

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

ANNUAL REPORT

2015-2016



October 18, 2016

Cold Spring Harbor Central School District

Section I. 2015-2016 District Goals Update

- 1. To revise the Annual Professional Performance Review Plan (APPR) to be compliant with the Commissioner's new regulations under Education Law §3012-d effective September 1, 2016.**

Our District APPR committee, chaired by Dr. Lydia Bellino, the Assistant Superintendent for Curriculum and Instruction, collaborated with colleagues throughout the year, beginning in July 2015, to review the new regulations and revise our current plan to be in compliance with Education Law §3012-d.

The new regulations include a system that replaces the three-subcomponents of the system (20% state growth or Student Learning Objectives (SLO); 20% student achievement or growth on locally selected measures; and 60% evidence of teaching practice) with a two-category matrix system that includes student performance and teacher observation. This new system applies to teachers and principals.

Dr. Bellino and Mr. Matt Chartan, the HTA president, presented two comprehensive workshops to the elementary and secondary faculties. The joint faculty meeting at each level outlined the recommendations of our APPR committee, highlighted the requirements and regulations, and sought input from teachers on final decisions and recommendations for the District's new plan.

Recertification meetings were held with all administrators and department chairs responsible for observations. As required, the lead evaluators were certified by the Board of Education. The recertification included a review of the New York State Teaching Standards and an emphasis on knowledge of content and application of the Danielson rubric for observations. The District's Plan maintains the use of the Danielson observation rubric.

The District's revised APPR Plan in compliance with 3012-d was submitted and approved by the Commissioner in July 2016.

2. To build capacity to use assessment data in order to identify *levels of rigor* (i.e. *Webb's Depth of Knowledge*) and the implications for targeted instruction

This goal focused on professional development related to assessment literacy and the development of shared assessment tools. These efforts built on the work we carried out through a fully funded grant in 2014-2015, and continued throughout the school year through multiple collaborations, as further elaborated below.

In the first phase, at the district level, our team of school leaders worked together to discuss the concept of assessment literacy and its relationship to rubrics that indicate levels of rigor in various content areas. As a starting point, it was important to come to a shared understanding of the concept of Depth of Knowledge (DOK) developed through research by Norman L. Webb in the late 1990's. DOK refers to the complexity or depth of understanding required to complete a given task. Applied to all content areas, Webb categorizes tasks from Levels 1 – 4, with 1 at the level of Recall; Levels 2 and 3 requiring more abstract thinking and tasks such as summarizing that require planning and organizing; and Level 4, often involving collaborative project-based tasks.

In our discussions of DOK we examined the released questions from the New York State ELA and Math Assessments. Looking at student data through this lens provided a method for systematically categorizing the types of questions that were most challenging for our students. Together we planned for the next phase at the school level that would involve teachers across the grades, in order to improve student performance on future assessments.

In the next phase, faculty meetings and grade level staff met to develop a shared understanding of the concept of DOK and its relationship to State as well as local benchmark assessments administered through a typical year. (Benchmarks are points of reference and benchmark assessments can be formative to determine level of understanding following a single lesson or they can be interim or summative, assessing knowledge and skills at the conclusion of a unit or series of lessons.) At grade level and faculty meetings, teachers also examined the released questions through the lens of DOK. We further aligned questions from ELA to the ELA learning standards and math subject area questions to math standards. When we engaged in work that centered on this alignment, teachers easily began to identify the implications for instruction. Through the year, when benchmarks were administered in the fall and the winter, the BOCES group provided the data analysis for us that enabled joint Lloyd Harbor School and West Side School grade level meetings to occur. Teachers engaged in rich conversations discussing data from various outlooks

accounting for an instructional perspective, student perspectives, as well as the DOK perspective.

Together, school leaders, as well as teachers, increased our collective institutional knowledge of mapping learning standards and DOK more closely. This enabled us to identify and provide support for our students in approaching rigorous questions or tasks in daily instruction.

The DOK was subsequently shared at a science department meeting, as well as a full faculty meeting of Grades 7 -12, focused on highlighting the importance of cultivating a shared understanding and knowledge across the disciplines to enable all teachers to evaluate rigor across diverse subject areas using shared rubrics.

This goal also involved a series of two-day workshops at our local BOCES site where teachers from other school districts convened to work on common regional assessments in content areas. English teachers, Mrs. Jeanne Glynn, Mrs. Kerriann Konstantinakos, Ms. Joyce Schmieder, and Mr. Josh Bosley attended and gained a greater understanding of the new Common Core English Regents. These teachers shared their learning and insights about the new Regents with their department and school community through meetings with their colleagues. Through this collaboration, the teachers reframed instructional experiences and redesigned specific final exams around this learning. In Social Studies, the Assistant Principal, Mr. Monastero attended these workshops with social studies teacher, Ryan Towers, who also joined teachers from other districts to create a social studies regional assessment. The regional assessments were stored online and shared among teachers and districts working together, and we plan to implement them in future assessments.

At the end of the school year, assessment mapping and redesign of our school-level ELA and math benchmark assessments was planned for the summer 2016.

3. To phase in implementation of the NYS K-12 Social Studies framework adopted by the NYS Board of Regents by:

- **Providing professional development on the C-3 Framework and Inquiry Arc**
- **Having teachers collaborate to select an inquiry unit for each grade level**

The work of the National Council for the Social Studies (NCSS) established a new framework with emphasis on Inquiry and Social Studies practices. These practices parallel the mathematical practices and inquiry with the goal of less emphasis on content and greater emphasis on process.

Prior to this goal, when the Social Studies standards were updated, teachers had started work on a Cold Spring Harbor Scope and Sequence. This goal was designed to continue that work, aligning materials and instruction at each grade level.

In the fall, all teachers were introduced to the C-3 Framework and the Inquiries available on the NYSED engageny website. An important feature of each inquiry is The Inquiry Design Model (IDM). Each inquiry begins with a compelling question to frame the inquiry, followed by associated questions and source materials. The inquiries rely on teacher expertise, and to support that intention, time was provided for teachers to study the inquiries and focus on a single inquiry for this first year of implementation. To further support this implementation, K-8 web-based materials were provided for all teachers.

Our partnership with Teachers College Reading-Writing Project also enhanced this goal and staff development sessions were focused on the integration of particular units in the reading-writing workshop. For example, second grade teachers from Lloyd Harbor and West Side Schools worked for several weeks planning their nonfiction unit of study on American History. They designed lessons with the staff developer and chose leveled books for the content to ensure opportunities for all students to learn, but also comprehend and read independently on the various topics in the unit. The unit of study concluded with the presentation of the *Symbols of America* by all the students. This presentation for their school community and parents is an example of the authenticity of purpose embedded in the new framework.

To further advance this goal, Dr. Bellino with support from principals, Mrs. Massimo and Mr. Simon, and Ferne Chase, AIS Coordinator, presented a workshop focused on best practices for differentiation in the content area of social studies. This workshop

included classroom, special education, and AIS educators. The presentation focused on Webb's DOK in the content area of social studies as well as drawing from the researchers whose work focuses on adapting primary sources for readers.

Professional development conferences provided another resource to accomplish this goal. In the summer 2015, Dr. Bellino and social studies department chair, Mr. Monastero, attended the Annual NYS Social Studies conference in Albany. We also attended the annual Long Island Social Studies conference with social studies teachers from our Junior-Senior High School. The conference, "Social Studies: The Tools for Student Success and Effective Citizenship" included workshops on the new Assessments in European History, AP World History, and a Blueprint for the Projected Grade 10/11 Regents Exams.

During the school year the social studies teachers at the Jr./Sr High School each taught at least one of the Inquiries provided by the State through the engageny.org website. Mr. Monastero shared that the teachers found the Inquiries well developed with plenty of resources and very similar to the College Board Advanced Placement method of teaching history. Although the use of the Inquiry method is not new to the social studies teachers, the Inquiries helped the teachers better understand the direction the State is moving with the Social Studies Common Core curriculum.

In June 2016, at our final Superintendent's Conference Day, elementary principals, Mrs. Herschlein, Mrs. Massimo, Mr. Simon organized teachers from Goosehill, Lloyd Harbor and West Side Schools in grade level groups to continue their work in social studies. All teachers worked with grade-specific copies of the Inquiries and focused on unit and lesson planning for the fall. Teachers selected their Inquiry units and spent the time during the professional development half-day planning together. Inquiry projects and workshop materials have been shared through Google docs and will be available for use through next year as we continue to work in this content area.

Wineburg, S., & Martin, D. (2009). Tampering with history: Adapting primary sources for struggling readers. *Social Education*, 73(2), 212-216

4. To further integrate the use of technology into teaching and learning by:

- **Exploring the feasibility of piloting “one to one” computing for Jr. High School students**
- **Increasing the integration of “digital tools” (Canvas, Google tools, LightSail)**
- **Continued exploration of online and blended learning**

Throughout the year, Dr. Bellino, the Assistant Superintendent for Curriculum and Instruction, worked with staff developers from eSpark, LightSail, and LogicWing. Each vendor provided training and supported collaboration, planning, and organization. In efforts to also build capacity within the District, Dr. Bellino invited teachers to lead staff development meetings and workshops. Margaret Diehl, elementary technology teacher, and Christine Reilly, teacher assistant in the Junior High School Drop-in lab co-taught sessions for their colleagues on Google educational tools. District Library media specialists, Erica Fraiberg, Maryellen DiCioccio, and Chris Conklin also participated in collegial networks that included “field trips” to Google headquarters and schools with innovative programs. Opportunities through this affiliation were opened to our principals who visited Hicksville Middle School where they saw the Makerspace concept in the school’s library.

Conference attendance provided another way to address this goal. Principal, Jay Matuk, Mr. Monastero, and John Contess, Director of Technology, attended several workshops focused on Google educational tools and their application in a blended learning environment.

The annual iNACOL conference offered a full day preconference in Blended and Online Learning that Dr. Bellino and Mr. Monastero attended in November. The study group focused on Blended Learning environments in schools and classrooms with instruction on both the challenges and rewards of this type of innovation. Elementary technology teacher, Margaret Diehl, also attended and joined in workshops focused on integrating technology in elementary classrooms.

LightSail: Professional Development on-site sessions were scheduled in individual classrooms introducing students in Grades 4, 5, and 6 to features of the new version of LightSail. Principals, Valerie Massimo and Kurt Simon created opportunities for teachers in each school allowing time for teachers to work together on the LightSail dashboard reading and interpreting data. Support for students writing annotations in LightSail was also provided.

e-Spark: Professional Development on-site sessions were scheduled in individual classrooms introducing new features of eSpark to students in Grades 1-4. These individual sessions were held in each school and teachers had an opportunity to provide feedback to the staff developer. In classroom sessions, students offered feedback as well.

