at Lloyd Harbor Elementary. Ms. Chase began her career in 1994 as a Special Education and Reading Teacher. Mr. McAteer shared a response written by Ms. Chase upon her hiring, which stated, *“My greatest strength lies in the commitment I have to the children I teach. I consider myself not only a teacher but an advocate in their education...”* Ms. Chase, you have done just that in your 24-year career here. Thank you, and congratulations on this very distinguished award! □

## Honors . . . Honors . . .



### Athletic Honors

Congratulations to the following senior student Athletic College Commitments. This is quite an achievement and CSH is proud to honor five (5) athletes this spring who earned this recognition. Athletic Director, Michael Bongino, congratulated the student-athletes, along with their coaches, wishing them the best of luck next year!

**Gannon Odierno** – Carleton College (Football), **Caileigh Gulotta** – College of William and Mary (Gymnastics), **Christian Gulotta** – College of William and Mary (Gymnastics), **Mitchell Goldman** – National Letter Intent Signed for Brandeis University (Swimming), and **Jenna Galli** – WPI (Worcester Polytechnic Institute) in Massachusetts. □



### Art Honors

The following students were recognized at the June Board of Education by Art Department Chair, Ms. Christine Oswald:

**Arnaud Lamy** (Second Place Eschooldata Art Competition), **Augustine Maiorino** (Honorable Mention Eschooldata Art Competition), **Katherine Brennan** (Scholastic Arts Award Winner), **Gloria Gang** (Photographer's Forum Competition Finalist), **Sophia Marino** (Tulip Festival Winner), **Martina Simone** (Speak Truth to Power Video Competition Finalist), **Gloria Gang & Payton Odierno** (Long Island's Best Young Artists Heckscher Museum), **Hayden Calabreta & Kathryn Licciardi** (Long Island Museum "Colors" Exhibition Stony Brook), **Isabella Garra** (NY Senator Carl Marcellio contest "What are you thankful for"), and **Katherine Brennan, Julia Kopp and Julianna Sousa** (Embracing Our Differences Contest). Congratulations to all! □

## Science Symposium

On May 30th the High School hosted its first 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, Anthropologist Dr. Lindsay Barone, from CSH Laboratory DNA Center, who spoke about the legacies of Ancient Humans. The student program included such topics as; *Inside a Mouse's Head: What Algorithm Drives Reinforced Learning*, *Effect of the Dunce Mutation in Drosophila on Short Term Memory*, *Regulation of Adenocarcinoma-in-Situ Carcinoma by HTR@B and Estrogen*, and *The Effect of Optogenetic Stimulation of Basolateral Amygdala Terminals*. It certainly was impressive, with many bright futures ahead for these students! □

## Grade 6 STEAMS through Junior High

Sixth graders from West Side and Lloyd Harbor had a chance to visit the Junior High to catch a glimpse of some of the amazing classes they will be taking in the near future. Students visited the Media Arts Lab, and then viewed the solar panel station,



where they learned how the sun's energy is captured and stored into a charging station. Next, Marine Biology Club members led them on a tour where they learned about growing coral and the various symbiotic relationships between aquatic organisms. The Coral project is in its 2nd year and has made progress in the growth of corals; many of which are thriving in the show tank. Teacher Ms. Oshan, shared, "True to real science, there have been some unexpected results!" What a great experience for our 6th graders who were fascinated by all the tank life and marine biology happening and available for them to explore next year. □



## Night of the Living Museum

**Jr./Sr. High School:** On May 31st the Art Department transformed the hallways into a gallery display of artwork, sculpture and video installations, along with drop-in workshops to test one's talents!

Students and parents tried their hands at life drawing, etching with foil, Asian brush painting, linoleum block printing, stippling and more! The night kicked off with the annual Fashion Show, with fashion design challenges that included; *the little black dress*, *Mother Nature*, *MET Ball and Global*. Media Arts Film Makers also delighted the audience with visual experiences of creativity and imagination. Art Department Chair, Ms. Oswald, shared, "Thank you to everyone who participated in the event, the entire District Art Department, the tech team, and the support of the CFA, who made it all possible! □

## Lloyd Harbor



### Little Apple Fun Run:

Thank you to all who participated in this year's Fun Run at Lloyd Harbor School. It was a beautiful day for the school and community. Event coordinators, Diane Guariglia and Lisa Kiefer made it look effortless, but we all know it was not! This tradition continues to be a favorite, and every year all are grateful to watch and of course, run!



### Full STEAM Ahead!

Lloyd Harbor School's fifth graders took bold steps into the future as innovators exploring the theme "Changing the World One Idea at a Time." The students' ideas highlighted problems that people face both globally and locally. "The children really took the theme seriously and investigated challenges faced by people all over the world. Their imagination and determination blew me away!" said Mrs. Wetzel. Some projects examined pollution and climate change while others experimented with renewable resources like wind and solar energy. Some students chose to tackle problems we may face in our own homes and backyards like deterring mosquitos, making healthy food and drink choices, and determining if someone is lying with a home-made lie-detector. Well done!

**Shrek, Jr.** – Theater Arts at Lloyd Harbor School has become a hallmark of the spring season. It is, without a doubt, an event that the entire community embraces. Year after year, the talents of the students amaze us and never disappoint. Every participant, whether on stage or back stage, works collaboratively, acts as problem solvers, and celebrates everyone's unique gifts and talents. Director, Mr. Chris McKee outdid himself once again, on this journey of fairytale characters through the swamp and into the castle. Bravo to all involved – what a show!



## West Side



**Talent Show:** The annual West Side Talent Show was held on May 4th at the High School Performing Arts Center (PAC). Performers from grades 2-6 were cheered on by families and West Side enthusiasts. All were treated to a PTG sponsored "Ice Cream Social" after the event in the cafeteria. Mr. Simon thanked all of the performers, Mrs. Albers and Mrs. Murray who co-chaired this event, and all the PTG volunteers for making it a true success.