Webinars with eSpark were also arranged with Kindergarten teachers over several weeks to ensure smooth transition as kindergarten students were working with eSpark for the first time. Teachers worked remotely to set up classes and learn to interpret data from the eSpark dashboard which showed individual and group progress with Quests in eSpark. Kindergartners easily adapted to the app and creating videos to provide feedback and demonstrate their learning. Focus of eSpark continued to be math for the elementary grades.

A visit to the Mineola School District, to the Meadow Drive School and the Hampton Street School was organized for Kindergarten teachers and principal, Mrs. Herschlein. This visit was to observe the use of eSpark and for teachers to network on best practices.

1:1 Committee involvement:

In support for the 1:1 Committee exploring the feasibility of piloting “one to one” computing for Jr. High School students, Dr. Bellino contracted with LogicWing to provide a technology specialist on the committee. Dr. Bellino collaborated with the technology specialist throughout the course of committee meetings and supported the professional development experiences for the teachers in the Jr./Sr. HS as well as the Core group of Grade 7 teachers in June.

The group visited several schools where there were large-scale technology initiatives and it became evident that “one to one” for the students in Junior High School was more than feasible.

The next steps in preparedness included consideration of professional development models for the teachers during the 2016-2017 school year. In the spring, an on-site professional development plan was structured with specific focus on the teachers of students in seventh grade where the initiative would begin. Dr. Bellino met with several technology specialists and contracted through our BOCES network to work with an experienced staff developer who specializes as technology integration.

At the conclusion of the school year, workshops were provided on June 23rd for teachers of students in seventh grade. A focus on ChromeBooks and initial stages of a 1:1 initiative were discussed through many lively video clips and hands-on activities. The following day, June 24th, Superintendent's Conference Day, the entire Junior/Senior High School faculty participated in interactive workshops. The focus was on examining a framework for professional growth as teachers begin to learn and teach in a digital environment where blended learning is the norm. Multiple learning opportunities including Google educational tools and Canvas were scheduled for the summer 2016 led by teachers in the District.

5. To conduct a comprehensive search for a Superintendent of Schools whose vision for leadership will be consistent with the educational philosophy and values of the Cold Spring Harbor school community

The Board of Education, working closely with the leadership of Western Suffolk BOCES, conducted a thorough search for a new Superintendent of Schools that included members of all constituency groups: parents, teachers and administrators. The process resulted in the selection of Robert C. Fenter, who began his time as Superintendent on July 1, 2016.

Section II. The Schools

A. Goosehill Primary – Lynn Herschlein, Principal

The learning environment at Goosehill Primary School was enhanced in a variety of ways this year through the ongoing efforts of dedicated teachers, staff members, and parents.

Enrollment was 208 students, with five sections of kindergarten and five sections of first grade.

CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The teachers engaged in professional study with the support of consultants from the Teachers College Reading and Writing Project and Eastern Suffolk BOCES. They worked collaboratively to design units of study and shared best practices during professional development days and grade level meetings.

Reading and Writing Workshops provide the structure for students' literacy experiences at Goosehill Primary School. Students read and write every day, applying the knowledge and skills they learn during whole class mini-lessons. Teachers engage students in reading and writing for a variety of purposes and audiences across the year. Kindergarten and first graders read and write narratives and poems, as well as informational, persuasive, and procedural texts. Through shared reading and writing, the teachers model the behaviors and skills of proficient readers and writers. Students have daily opportunities to practice those skills during the independent reading and writing portion of the workshop. Teachers group students for instruction based upon the results of individual assessments of their strengths and needs. Progress is monitored through ongoing observation and periodic formal assessments.

Literacy lessons are based on the NYS Common Core Learning Standards, which emphasize reading and listening for key ideas and details, integrating knowledge and ideas, understanding text structures and the writer's craft, producing writing in a variety of genres, learning grammar and vocabulary, and responding to literature. This year, teachers studied methods for developing reading comprehension skills in young readers with the consultants from Teachers College and Eastern Suffolk BOCES, both of whom conducted demonstration lessons in classrooms. Teachers applied the strategies in their own classrooms, effectively focusing on comprehensions skills during the Read Aloud and Shared Reading components of the literacy block. They taught explicit strategies to support deep comprehension of informational texts, and included beginning study skills, such as note taking during the nonfiction units of study. Teachers regularly supported their students' abilities to apply comprehension strategies during individual conferences and guided reading sessions.

Kindergarten teachers continued to use the Wilson Foundations program as their primary phonics/word study program. Assessment data indicates that the program has had a positive effect on students' abilities to decode and encode CVC words. This year, the program was extended into first grade classrooms where explicit instruction in complex phonics patterns and concepts is provided. The Words Their Way program was used in small groups and in learning centers to support students' analytic phonic skills. The use of the two programs is representative of our efforts to differentiate instruction and provide a balanced approach to the development of literacy skills.

Academic Intervention Services (AIS) are provided for students whose performance fall below established benchmarks at checkpoints throughout the year. Students' responses to each intervention are closely monitored and instructional groupings are adjusted in order to target students' needs most efficiently. Group and individual assessments are administered at appropriate intervals, including Foundations program assessments, STAR (computer-based) assessments, Fountas and Pinnell Benchmark Assessments, as well as individualized assessments of discrete skills, such as sight word reading. Kindergarten AIS focuses on the acquisition of phonological and pre-reading skills during the first semester. Kindergarten and first grade AIS supports all aspects of the reading process, with additional emphasis on the writing process for those students whose writing skills also fall below established benchmarks.

Summer Reading was offered to students reading at or below our established benchmarks three days per week throughout the month of July. The principal provided a workshop for parents on ways to support their children's reading skills over the summer. Suggestions for summer reading were included in a summer reading folder. The library-media specialist provided all students with an activity to motivate them to read in a variety of places during the summer months.

Technology was enhanced with the addition of iPads to the kindergarten program. Kindergarten and first grade students use iPads during small group sessions and in learning centers. Using STAR Math Assessment data, applications are added to students' iPads through the eSpark program. Teachers use the eSpark program as a tool for re-teaching and extending student learning or providing opportunities for students to engage in independent practice. Students work in partnerships to create videos to explain what they learn in each "Quest," which are shared with the class. Students use additional computer-based programs during learning centers, including Raz- Kids, Earobics, and Reading A- to-Z to practice and apply their skills. In small groups, the district technology teacher introduced students to basic coding principles this year.

Teachers continued to develop their websites, promoted the use of web-based educational programs, and many began to use electronic sign-up systems when inviting parents for conferences. Kindergarten screening sign-up was also conducted electronically.

Science investigations engage all students in a variety of hands-on experiences. This year all students learned about life cycles, habitats, adaptations, and environmental science through our partnership with the CSH Fish Hatchery, which included a number of field trips to the hatchery. The Kindergarten Life Cycles program focused on the life cycle of earthworms, while the first grade program focused on the life cycle of turtles. Both earthworms and turtles were “raised” in the science room and released to their natural habitats in the spring.

The science program also included inquiry-based investigations involving the Five Senses, Magnets, Forces and Motion, and Health units. Students engaged in the science practices, such as asking questions, carrying out investigations, making observations, and recording data.

In **Social Studies**, students learn about their place in the world by studying their own families, and learning about the families of their peers. This year, a school-wide theme of diversity supported and made connections between all five of the social studies units. There was also an emphasis on geography and civic ideals and practices, including rules and laws, traditions and holidays. All teachers, including special area teachers contributed to students’ learning in social studies by creating interdisciplinary units.

Teachers studied the NYS Social Studies Framework, including the social studies practices and inquiry-based units. Guided reading and Big Books were purchased for the Book Room to support the concepts and content included in each unit.

SCHOOL IMPROVEMENT TEAM

The School Improvement Team (SIT) established a school-wide focus on **Diversity** - celebrating and honoring differences among people. The purpose was to promote empathy and respect to help support our efforts to prevent future bullying behavior. We engaged in a variety of school-wide activities in order to teach students about diversity and to promote respect for differences in culture, skin color, religion, abilities, etc. Morning announcements were composed and read by first grade students each day. Announcements included facts, quotes, poems, stories, and songs about differences in physical appearance, language, religious practices, holidays, disabilities, and people who have faced challenges due to their differences. Five children’s books were read to every class and served as anchor texts for discussions. Collaborative response projects were created and shared at Spirit Day assemblies and displayed in our hallways. First grade students participated in activities presented by the Long Island Children’s Museum to introduce them to the experiences of persons living with visual, hearing, neurological, and physical impairments. They read

Braille, learned sign language, and used a wheelchair. “Mix-it-up lunch periods” encouraged children to have lunch with peers from different classes to promote positive social interactions.

Two culminating events were planned and implemented in the spring. **Diversity Day** included eight workshops presented by members of the community. Workshops included 1) high school students talking with the children about taking pride in one’s individuality, 2) a visually-impaired member of the Guide Dog Foundation sharing her experience and teaching the students about her guide dog, 3) a parent sharing her Polish culture, 4) a teacher aide teaching Latin Dance, 5) a community member offering Tae Kwon Do and teaching about its history and purpose, 6) multicultural games, 7) music and 8) art. Plantain chips were served for snack.

To connect with the diversity theme, **Field Day was modeled after the Olympics**. Students researched various countries of the world during their library classes and created flags and tee shirts representative of their countries. They learned about the cultures and compared and contrasted them to their own. The themes of respect for differences and the celebration of all cultures were emphasized throughout the day.

SOCIAL-EMOTIONAL LEARNING

The RULER Approach is the core of the social-emotional learning program at Goosehill Primary School. All students participate in the creation of school and classroom charters and learn about the tools of the program during classroom lessons and school-wide assemblies. Parent workshops are provided to assist parents in using the tools and the language of the program at home.

The principal facilitated three Parent Book Clubs this year to support parents’ efforts to help their children develop social-emotional skills.

To promote student engagement and increase positive social interactions among students beyond the classroom, before-school “Clubs” were introduced to the first grade students. Students participated in a club of their choice offered by either the social worker, principal, physical education, music, or art teacher. Club choices included basketball, music performance, arts and crafts, leadership, or chess and were offered for three 6-week sessions during the school year. A great majority of the students participated in at least one club.

HOME-SCHOOL CONNECTION

The teachers and principal communicate regularly with the parent community. In addition to individual and class communications, the classroom teachers presented a workshop for parents on Common Core concepts and mathematical tools. Special area teachers presented at GPFA meetings to highlight their programs. The principal offered five parent workshops

on topics such as reading, writing, homework help, and social skills. The Weekly Notes continued to focus on parenting topics and ways to support children's developing skills at home.

The GPFA supports our school and promotes parental involvement in a variety of ways. GPFA Committees held and supported evening events, including the Welcome Back to School Picnic, Family Fun Nights, Kindergarten and First Grade Dances, and Kindergarten Parent Orientation. They conducted fundraisers and made donations to enhance the school playground. A new basketball court was installed in the spring and two Buddy Benches were added to the playground, thanks to their ongoing efforts. The Cultural Arts Committee and GPFA sponsored two author visits, a multicultural dance program, and a visual arts program. Parents continued to serve as volunteers in our Lunch and Recess Program and provided support for all classroom and school events.

The Elementary Schools:

B. West Side School – Kurt Simon, Principal

At the close of the 2015-2016 school year, West Side School's enrollment was 240 students. Grades two, three, four, and six had two sections and grade five had three sections. This year, we continued teaming in grades five and six in the areas of reading, math, science, and social studies. Writing was added to the team this year as we moved to a five-way switch. For the first time this year, students in sixth grade and their teachers had the opportunity to loop. In the fall they hit the ground running as students came in with a clear understanding of their teachers' vision for the grade level and teachers had a strong understanding of their learners' ability levels having worked with them the previous school year. In the spring, two teaming workshops were held for parents of our current fourth graders to help them prepare for the transition. Students also ran workshops through our H.E.R.O. Project for their peers. Fourth graders were able to ask questions and our oldest students reassured them that the transition would be seamless. Throughout the school 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.

During the year, teachers continued to participate in a number of professional development opportunities including the Teachers College Reading and Writing Project and Assessment Literacy.

CURRICULUM & INSTRUCTION

Highlights on Literacy

Our affiliation with Teachers College Reading and Writing Project continued this year throughout the grades. During the summer months, teachers collaborated to explore the new TC Reading Units of Study. During this time curriculum calendars were solidified, and reading and writing units were aligned to compliment and reinforce concepts taught. In September, teachers had a clear roadmap to guide their literacy instruction. Staff developers from Teachers College met with teachers at scheduled points throughout the year to provide a layer of support and guidance in the teaching of reading. Lessons were modeled within the context of the classroom, and debriefing time was allotted for teachers to ask questions and gather clarification.

The reading calendar topics covered a wide range of topics. In fourth grade, teachers created historical fiction book clubs and established cross curricular connections. Sixth graders completed units of study on fantasy and social issues, while second graders became "experts" reading informational text. Teachers also attended workshops offered by Teachers College in order to further their knowledge of the teaching of reading and writing.

Last year the district piloted the digital literacy project called LightSail. The central goal of this program is to promote and monitor a student's independent reading life. This year, with the support of the Board of Education and additional funding from the Educational Foundation, the district was able to expand LightSail to grades four and five as well. Professional development was afforded to teachers during the summer and at specific points throughout the year.

The Little Shelter Program completed its fifth year at West Side School. Students not only benefited from the opportunity to have a positive literacy experience, but a warm and welcoming canine social interaction with Jinksy, the Yorkie. It continues to be a well-received and worthwhile endeavor!

As part of our summer reading endeavor "*Be an Expert*," students were asked to select a topic of interest and read at least two books relating to that topic. During our Summer Reading Celebration in September, teachers and students collaborated to share their studied expertise. 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 booklists were just a few of the supplemental resources included in students' Summer Reading folders.

In addition to our school-wide summer reading initiative, pre-selected students in kindergarten through grade three who received support services in reading during the school year were once again invited to attend the "Summer Reading Program." Students met at West Side School for seventy-five minute sessions, three time a week, during the month of July. Literacy skills were reinforced, all the while promoting the enjoyment of reading a good book!

HIGHLIGHTS ON FINE AND PERFORMING ARTS

West Side School Musical

West Side fifth and sixth graders auditioned for the school musical in September which, after three months of rehearsals, was followed by two dazzling performances of *The Lion King* in December at the Performing Arts Center. On the day before the first show, the entire cast performed the opening number for West Side's faculty and students at our morning assembly which has become a tradition to highlight their efforts in front of their peers. This event continues to inspire many community members who come out and support these young actors and actresses. Thanks to the West Side School Theater Association (WSSTA), in collaboration with our director and accompanist, the team continues to find inspiring ways to challenge these fifth and sixth graders. They are thoughtful of our students' time and push them to explore new ways to appreciate the opportunity to perform in the PAC.

Performing Music

The instrumental music program had many school and community performances for the year 2015-2016. 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. Our band, jazz band and orchestra also performed at Atria Assisted Living in Plainview in the spring. In addition, they performed at district art shows and Board of Education meetings. We look forward to many more performance opportunities next school year.

NYSSMA

This year over 40 students participated in the annual NYSSMA Festivals held at Jericho High School and Oyster Bay High School. West Side string students also participated in the annual LISFA festival held at Uniondale High School. We had 10 students earn All-County honors.

Next Steps

Next year we will continue to provide students the opportunity to perform for their peers and the community by maintaining the rigor and support they will need to succeed. We are looking forward to a year filled with music for our vocal and instrumental students.

Elementary Art

The goal of the art department this year was to encourage young artists to realize their own potential, appreciate the arts and create interesting and conceptual works of their own.

This year, the elementary art teachers submerged students in various educational experiences such as authentic learning activities, critical thinking activities, and cultural explorations with a variety of learning strategies. We also invited students to explore their worlds through observation, imagination and hands-on involvement. The students learned to create and express original ideas as they developed their skills and techniques by exposing them to a variety of tools and media. This exposure helps students develop awareness for aesthetics, appreciate creative and conceptual perspectives, and demonstrate new techniques. The department strived to give students the experience necessary to become well-rounded artists.

West Side School's Annual Art Show was presented on Field Day. Artwork was displayed throughout the halls while families cheered their children on. These opportunities for students to display their portfolios of work culminated from a year of skill, creativity and experiences. Students participated in the EdTech Fair where they demonstrated their skills using Blokify, a 3D building program. The output is a 3D model printed on a Makerbot 3D printer. West Side's fifth grade took a field trip to the New York Botanical Garden where

students explored the work and the famous gardens of Mexican artist, Frida Kahlo. Students were given an opportunity to participate in hands-on activities and learned about Frida's hardship as well as her political, cultural and social experiences and her passion for painting.

Elementary artwork was on display in February at the Cold Spring Harbor Public Library. This was an opportunity for selected students to see their work in a professional forum. The student exhibit included a collection of work from K-6 that remained on display for one month. One fifth grade student won Best in Grade at the Heckscher Museum's annual Tulip Festival.

Both West Side and Lloyd Harbor schools took part in clay projects with Cliff Mendelson, an artist in residency called A Day in Clay. The schools also participated in a face painting/storytelling event with Christopher Agostino called Story Faces.

The Visual Art experiences on the elementary level were both challenging and age appropriate and followed all of the New York State 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.

PROFESSIONAL DEVELOPMENT

Assessment Literacy and Teachers College Reading and Writing Project

This fall the Board of Education adopted assessment literacy as one of its district goals. The focus of which was, *"to build capacity to use assessment data in order to identify levels of rigor (i.e. Webb's Depth of Knowledge) and the implication for targeted instruction."* To that end, the elementary assessment calendar, distributed at the start of the school year, once again provided a unified framework for the administration of literacy assessments across the elementary schools. This year specific attention was given to the January ELA Benchmarks in grades three through six. In grades three and four custom scantrons were created to correlate with the district-created benchmarks. In grades five and six, regional benchmarks, developed through a grant from Western Suffolk BOCES, were administered. Both the district-created and regional assessments were mapped not only to the standards, but according to Webb's Depth of Knowledge (DOK) levels. This enabled teachers and staff to have access to more in depth student, classroom and district reports than in previous years. Additionally, BOCES representatives worked with teachers to facilitate interpretation of the data, deciphering the how and why of the testing results. Discussions centered on such topics as Bloom's Taxonomy, DOK and rigor. Teachers worked collaboratively to develop activities and/or lessons based upon issues that were revealed in the analysis of these test results. Second grade teachers were able to have their Spring ELA Benchmarks scored in a similar manner. Information learned from these benchmarks were then passed along to their third grade colleagues to have in the fall.

This year, we shifted our TC professional development sessions to examine on our reading units of study. Five times throughout the school year, a staff developer from teachers college visited each of our elementary schools to help plan units, tweak lessons, and provide real-time feedback to our teachers. They modeled lessons and focused on specific teaching points to raise the rigor in the classroom. In addition, depending on the needs of each grade level, the sessions focused on topics such as close reading, building stamina, the importance of interactive read aloud, and getting the most out of book club members. It was a collaborative effort that involved our grade level teachers, special education teachers, and our reading department. This reflective process gave teachers at West Side and Lloyd Harbor the opportunity to analyze their teaching styles and practices in an effort to provide their students with the best possible instruction. In addition, both elementary schools sent representatives from the fourth grade to participate in a number of TC-sponsored workshops at local elementary schools during the year. Teachers returned motivated to share their new knowledge from days spent in the classroom with students as they honed in on their teaching of reading and even presented this work to the Board of Education.

CULTURE

Growth Mindset

Our major goal this year was on educating our students, the community and ourselves on the value of grit and growth mindset. This work stems from Dr. Carole Deck's work at Stanford University. Over the summer staff members read her book, *Mindset*, and found ways to infuse it into our culture and our classrooms. It was the topic of the Back-to-School Night presentation for all of our parents as well as the graduation speech for our sixth graders and their family members. We initiated Growth Mindset Awareness during the months of February and March whereby students earned tickets for displaying a growth mindset during the school day. By showing grit, determination, or perseverance, students received positive reinforcement from staff members. Furthermore, our sixth graders tracked the number of growth mindset tickets earned on the bulletin board outside the main office. Students were able to watch this line graph grow over time and then were able to compare the number of tickets earned in February versus those earned in March.

Growth mindset took off quickly and became very visible throughout the school building. Teachers displayed messages in their classrooms that encouraged students to push themselves and to have a positive attitude. Some of the messages included not to give up and to use some of the strategies they learned. Others included questioning if the work completed is really their best. By the end of the year, teachers shared stories of students who would rally when a growth mindset message was pointed out. There were also tales of students encouraging one another to have a growth mindset, instead of a fixed one. Parents and community members were extremely supportive and often shared different articles or

books to support our goal. This summer, our staff members are reading *Grit: The Power of Passion and Perseverance* by Angela Duckworth in an effort to continue growing as educators with a focus on growth mindset.