**Day in Clay:** As part of the West Side Elementary School Artist in Residence program, students in 5th and 6th grade had the opportunity to observe work of professional artist, sculptor, potter, Mr. Cliff Mendelson. Thanks to the sponsorship of Cultural Arts enrichment, the WSSPTG and art teacher, Andria McLaughlin, this workshop empowered the students with knowledge concerning how Constructivists sculptures are created. Conversation and dialog were encouraged considering how design is an integral part of the creative process. All 5th and 6th grade students built one of a kind hand built ceramic art pieces. Each student created a ceramic mask in the same style and techniques as the Constructivist artists and movement originating in Russia in 1913. Students also inscribed patterns and symbols using the Sgraffito techniques of the past.

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At the June Board of Education meeting, President, Mark McAteer, gratefully accepting a gift of \$179,000 from the CSH Educational Foundation.

This phenomenal sum will be used to expand the Chromebook program, purchase technology and flexible furniture for the high school library/next and math lab. Thank you!



Girls Varsity Lacrosse STATE CHAMPIONS!!!

## Hunting-TONY AWARDS!!!

Congratulations to Augustine Maiorino, who won for Best Male Vocalist for his performance in "Beauty & the Beast." The award of Best Actress in a Play went Shelby Herling for "You Can't Take it With You." And lastly, CSH High School won for Best Scenery in a Musical for "Beauty & the Beast." It was a gala evening at the annual ceremony held at the John Engemann Theater in 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.... ☐

## Goosehill



**Let's Recycle:** Ms. Katz educated her class about the importance of reducing, reusing and recycling in the month of April. She then challenged her students to come up with ideas as part of her "choice board homework" assignment to create a recycling project. So instead of throwing away materials at home, they reused them and designed wind chimes, a puppet theater, telephones, pencil holders, view finders, and even a backpack. Something old into something new...great job!



**Comic Curiosity:** First grade students listened to a read aloud of *The Curious Garden* by Peter Brown, during their Library Media Center visit with Ms. Urso. Students explored how authors find their ideas by seeing things that inspire them in the world. They were first showed a picture of the NYC Highline; an old railway that was repurposed into a park. As Ms. Urso read the story, students looked for details about how the author was inspired by the park. Peter Brown chose to create comic panels in his illustrations. Students then responded to the book by creating a comic about transforming a dull city into a green one. The first graders had so much fun using their imagination to create their own comics!

### Building the Farm:

Students love to read the book series *Mrs. Wishy Washy Farm* in Ms. Gross' class. In fact, the kids love the series so much, they asked if they could build a farm! They decided to use recycled materials collected both at school and at home. Then, they listed all the buildings and animals they would need to make; the barn, house, shed, garage, pond, mud puddle for the pigs, and all the animals. Mrs. Gross shared, "They worked on it for a week, and they are so proud of their creation!"





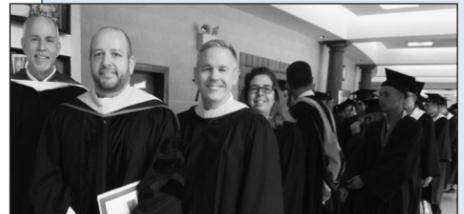
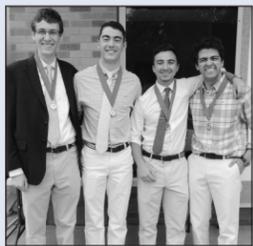
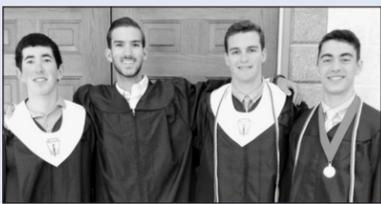
Katherine Zimmon sang the National Anthem. Reflection Speakers; Sophia DeRosa, Allie Homer, Elijah Gordon, Lim Kaley, Nicholas Melillo, Sarah Kopp, and Davey Shammah. Vocalist Trevor Bacchi performed "Pure Imagination"



We did it!!!

# The Graduates of 2018

The 55th commencement was held on June 10th as the graduates marched to the stage for their final farewell. Today marked Dr. Jim Bolen's first graduating class as Principal. He congratulated the class of 2018 on this crowning achievement of their academic careers, as they look forward to their future hopes and dreams. He asked each student to reflect upon legacy, and "What is it like to be a senior?" He thanked them all, for sharing with him what it means to be a Seahawk and demonstrating pride. He concluded, "Your level of respect astounds me!" Following tradition in CSH, there were seven Reflection Speakers this year. Reflection Speaker, Allie Homer, spoke of the 159 graduates, the "stories" they shared as classmates, and preparing for the "next chapter." Liam Kaley encouraged everyone to "Keep your head up...stay happy and positive!" Sophia DeRosa said, "Graduation is not an ending, look around and thank the people beside you...there are so many things we will miss!" Sarah Kopp talked of "turning points" and how CSH is part of our history now, "Our 13 years growing up together has shaped us...and we can always come back home." Davey Shammah shared, "I am ready to face the world with the CSH values instilled in me." Elijah Gordon smiled saying, "This is our day...Seahawks always fly high!" Nicholas Melillo humbly thanked so many great friends and nice teachers. Superintendent, Robert C. Fenter, extended his warmest congratulations to all the students and families, encouraging all to go forward and make an impact. And lastly, Board of Education President, Mark McAteer asked students to remember, "Your story should not be about your career. Be curious, travel, and when confronted with a choice to be right or be kind, always choose kind." Good luck seniors, we wish you all the very best!



The final march...



The caps of their future...