Board of Education Presentation on Growth Mindset

In the winter, four of our sixth graders presented with Ms. DeRosa, our fifth and sixth grade science teacher, on their work with growth and fixed mindsets. The presentation highlighted the research our students conducted on “famous failures.” In science, students focused on the obstacles people overcame on their way to becoming highly successful. In addition, with the support of their teacher, they discussed their knowledge and understanding of neuroplasticity. They also took the time to educate the community on the research of growth mindset and that of a fixed one.

Student Council

Student Council accomplished so much this year! They began with their annual Halloween Costume Drive which they donated to needy families. Students also sold Thanksgiving breads and pies and raised money for the Make-A-Wish Foundation. In addition, they also raised money for the Holiday House by asking students to color and send in winter pictures with a donation. One of the students' favorite ideas was the Faculty/Staff Baby Photo Contest for The Little Shelter. Our learners enjoyed guessing which faculty member they were seeing in each photo. In order to guess, the students had to bring in a pet supply for The Little Shelter. Student Council also held a used book sale for Saint Jude. Students donated lightly used books for the sale. Many students said it was the best book sale they have ever participated in, because the books were only a dollar each and the money went to a good cause. They also organized a drive of supplies for a local senior care facility. The four senior staff members went to deliver the supplies personally along with band and orchestra members. This was a very special trip. However, Student Council felt their greatest accomplishment this year was our March Madness tournament in honor of our dear friend and colleague, Mrs. Hedi Astor. Student Council raised over \$2,800 for the Amyloidosis Foundation. The students did an excellent job of drumming up support for this along with our Physical Education teacher. We had an amazing group of Student Council members and a very dedicated senior staff and we are so pleased with how they contributed to making our school and community a better place.

COMMUNITY AND COLLABORATION

Camp Coleman

For the fourth year in a row, sixth graders from West Side and Lloyd Harbor celebrated their elementary years with a trip to Coleman Country Day Camp. The weather was perfect for this outdoor event! Students participated in activities including rowing, soccer, kickball, and

the climbing of a giant rock wall. They were treated to a wonderful barbecue lunch and an ice cream party at the end of the day. This is certainly becoming a CSH Elementary School tradition.

Trip to Cold Spring Harbor Labs

West Side School fifth graders had an incredibly unique experience this year. The Cold Spring Harbor Laboratory opened its doors for our young scientists to gain a true understanding of some of their research. Students participated in a number of stations in various laboratories that ranged from bio fuels to the brain and even cancer research. One of the many highlights of the day was the opportunity to meet Dr. James Watson, winner of the Nobel Prize in 1962 for the discovery of the structure of DNA. Students learned the history of the Laboratory and how science helps people and our environment by solving complicated problems. This opportunity was made possible because of the collaboration between our science department and parents who are currently scientists at the labs.

School Improvement Team

This year, the West Side School Improvement Team set one major goal: to design a New Family website. Over the course of the fall and winter months team members collaborated on what would make a successful website and made decisions on what we thought new community members would want to know about our school. With incoming families attending a New Family Orientation at the end of August, we wanted to create a website for their perusal over the summer, but also to have as a reference point during their first year. The team also took into account that some families move into the district mid-year and are need of vital school information.

The website is categorized into areas such as Student Information, Student Life, Programs and Events, Field Trips, PTG, and School Calendar. New parents and prospective students can find pictures of our learners in action and can also listen to student testimonials of their experiences during events such as International Day in third grade and Ellis Island day in fourth grade.

This opportunity was the perfect goal for a team comprised of parents and teachers. Insight was needed from all angles and in the end allowed us to complete a task that would support our newest community members for years to come.

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

As of June 23, 2016 there were 400 students enrolled at LHS. We had three classes in grades 2 and 3, four classes in grades 4 - 6. “Encore” classes included Science, Art, General and Instrumental Music, Computers, Library, Physical Education, Spanish (FLES).

In the following pages you will read about this year’s highlights in the areas of Curriculum and Instruction, Fine and Performing Arts, Student Council, Social and Emotional Learning and other building level initiatives.

PROFESSIONAL DEVELOPMENT

Assessment Literacy and Teachers College Reading and Writing Project

This fall the Board of Education adopted **assessment literacy** as one of its district goals. The focus of which was, *“to build capacity to use assessment data in order to identify levels of rigor (i.e. Webb’s Depth of Knowledge) and the implication for targeted instruction.”* To that end, the elementary assessment calendar, distributed at the start of the school year, once again provided a unified framework for the administration of literacy assessments across the elementary schools. This year specific attention was given to the January ELA Benchmarks in grades three through six. In grades three and four custom scantrons were created to correlate with the district-created benchmarks. In grades five and six, regional benchmarks, developed through a grant from Western Suffolk BOCES, were administered. Both the district-created and regional assessments were mapped not only to the standards, but according to Webb’s Depth of Knowledge (DOK) levels. This enabled teachers and staff to have access to more in depth student, classroom and district reports than in previous years. Additionally, BOCES representatives worked with teachers to facilitate interpretation of the data, deciphering the how and why of the testing results. Discussions centered on such topics as Bloom’s Taxonomy, DOK and rigor. Teachers worked collaboratively to develop activities and/or lessons based upon issues that were revealed in the analysis of these test results. Second grade teachers were able to have their Spring ELA Benchmarks scored in a similar manner. Information learned from these benchmarks were then passed along to their third grade colleagues to have in the fall.

This year, we shifted our **TC professional development** sessions to focus on our reading units of study. Five times throughout the school year, a staff developer from teachers college visited each of our elementary schools to help plan units, tweak lessons, and provide real-time feedback to our teachers. They modeled lessons and focused on specific teaching points to raise the rigor in the classroom. In addition, depending on the needs of each grade level, the sessions focused on topics such as close reading, building stamina, the importance of interactive read aloud, and getting the most out of book club members. It was a collaborative

effort that involved our grade level teachers, special education teachers, and our reading department. This reflective process gave teachers at West Side and Lloyd Harbor the opportunity to analyze their teaching styles and practices in an effort to provide their students with the best possible instruction. In addition, both elementary schools sent representatives from the fourth grade to participate in a number of TC-sponsored workshops at local elementary schools during the year. Teachers returned motivated to share their new knowledge from days spent in the classroom with students as they honed in on their teaching of reading and even presented this work to the Board of Education.

CURRICULUM & INSTRUCTION

HIGHLIGHTS ON LITERACY

Last year the district piloted the digital literacy project called **LightSail**. The central goal of this program is to promote and monitor a student's independent reading life. This year, with the support of the Board of Education and additional funding from the Educational Foundation, the district was able to expand LightSail to grades four and five. Professional development was afforded to teachers during the summer and at specific points throughout the year.

The **Little Shelter Reading Program** completed its sixth year at Lloyd Harbor School. Students not only benefited from the opportunity to have a positive literacy experience, but a warm and welcoming canine social interaction as well. It continues to be a well-received and worthwhile endeavor.

As part of our "**Summer Connections Program**", students were asked to read books selected by teachers at their grade level revolving around the theme of *acceptance*, not only of each other but most importantly of ourselves. Each staff member will be reading Lisa Graff's novel *Fish in a Tree*, which has as its central message recognizing individuals for who they are. This theme connects to our SEL work as well. Grade level book recommendations, interactive reading websites, online booklists and reading app suggestions were just a few of the supplemental resources that went home with the students in their Summer Connections folder. When students return in the fall, they will participate in an activity centered around the book they had read.

In addition to our school-wide summer reading initiative, students in kindergarten through grade three who receive support services in reading during the school year were once again invited to attend the "**Summer Reading Program**". Students will meet at West Side School for seventy-five minute sessions, three time a week, during the month of July. Literacy skills will be reinforced, all the while promoting the enjoyment of reading a good book!

During the month of January, we hosted our annual **Spelling Bee**. The classroom winners competed for a spot in the Long Island Regional Spelling Bee. The audience was wowed by all of the competitors' composure and poise under pressure.

HIGHLIGHTS ON CORE CLASSES

GRADE 2

The Second Grade had a lot of fun learning experiences this year. Trips corresponded with various social studies units and lessons: Schmidt Farm, The Whaling Museum and The Engelmann Theater in Northport to see Flat Stanley. The projects done as a grade level supported the social studies as well as the reading curriculum for second grade. For the American Hero Research project, the students were able to research an important American Hero from history. They made a poster to highlight what was learned. They also did a Flat Stanley project. After reading the book and seeing the play, the students sent the "Flat selves" to a family member or friend. The "Flat people" came back to the school and we were able to see where in the world they all went. It tied in with geography and community. Lastly, the second grade worked on Symbols of America. After learning about the different symbols, they put on a show with West Side as the culminating project.

GRADE 3

In the fall, the students had a presentation in the Little Theatre with author David Adler who discussed the writing process with them. All of our third graders were thrilled to begin learning cursive handwriting, and they worked hard to master their multiplication facts. In May, the children visited the Long Island Children's Museum to extend their knowledge about map-making. The third graders were also excited to display their different talents at the Third Grade Talent Show. The three classes celebrated the end of the school year at the annual Third Grade Luau.

GRADE 4

As part of the updated NYS fourth grade social studies curriculum, the fourth graders used Google Slides to develop research projects about Westward Expansion and Immigration. Students worked in partnerships or small groups learning about various subtopics within the two units. The partnerships or small groups presented their Google Slides projects to classmates. The research collaboration among the students and their growth as independent learners was amazing.

GRADE 5

The fifth grade once again worked closely with the Dolan DNA Learning Center to supplement our science curriculum regarding cell biology and the structure of DNA. Their work culminated with a trip to the newly updated Dolan DNA Learning Center. This was

especially exciting because their new exhibit also tied into our Social Studies curriculum about indigenous people of the Americas. Other field trips included Museum of Natural History and The NY Hall of Science. They also participated in the WNBA's NY Liberty School Day where the grade level traveled to MSG, enjoyed a game, and learned about overcoming the challenges of being bullied. They worked to empower our students' learning by initiating the Genius Hour in our classrooms. Students researched, studied, and shared topics they found interesting, special or important to them. This was a great lesson for them in what they can accomplish through their own motivation to learn. They also used some of this research time to learn about other parts of the world to see how other countries are working to save Earth. Finished projects were displayed during the week of Earth Day. Fifth graders also participated in a science fair where they presented what they learned (experimental results or products engineered) through either the Buncee or Glogster websites. The last project they worked on as a grade level was to design and sew teddy bears for children in the hospital. It was a really special way to end the year!

GRADE 6

Sixth grade students began the year by participating in a cultural arts performance of the "Bullying Project" where they learned about the importance of accepting our differences. 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 also were involved in a close partnership with the North Shore Land Alliance, where an educator came to our school for a number of weeks to teach students about the importance of land and water preservation. In the spring, students watched a performance of "My Heart in a Suitcase". This performance helped students understand the impact the Holocaust on society. In the spring, students visited the Cradle of Aviation to learn about the history of aerospace. Finally, the year ended with a joint LHS/WSS trip to Camp Coleman where students participated in a variety of activities such as soccer, volleyball, rock climbing and gaga.

HIGHLIGHTS ON THE ENCORES

HEALTH

The names of the two programs we use in elementary Health class say it all.... *The Great Body Shop* and *The Too Good for Drugs* programs. Both help instill in each student that he/she has a Great Body and it certainly is Too Good for Drugs!!

Students learn how their "great body" works and how to choose healthful behaviors that will keep them well. They understand that their "great body" is Physical, Social and Emotional and it needs to be cared for and protected. Through skill based activities, students practice making healthy decisions and setting goals. Topics include friendship, effective

communication, managing and expressing emotions, peer refusal strategies, making smart choices and healthy ways to cope with the many stressors in our lives.

The skills were practiced in role plays and skits that allowed every child to participate. Discussions and health related games allowed students to ask questions as well as to reinforce and clarify their understandings of various Health related topics.

Students loved learning about their bodies, about growing up, and about how to take care of themselves. Most importantly, they enjoyed learning how to make healthy choices!

PHYSICAL EDUCATION

The Physical Education department invited Mr. Don Saladino for a week with our students in a program we called "Train Like A Superhero". Mr. Saladino is a personal trainer to some of the biggest names in Hollywood (and also a Lloyd Harbor parent)! Each physical education class participated in a rigorous workout and was given tips and advice on healthy eating and living habits. Mr. Saladino also gave a presentation on how he trained "superhero" actors, such as Scarlett Johansen, Liev Schreiber and Hugh Jackman from the movie X Men. Students and staff are looking forward to next school year's visit!

MUSICAL THEATRE

Under the direction of Mr. Christopher McKee, our sixth grade students performed in the musical MARY POPPINS. The cast and a stage crew consisted of approximately 70 sixth graders. They performed four shows (two during the day for students and staff and two in the evening for parents). The performances were recorded using the LHTV system, and students were able to gain a real backstage performance experience having the live show streamed onto the Smartboards in the dressing rooms. This year's production also included a MARY POPPINS Overture, performed by select members of the LHS 5th and 6th grade band under the direction of Mr. Gary Meyer. Congratulations to Mr. McKee and our cast and crew for a job well done.

Later in the spring, fifth graders performed FAME JR. under the direction of Ms. Rebecca Engesser. There was an overwhelming amount of participation both on and off the stage. Over 50 Fifth grade students were involved in this production. They performed four shows (two during the day for students and staff and two in the evening for parents). The performances were recorded using the LHTV system, and students were again able to gain a real backstage performance experience having the live show streamed onto the Smartboards in the dressing rooms. We are so pleased that this has become as popular as the sixth grade productions.

PERFORMING MUSIC

The instrumental music program had many school and community performances for the year 2015-2016. Students at Lloyd Harbor sang and played in Winter and Spring Concerts as well as grade level celebrations such as second grade symbols of America and fourth grade Colonial day. Third graders participated in a show called “Third Grade’s Got Talent”. Musical arrangements written by our music staff were performed by students every Friday morning on our Lloyd Harbor TV broadcast. Band and orchestra students also performed at the second grade parent orientation, district art shows, and Board of Education meetings. A select brass ensemble group performed at the opening ceremonies for Lloyd Harbor’s Field Day. We look forward to many more performance opportunities next school year.

NYSSMA/ALL-COUNTY/LISFA

This year many of our students participated in the annual NYSSMA Festivals held at Jericho HS and Oyster Bay HS. Lloyd Harbor string students also participated in the annual LISFA festival held at Uniondale HS. We also had 10 students earn All-County honors.

CULTURAL ARTS

Cultural Arts were alive and well in Lloyd Harbor School during the 2015-2016 school year. Every grade level participated in at least one program. Our fifth and sixth grades experienced a performance by the Villa Lobos Brother through the Lincoln Center Arts in Education program. The second grade enjoyed an environmental arts performance entitled *Bash the Trash* and a second event called *Stories and Songs of Latin America* by Felix Pitre. The third graders experienced a session with renowned author David Adler (author of the Cam Jenson Series) as well as performances from Petra Puppets on Math Mania. The fourth grade participated in a performance of *The New American* through Theatre Works. The fifth grade enjoyed an audience participation performance by Christopher Agostino entitled *Story Faces*. This workshop/performance combined storytelling and visual arts to present traditional folktales and original stories to the audience. The sixth grade watched the live performance of Theatre Three’s *Bullying Project*. This musical addressed the issue of bullying in the schools. They also watched the production of *Heart in a Suitcase* by Arts in Power. This poignant production tells the story of a young Jewish girl who no longer feels safe in her hometown of Berlin in 1938. The sixth grade ended the year with an in-depth exploration of Shakespeare. For five days, students were led by teaching artist, Barbara Klein on a long journey into the world of Shakespeare.

MUSIC TRIPS

As part of our sixth grade activities, choral students participated at “Music in the Parks” which is an adjudicated festival where they are graded on singing, appearance, and behavior. Choral students also performed the “Star Spangled Banner” at a Long Island Ducks baseball game. The entire sixth grade class went into NYC for a matinee performance of “Finding

Neverland” which included a workshop with Broadway actors in the musical. Prior to the trip, students learned about musical theater and specifically the production and storyline of the show in their music classes. They became familiar with the music and actually performed one of the selections from the score at a subsequent concert.

ART

The Art Department held an Elementary Art Show at the Cold Spring Harbor Library throughout the month of April. The exhibit featured work from students in grades 2-6. Students’ accomplishments were recognized and celebrated with reception for families featuring live music.

The most memorable highlight was the "Empty Bowls Project." This was a year-long endeavor of creating ceramic bowls in various themes by grade level. Each bowl, along with art work from students 2-6, was featured during the event. This charity event raised money for the Long Island Cares Food Pantry. The school cafeteria was set in motion to simulate a "soup kitchen" with soups and desserts donated by local vendors and generous staff members. All families were invited to donate, enjoy a simple meal and take his/her child’s bowl home as a symbolic reminder of the ‘mouth’ they helped feed.

FLES

The sixth-grade students created Spanish-speaking avatars of themselves on the VOKI website. For this project, the students had to include information such as their age, hair color, eye color, and country of residence. The second-grade FLES students created Spanish cartoons using the iPad app “Puppet Pals”. For this project, the students recorded their voice as characters from the children’s book *Oso Pardo*. The project included information such as animals, colors, and expressions, all in Spanish. After reading the book to the class, we uploaded pictures of all of the characters onto the iPad app and then the students recorded their voices.

Both of these technology-infused projects prepared the students well for the “checkpoint A” writing and speaking tasks they will encounter at the end of eighth grade.

MATHEMATICS ENRICHMENT

This year was our second time engaging in the math enrichment opportunity called *Caribou Contests*. It is a world-wide math competition for a select group of youngsters (mainly in grades 5 and 6). Students met in the computer lab at 7:30 am and completed an on-line test. They received their scores and rankings after each session. Lunch groups with the principal were available for those children who wanted to review the answers on the assessments, prepare for future contests, and gain a better overall understanding of the types of higher-level thinking questions being used. Our final meeting included a breakfast at which students received personalized medals and certificates of completion.

Fourth grade students were also provided with a math enrichment contest through the “Math League”. Students were offered an opportunity to complete a series of extremely challenging problems, which were then graded by a team of teachers and the principal. Using the guidelines established by the Leagues, students then received personalized certificates during a visit from the principal in their math classes. Next year we hope to take the contest on-line.

COMMUNITY AND COLLABORATION

STUDENT COUNCIL & LHTV MORNING NEWS

This year, the LHS Student Council worked on providing the school community with projects that supported kindness and giving back to the community.

Student Council began the year in September by creating a mural of the American flag for 9/11 in the main hallway. The students, faculty, and staff used post-it notes to write the names of people they considered to be heroes. The Student Council also collected over 80 new and used costumes and donated them to the Family Service League in Huntington. Additionally, the Student Council supported veterans during Veterans Day by collecting candy and toiletry items from the school and community to make care packages.

As a winter project for the school, the students and teachers made snow globes depicting random acts of kindness and posted them on their doors. The Student Council also created Kindness, the snowman, and he was displayed on the wall outside the LHTV newsroom. For the springtime, the Student Council helped the Little Shelter in Huntington, by donating over 60lbs. of dog/cat food, toys, and other supplies. We were recognized in NY Times and Newsday for all of our efforts.

The Student Council officers and representatives helped Mr. Chiarello with LHTV news by taking turns reporting news to the school each day. They also helped with the LHS school store by taking inventory of items and helping Mrs. Coniglio and Mrs. Danielski run the store each day. All in all, this year was a very successful school year for the council and we are very proud of all of their hard work!

PEER MENTORS

The peer mentor program has included record numbers of students this year. During the 2015-2016 school year, there were 53 enthusiastic participants from grades two through six! The students brainstormed ways to emphasize positive behaviors within the school building, they supported peers who were uncertain about how to handle some social

situations, and they even shared their messages on SEL topics with children at the Goosehill Primary School by making some posters for their classrooms.

SCHOOL IMPROVEMENT TEAM

One of the main goals of SIT this year was to respond to a request from the students to offer better lunch and snack choices in the school café. Several tastings were arranged in which both children and SIT members sampled various salads, meats, and beverages. The mid-year pizza tasting was video-taped and put into an iMovie by a team of sixth graders. Students were able to watch the SIT members at work when we broadcasted the completed project on LHTV. Our Memorial Day barbecue featured for the first time organic meats. Surveys followed the events to ensure meaningful feedback from the students. Sections of the 'Friday Notes' were designed to include information to the parents about this work. We also highlighted a monthly food 'feature item' corresponding with the seasonal choices available.

The second main project completed was the re-framing of many of the artifacts that were hanging on the walls prior to the construction. We worked with town historians and the PTG to select, design, and display pictures and stories that best represent the history of LHS! What a wonderful way to end the year!

D. Cold Spring Harbor Jr/Sr High School

Jay Matuk, Principal

Helen Browne, Ph.D., Assistant Principal & Director of Secondary Curriculum

Joseph Monastero, Jr. HS Assistant Principal

The leadership teams at the junior/senior high school continued to emphasize the need and importance of social/emotional outreach programs in grades 7-12. Sharing information and strategies with students and parents regarding how to handle issues such as academic stress, college application pressure, social alienation, high academic expectations as well as the ongoing impact of alcohol and substance abuse issues on our children was a top priority for administration and support staff.

Below is a detailed summary of each endeavor:

Meeting the Social and Emotional Needs of Students

Ongoing:

- **Caumsett State Park** was again the site of our second annual 8th grade orientation day. Students were divided into groups and spent the day with a nature guide as well as teacher chaperones. Students were also led through a series of low-ropes activities, and at the end of the day of the each group “reported” on how they had broken down barriers during their time together.
- The administration of **Challenge Day** for students in grades 10, 11 took place in January 2016. This was our second year of holding multiple grade challenge days. Students took part in full day interactive workshops where they participated in several thought-provoking games, activities and discussions
- Continuation of our **student drop-in rooms** in Both H-1 and the JHS Library. This program allowed for timely intervention in several situations where abuse or drugs/alcohol issues were having a significant impact on a child.
- Continuation of the **Kids in Need** committee which utilizes an RTI model of intervention.
- Continuation and evaluation of the **Substance Abuse Prevention Program**, a joint effort of Guidance counselors, mental health staff, Health and Physical Education teachers in addressing drug and alcohol related issues and its impact on teenagers.
- Continued the **Character Recognition Program** for students, honoring those who best demonstrated attributes that make for a solid citizen. Over 80 students were recognized in three separate ceremonies, with over 140 parents and family members in attendance.

- Continuation of the **Student Assistance Committee** to review programs regarding social media issues for the 2016-2017 school year. The committee selected Digital Citizenship speaker Mr. Josh Ochs to address the student body on social media awareness for fall 2016.

New:

- In May 2016, we held our first **Senior Challenge Day**. Similar to the program provided to grades 10 and 11, senior challenge day is designed to focus students on the transitions they will be experiencing as they leave the comfort of CSH and embrace their new destinies in college during the months ahead.
- Organized and held a **Social Media Awareness Forum** at high school on November 23, 2015. Panelists included a NCAA Division I coach, HR coordinator for a private firm, a college recruiter and law enforcement officer.
- **Best-selling author** Laura Schroff (*The Invisible Thread*) addressed high school students on the importance of community outreach and individual responsibility.
- **Holocaust survivor** and author Marian Blumenthal Lazan addressed the students on their global responsibilities as human beings and the need for constant vigilance regarding new acts of genocide around the globe.

Curriculum/Instruction

- Recognized again by **The US News and World Report** as a **GOLD** level high school. Ranked #185 nationally out of 19,000 schools (*improving from # 218 in 2015*).
- **97% or better passing rates** on CC English, CC Algebra, Living Environment, Chemistry, Earth Science, Global Studies and US History/Govt. Regents exams.
- **Improved mastery** rates on 6/9 Regents exams from 2015.
- **Increased the number of Advanced Placement exams** administered from 814 in 2015, to 917 in 2016, *an increase of 13%*.
- Expanded the role of Reading and AIS support by hiring a **full time Reading support teacher/AIS coordinator**.
- Created a **Digital Coding** class for all 8th graders to be inaugurated in the 2016-2017 school year.
- As per a 2015-2016 District Goal, created a **1:1 Mobile Device Exploratory Committee**. This committee was charged with examining the effectiveness of 1:1 programs in other districts and to make recommendations to the Board for possible implementation in CSH.

School Safety

- Installation of several upgraded cameras and surveillance software to better monitor inside and outside the school property.
- Completed Installation of alarm system on all exterior doors.

Staff Development

- Staff members began training in Google for Educators and Canvas LMS in preparation for 1:1 digital initiative starting in 2016-2017.
- An Educational Technologist was hired for the 2016-2017 school year with the responsibility for assisting 7th grade staff as we begin the transition to an entirely digital 7th grade experience by December 2016.

Clubs and Activities:

- Baking for a Cause (new club)
- Junior Natural Helpers (new club)
- Holocaust Genocide Project held several informational workshops on understanding world events with various guest speakers.

School Improvement Team

- The 2015-2016 team was comprised of 19 members:
 - 6 students
 - 2 administrators
 - 6 parents
 - 5 teachers

- **Accomplishments/Activities:**

Testing Days: After several surveys were completed by students, a modified testing day schedule was put into place with the hope of better meeting the scheduling needs of students. However, after several month we returned to the previous testing calendar as the new one seemed to create more problems than it solved.

Senior Challenge Day was implemented based on recommendations made by the 2014-2015 SIT committee.

Class Olympics-interviews with students and staff as well as reviewing how this activity is organized at other schools led to several suggestions for improving student participation at this event in 2016-2017.

The spring pep rally continued into its second year as per a previous SIT recommendation.

Counseling Center – Andrew Rosenberg, Director

The Counseling Center Newsletter:

A Newsletter was created last year to continue to inform families of various programs and events going on in the community. Families can expect to hear about issues regarding standardized testing, the college process, student-athletes, and many other important events that take place during the course of the school year.

Parent evening meetings

Mr. Rosenberg conducts all parent meetings. There has been an increase in attendance and students are now encouraged to attend. The Financial Aid Workshop was moved to September 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.

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 counselees for process-related lessons and in full classrooms for more informational sessions. The curriculum is aligned with National and State Standards in Counseling.

- Grade 7: Transition to Junior High School; Seven Steps for Study Skills Success; Bully “Busters”; Active Listening; Exploring Career Interests; Introduction to Scheduling for Grade 8; Transition to Grade 8; Preparing for Final Exams.
- Grade 8: Transition to Grade 8; Managing Time; What is a Transcript?; Introduction to GPAs, Community Service; importance of extracurricular activities and GPAs; SAPP* session: “Natural Highs”; Career Development activities; Q and A sessions with high school students to prepare for transition to grade 9.
- Grade 9: Introduction to High School; Building your Transcript; Extracurricular Activities/Commitment; GPAs and course selection. SAPP Lessons: Understanding Drug Use; “wreck-ED Game”: scenarios that students process and discuss.
- Grade 10: A career interest module using our online system called Career Dimension is administered. The counselors work 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: The Guidance Director visits senior classrooms 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.

*Participation in SAPP – The counselors are part of the 3-legged efforts done, as well, by PE teachers and psychologists. They participate together in updating information about the latest research on addiction and alter their lesson plans accordingly. They just finished a round of sessions, as they do each year. They also continue to use the Teen Intervene Model with students they suspect are dabbling or using. These matters are discussed, as are individual cases, in the biweekly KIN meetings that all counselors attend.

Visits to the HS: Please see the following list of college visits to our campus.

College	Date	Time
Manhattan College	Monday, September 12, 2016	11:30 AM
University of Miami	Monday, September 12, 2016	1:45 PM
Emmanuel College	Tuesday, September 13, 2016	8:30 AM
Carnegie Mellon University	Tuesday, September 13, 2016	9:15 AM
Lehigh University	Wednesday, September 14, 2016	8:30 AM
The University of Alabama	Wednesday, September 14, 2016	10:45 AM
Rochester Institute of Tech.	Wednesday, September 14, 2016	12:15 PM
Roanoke College	Thursday, September 15, 2016	8:30 AM
Marist College	Thursday, September 15, 2016	12:15 PM
Johnson and Wales University	Thursday, September 15, 2016	1:00 PM
University of Chicago	Friday, September 16, 2016	9:15 AM
Skidmore College	Friday, September 16, 2016	10:00 AM
SUNY College at Potsdam	Friday, September 16, 2016	11:30 AM
MCPHS – Massachusetts College of Pharmacy and Health Sciences	Monday, September 19, 2016	8:30 AM
Colgate University	Monday, September 19, 2016	9:15 AM

University of Southern California	Monday, September 19, 2016	11:30 AM
Alfred University	Monday, September 19, 2016	12:15 PM
Vaughn College	Monday, September 19, 2016	1:00 PM
SUNY College at Oneonta	Tuesday, September 20, 2016	9:15 AM
University of Mary Washington	Tuesday, September 20, 2016	10:45 AM
University of Utah	Tuesday, September 20, 2016	12:15 PM
Amherst College	Tuesday, September 20, 2016	1:00 PM
Washington University in St. Louis	Wednesday, September 21, 2016	9:15 AM
University of Colorado at Boulder	Wednesday, September 21, 2016	11:30 AM
Middlebury College	Wednesday, September 21, 2016	1:00 PM
Vanderbilt University	Wednesday, September 21, 2016	1:45 PM
Connecticut College	Thursday, September 22, 2016	8:30 AM
New York University	Thursday, September 22, 2016	10:00 AM
Indiana University at Bloomington	Thursday, September 22, 2016	10:45 AM
University of Massachusetts, Amherst	Thursday, September 22, 2016	1:00 PM
The University of Georgia	Friday, September 23, 2016	9:15 AM
University of Vermont	Friday, September 23, 2016	10:00 AM
St. John Fisher College	Monday, September 26, 2016	11:30 AM
Miami University, Oxford	Monday, September 26, 2016	12:15 PM
New York Institute of Technology	Monday, September 26, 2016	1:00 PM
Furman University	Tuesday, September 27, 2016	8:30 AM
Hobart and William Smith Colleges	Tuesday, September 27, 2016	12:15 PM
Duke University	Wednesday, September 28, 2016	8:30 AM
Muhlenberg College	Wednesday, September 28, 2016	9:15 AM
Johns Hopkins University	Wednesday, September 28, 2016	12:15 PM
Dickinson College	Thursday, September 29, 2016	8:30 AM
The Catholic University of America	Thursday, September 29, 2016	9:15 AM
University of Wisconsin, Madison	Thursday, September 29, 2016	11:30 AM
Fashion Institute of Design and Merchandising, Los Angeles	Thursday, September 29, 2016	1:00 PM
Bentley College	Friday, September 30, 2016	8:30 AM
SUNY Maritime College	Friday, September 30, 2016	10:00 AM
Tulane University	Friday, September 30, 2016	1:00 PM
University of Richmond	Friday, September 30, 2016	1:45 PM
Pepperdine University	Wednesday, October 5, 2016	8:30 AM
The University of Scranton	Wednesday, October 5, 2016	9:15 AM
The University of Tampa	Wednesday, October 5, 2016	11:30 AM
Southern Methodist University	Wednesday, October 5, 2016	12:15 PM
Union College	Thursday, October 6, 2016	8:30 AM
Saint Joseph's College – ME	Thursday, October 6, 2016	1:45 PM

Stony Brook University	Friday, October 7, 2016	11:30 AM
George Mason University	Friday, October 7, 2016	1:00 PM
University of Rhode Island	Tuesday, October 11, 2016	8:30 AM
College of Charleston	Tuesday, October 11, 2016	9:15 AM
Adelphi University	Tuesday, October 11, 2016	10:45 AM
University of Connecticut	Thursday, October 15, 2016	11:30 AM
Sacred Heart University	Friday, October 14, 2016	10:00 AM
Roger Williams University	Friday, October 14, 2016	8:30 AM
SUNY Albany	Friday, October 14, 2016	1:00 PM
Whitman College	Monday, October 17, 2016	10:00 AM
Lynn University	Monday, October 17, 2016	10:45 AM
SUNY New Paltz	Monday, October 17, 2016	11:30 AM
Rensselaer Polytechnic University	Tuesday, October 18, 2016	8:30 AM
Providence College	Tuesday, October 18, 2016	10:45 AM
Manhattanville College	Tuesday, October 18, 2016	1:00 PM
University of Notre Dame	Monday, October 24, 2016	9:15 AM
Michigan State University	Wednesday, October 26, 2016	9:15 AM
SUNY Binghamton	Friday, October 28, 2016	10:00 AM
Franklin and Marshall	Monday, October 31, 2016	8:30 AM
Lafayette College	Monday, October 31, 2016	9:15 AM

Physical Education, Health & Athletics – Michael Bongino, Director

Athletic Department

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 = 58.77%
 - Junior High = 63.07%
- Winter season
 - High School = 42%
 - Junior High = 53.23%
- Spring
 - High School = 60.30%
 - Junior High = 89.20%

Mr. Bongino held four Code of Conduct meetings for student-athletes, parents and coaches. The message delivered to the audience was about the advantages and disadvantage of Social Media. Power point, videos and real-life stories were used to explain the reality of the impact Social Media can have on one's life positively and negatively.

The Athletic Department uses many methods of technology to deliver information to the community and highlight our student-athletes. Athletes, Coaches, parents and community members can follow all athletics on Twitter, Instagram, YouTube, Face book (CSH Athletics page) and an updated website. To highlight our student-athletes, Mr. Bongino produces and Athletic Newsletter called "The Seahawk". Athletics, Health and Physical Education activities and accomplishments are highlighted.

Mr. Bongino designed a new method for Athletic Awards. The athletics department established seasonal awards held in PAC for the Varsity teams and a Varsity Senior Athlete Recognition Dinner held at the Huntington Crescent Club. At each event, picture montages of the athletes were shown. At the Senior Varsity Athlete recognition dinner the students viewed a highlight video the covered each sport for the entire year. The newly instituted Wall of Fame was announced. Mr. Bongino worked collaboratively with teachers and students to put together these montages and highlight video.

Varsity Team Highlights

Fall Season:

Varsity Girls Soccer

Advanced to Nassau County Playoffs

Varsity Field Hockey

Advanced to the Nassau County Playoffs

Varsity Girls Tennis

Conference II Division A Champions

Varsity Boys Cross Country

Division IVB Champions

Varsity Cross Country

Daniela LoCastro - County Champion

Varsity Swimming and Diving

Camille Roberts – County Champion in Diving

Varsity Boys Soccer

Advanced to the Nassau County Playoffs

Winter Season:

Varsity Girls Basketball

Advanced to the Nassau County Playoffs

Caroline Kiernan scored her 1000 point for her career

Varsity Boys Basketball

Conference AIV Champions

Wrestling

Christian Hansen – County Champion (7th grader)

Christian Tartaglia – County Champion (11th grader)

Girls Winter Track

Conference IV Champions

Spring Season:

Varsity Girls Lacrosse

Nassau County Class C Champions

Ashley Lynch – Long Island Player of the year

Varsity Boys Lacrosse

Nassau County Class C Champions

Long Island Class C Champions

New York State Class C Champions

Riley Cox – All American

Varsity Girls Golf

Jenny Rosenberg – County Champion

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 2015-2016 school year.

The Physical Education Department at the Junior/Senior High School certified our students in CPR. The Substance Abuse Prevention Program (SAPP) was taught this year to the 8th and 9th grade. 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.

Fitness Gram was implemented in grades 4 through 10. Assessments results were recorded into the program which generated a report for the students and parents. This assessment was uploaded to the parent portal. The program incorporates exercise and technology to make students aware of their fitness zone at their age level.

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 3 sections and in the 2016-2017 school will have 5 sections. Leisure Activities taught by Chris Phelan will grow from 3 sections to 6 sections as well. This class also took a trip Ice Skating this year. Project Adventure taught by Steve Cacioppo develops confidence and trust in students through challenge activities.

Physical Education Teachers and students from the high school assisted at the Elementary schools Field Days.

Two teachers and six students attended a leadership conference at Hofstra University. The information will be discussed and the students will implement guidelines and expectations to the culture of their school. Five Varsity coaches and 20 student athletes went to listen to a speaker talk about the impact on Social Media and athletics this past August at Hofstra.

In the area of Health Education, Mr. Bongino oversees and supervises our grades 4 through 6 health program. Ms. Christine Parent implemented the "Too good for Drugs" program with the 4th through 6th grade classes. Mr. Chris Homer and Ms. Christine Parent continued the maturation program with the 6th grade classes.

Mr. Bongino is continuing discussion with Ms. Christine Parent about the development of a Kindergarten through 3rd grade health curriculum. The goal is to have a sequential Kindergarten through 12th grade curriculum. Mr. Bongino and Ms. Parent will continue evolving the curriculum to incorporate more Social and Emotional components.

Section III: District Office

A. Business Office

William Bernhard, PhD. Interim Assistant Superintendent for Business

Audits

Four financial audits were completed or in process during the 2015-2016 school year. They were:

- Independent External Audit for year Ended June 30, 2016 (Audit in process)
- Risk Assessment Update for year Ended March 31, 2016
- Internal Audit Report on Capital Projects
- New York State Comptroller's Audit for fiscal years 2014-2015 and 2015-2016 (Audit in Process)

Audit Response Plans

The Audit Response Plan for the Independent External Audit was prepared by the Business Office and approved by the Board of Education on December 10, 2015. In the audit there were "no current instances of noncompliance findings and no noted deficiencies in internal controls". There was one current recommendations that has been addressed and three prior year recommendations that have been implemented. The Business Office also prepared the Audit Response Plan for the Risk Assessment Update report for the period ending March 31, 2016 which was approved by the Board of Education on July 12, 2016. The report identified eighteen financial system areas in which a risk assessment was evaluated. Included in those eighteen areas are fifty-six sub categories. Of the fifty-six categories, fifty-two received a risk assessment of "Low" while four categories were classified as "Moderate". The four identified categories have been addressed in the Audit Response Plan. The Audit Response Plan for Capital Projects was approved by the Board of Education on June 14, 2016. There were two reported recommendations that have been addressed and implemented.

Audit Committee

The audit committee met three times during the 2015-2016 school year. On September 3, 2016 the audit committee reviewed both the Internal Risk Assessment Update for 2014-2015 report and the Internal Audit for Fund Balance management with representative of R. S. Abrams. On October 14, 2015 the committee met with representatives of Nawrocki and Smith to discuss the findings and draft report of the independent audit for the 2014-2015 school year. A final meeting during the school year was conducted on June 24, 2016 with R. S. Abrams to review the findings of the Risk Assessment Update for 2015-2016 and the internal audit of the procedures for Capital Projects.

Bond Rating

The school district continues to maintain the AAA/Stable bond rating by Standard & Poor's. This is the highest bond rating category. The AAA bond rating was again reaffirmed in July 2014 when the district refunded bonds. The Standard and Poor's report noted the "good financial management practices contributing to the maintenance of healthy reserves" and the "manageable debt position".

Budget Development

Although the tax levy limit was .85% for Cold Spring Harbor we were again able to maintain our class sizes as well as all student programs and services in the adopted 2016-2017 school budget. The levy increase needed to balance the budget was actually below the limit permitted under the law by \$108,425. There were also several initiatives in the budget such as the continuation of the eSpark program, the introduction of the "Digital" curriculum for Academic Support, the Renaissance STAR assessments program, the LightSail literacy project, professional development in the use of Google Tools for staff, and the replacement of outdated student laptops with cost-efficient Chromebooks. Of particular note, the district budget included a capital projects appropriation of \$700,000 to supplement the funding of the \$2,000,000 Capital Project Plan and also included an additional capital fund transfer of \$173,391 to support the balance needed to complete the New York State Smart Schools Bond project. The relatively low tax levy increase contributed to the extraordinary budget approval rate of 80%. As part of the effort to encourage participation in the budget vote, Dr. Wilansky and Dr. Bernhard presented information regarding the budget and tax cap implications at the Community Budget Forum that was held on January 26, 2016. In addition, they made various presentations to parents' groups during the Budget Development process. These presentations were well received and parents seem 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 on 9/25/15, 11/6/15, and 1/20/16 with John Grillo, the school architect, and Mark Margolies to develop the project scope for the Capital Reserve Project. The committee also discussed the proposed construction of a fitness center.

The scope of the 2016 Capital Project Plan had been determined by the committee, reviewed by the Board of Education and was presented and approved by the voters on May 17, 2016. The approved projects will include the replacement of the septic system at West Side, a new playground surface at Lloyd Harbor, and district wide site work and ADA upgrades. Projects at the Jr./Sr. High School include recharge basin renovation, replacement of gym floor, replacement of corridor lockers, VAT flooring replacement, tennis court reconstruction, and the installation of a hot water heater.

Capital Reserve Expenditure Vote

This past year, the school district had a successful vote on the Capital Reserve Program. On May 17, 2016 the voters approved a referendum by a margin of 79% Yes votes to 21% No votes to expend \$1,300,000 from the 2015 Capital Reserve Authorization. The full Capital Reserve Plan included an additional \$700,000 for the General Fund which will be transferred to the Capital Fund.

Eagle Dock Agreement

The school district has partnered over the years with the Cold Spring Harbor Rowing Association (CSHRA) to support the interscholastic crew teams. The CSHRA had a long standing arrangement with the Eagle Dock Foundation to provide boating facilities for the crew teams. That agreement expired on January 1, 2016 and the Eagle Dock Foundation was seeking an exorbitant in the cost of the docking fees and made a proposal to the school district for a new agreement. Although the original agreement was between CSHRA and Eagle Dock, the fees had been paid by the school district. The district would not agree to enter into a contract with Eagle Dock and would only support a new agreement between CSHRA and Eagle Dock. As such, the business office represented the school board and assisted in the negotiations between CSHRA and Eagle Dock to arrive at an agreement that contained a reasonable increase in the docking fees. The success of that agreement required the CSHRA to rely on certain commitments by the school district with regard to the rowing team. An agreement outlining those commitments from the school district to the CSHRA was also approved by the Board of Education.

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 21 additional employees who met the eligibility requirements. These employees were offered a modified HIP plan and 3 accepted. In addition, the district complied with the IRS regulations regarding year end notifications of Health Coverage.

Long-Term Fiscal Planning

A presentation to the Board of Education and community was made in August 2015 on the fiscal implications of tax cap on the sustainability of the current level of programs and services. The report covered the five year period from 2014-2015 through 2018-2019. The conclusion was that the district, based on current fiscal trends, should be able to maintain these programs for the next several years.

Negotiations

As reported last year, the School District successfully completed negotiations with all seven school district bargaining units. All contracts have been settled with no major contracts expiring until the end of the 2018-2019 school year.

Tax Anticipation Notes

On October 28, 2015, the district completed the sale of Tax Anticipation Notes in the amount of \$5.28 million to fund our cash flow requirements for 2015-2016 school year. The full issue was awarded to TD Securities at a net interest rate of .4635%. These notes are necessary to fund our obligations while awaiting the receipt of property tax revenues.

The Tax Cap

Although the tax levy limit was only .12%, based on the CPI, the district was able to increase the allowable levy by an additional .68% for the assessment growth factor and another .34% for capital expenditures. The allowable tax levy increase was 1.14%, however, the actual levy increase was .85% which resulted in tax levy that was \$108,425 below the allowable limit.

Tuition Agreement with Cold Spring Harbor Labs

An agreement was reached between the school district and the Cold Spring Harbor Labs to revise the calculation method used to determine the tuition for the children of CSH Lab employees residing in the school district. The district was approached during the school year by a representative of the Labs and ask to consider some modification to calculation method. A proposal to base the tuition cost on 65% the New York State Seneca Falls non-resident formula was authorized by the Board of Education and successfully negotiated by the business office. The Board of Education approved a resolution to adopt the revised tuition calculation method at the June 14, 2016 board meeting.

B. Office of Curriculum and Instruction

Lydia Bellino, Assistant Superintendent for Curriculum and Instruction

This section of the CSH Annual Report includes highlights of the curriculum and instruction work in our schools, particularly related to the **District Goals** outlined at the beginning of this Report.

During the 2015- 2016 academic year, we noted several changes at the State level that impacted us at the local level.

The New York State Board of Regents appointed MaryEllen Elia as our new Commissioner of Education and President of the University of the State of New York (USNY). The new Education Commissioner replaced former Commissioner John B. King Jr., who left to work for the U.S. Department of Education as a senior adviser to the federal education secretary, Arne Duncan. Ms. Elia served as superintendent in Hillsborough County, Florida since 2005, where she is credited with successfully raising standards, partnering with teachers to develop a comprehensive evaluation system, and raising student achievement. Many of us who serve as leaders in the CSH School District have met Commissioner Elia and attended conferences where she emphasized support for teachers and improvements in assessments.

In the spring of 2016, we saw the first changes to the New York State assessments including the provision of unlimited time for students to complete tests, a reduction in the number of questions, and a temporary lifting of the link between assessment results and evaluations of teachers and principals. The Commissioner produced a toolkit for districts and parents including a Frequently Asked Questions (FAQ) document with links to released questions from the assessments to give parents and educators as much information as possible to support student success. One area of focus is on the concept of multiple data points to best determine the needs of students. No single assessment provides a complete picture of student achievement, but when combined with grades and teacher reports, annual assessments provide information about a student's progress. For more information about New York's assessments, visit: <http://www.engageny.org/3-8>

In addition to presentations at the school level and at Board of Education meetings, district leaders partnered with Families of the Community United with Schools (FOCUS) and presented workshops in response to parent questions regarding interpretation of the State assessments. Additional resources were prepared by Ferne Chase, AIS coordinator, and these materials were discussed and provided to parents in attendance. Resources included Council of Great City Schools Parent Roadmap to the Common Core Standards, National PTA Guides for Student Success, and Engage New York Parent and Family Resources.

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

As described in the Goals section of this report, during the 2015-2016 academic year, efforts focused on professional development designed to impact instruction at a district level as well as individual classroom levels. Our work with Teachers College Reading and Writing Project, which supports The New York State P-12 ELA Learning Standards, is an example of this work. At the elementary level, in the area of writing, teachers had access to professional development opportunities throughout the year through on-site classroom work as well as workshops, Institutes, and collegial study groups.

Site-based in-classroom professional development:

During the 2015- 2016 year, our work with staff developers focused on completing the District Continuum for Writing K-6 outlining each unit of study common across grade levels in each school. Articulation of learning between and among grades at each school is essential and was supported through joint faculty meetings with common agendas focused on time for collaboration. In the area of writing, at the conclusion of the year, grade levels across the district selected three units to archive for students in an ePortfolio created for each student's work. Teachers also worked through the year selecting exemplars from each unit, which are available for instruction. In the area of reading, the focus was on assessment literacy and the units of study work using digital resources and grade-specific texts from Teachers College through Heinemann Press.

Collegial study specialty groups:

Another strand of professional learning involved our fourth grade teachers who participated in a study group focused on small group instruction matching the building goals in the elementary schools. This collaborative group through Teachers College (TC) included educators from Great Neck, Hewlett, and Mount Sinai, as well our district. In the spring, Mrs. Massimo hosted the teachers from these districts at Lloyd Harbor School. At the conclusion, elementary teachers Jane DeRosa, Katie Dopico, Kristen Sewell, and Kevin Craine, who participated in specialty groups and in the year-long professional development from TC, presented to the community at the April 2016 Board of Education meeting during the *Focus on Teaching and Learning* segment.

Goosehill Primary School:

Grade-specific professional development was provided through our BOCES affiliation, for kindergarten and first grade teachers at Goosehill Primary School. These workshops focused on Guided Reading practices and small group work. Many of our primary teachers also attended all day grade-specific workshops to prepare for the year. These included unit study workshops at Teachers College and ELA-Wilson Foundations Level 2 workshops. Teachers who attended *Foundations* workshops were given logins to the Wilson Academy where they can access instructional tools and resources that can be shared with colleagues.

TC Workshops and Conferences:

Throughout the year, in addition to the site-based staff development, the District partnership with Teachers College, included workshops at Columbia University to support units of study in reading, writing, and across all content areas. An example of one opportunity for special area teachers of Art and Music was a day devoted to *Taking the Arts Seriously: Tapping the Power of the Intersection of the Arts and Your Literacy and Social Studies Instruction to*

Heighten Critical Thinking, Discourse, and Global Awareness attended by four of our teachers last year.

Assessment Literacy Across the Curriculum

As referred to in the Goals section of this report, Assessment literacy supported the work needed for strong, responsive instruction that is well-planned and accompanied by deep assessment. School leaders, played a key role in planning for the Assessment Literacy work. The commitment to this goal enabled us to work with data experts that provided workshops through BOCES as well as on-site in our schools.

Mathematics

Elementary teachers continued their work aligning the NYS Common Core Standards in Mathematics with the district program, the *enVisionMATH 2.0* series.

Professional development work in the area of math began in the summer of 2015 when math teachers from Grades 3- 12 gathered to work with math staff developer, Brian Cohen. Brian is a member of the NYS Advisory Panel and the Executive Board for The Association of Math Teachers in NYS (AMTNYS) and one of the field experts with the NYSED on the new Common Core Mathematics Assessment.

The teachers formed curricular teams and engaged in a side-by-side comparison of the new and old standards, identifying two or three standards in each grade and subject to focus on during the upcoming year. Working with these data, teachers identified specific units/topics most in need of revisions to improve student learning outcomes for those topics.

For example, in the area of Geometry, teachers identified a cluster of multiple choice questions on the NYS Common Core 2015 Geometry Regents Exam, in which our students under-performed relative to the other multiple choice questions on the exam. These items were then correlated to a NYS performance standard resulting in revision of lessons for specific topics including geometry, measurement, and dimension (GMD) and Similarity, Right Triangles, and Trigonometry (SRT). Elementary teams identified the need for increased attention to Solving two-step word problems using the four operations, and understanding a fraction as a number on the number line.

Curriculum Projects and development of curriculum materials

CSH teachers engage in the development of teacher-created materials for curriculum throughout the year.

In the area of mathematics, building on Projects from 2014 – 2015, teachers continued work on realignment of Algebra curriculum to correspond to the new CC Algebra 2 course. Teachers also developed 30 advanced statistics lessons for this project. In the area of

Geometry, and the Geometry Common Core, teachers worked collaboratively to redesign of the curriculum to encompass all five modules provided by NYSED.

In the area of ELA, teachers redesigned two units in the English 7 curriculum: *Romeo and Juliet* and *Fever 1793*. *Fever 1793* was part of a unit of study on Historical Fiction

In English 8, teachers developed a new unit to support and augment the Evidence-based argument unit of study in writing workshop. Achieve 3000 was a new project in support of AIS in all content areas. Teachers who worked on this project created lessons focused on appropriate units for their content areas.

At the elementary level, further development of benchmark assessments was accomplished in the area of ELA.

Conferences:

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

Teachers attended conference in several areas for Advanced Placement classes including AP Language, AP American History, and AP Chemistry.

In the area of English, teachers attended workshops that addressed College Essays, Critical Nonfiction Reading: Debate and Argumentation in ELA, and workshops focused on helping students meet and exceed NYS standards.

In math, Grade 7 teachers attended a Middle School 3-Day Math Academy Progressions Study. Algebra teachers joined together attending workshops focused on deeper understanding of the Algebra 2 Common Core Modules and Common Core Algebra Interim Assessment Training, Creating Algebra 1 Assessments, Polynomial, Quadratic Functions, and Analyzing Regents exams. Geometry Teachers attended workshops on the analysis of the 2015 Common Core Geometry Regents and the study of NYS Modules (4 and 5) as Primary Curriculum for Geometry.

In the area of Science Research, Mr. Jaak Raudsepp was invited as a delegate to the NSTA conference, Festival of Genomics in San Mateo, California. Science teacher, Ms. Erin Oshan attended the Society for Marine Mammalogy in San Francisco, California.

Teachers of special education as well as general education teachers and support staff in the areas of social work and mental health attended a variety of workshops including: Using Project Based Learning, Crisis Intervention and Recovery, Crisis Intervention: The Roles of

School-Based Mental Health Professionals, Dignity for All Students Act, and workshops on Assistive Technology and Math.

Throughout the year, Technology workshop attendance ranged from Google for Education workshops offered on-site in our district as well as courses and workshops offered through our local BOCES. National conferences in the area of technology were also attended. Dr. Bellino, Mr. Monastero, and Margaret Diehl, elementary technology teacher attended the iNACOL Blended Learning and Online Symposium in Orlando where they attended full day workshop study groups on implementing Best Practices in Blended Learning environments.

Regional Network Affiliations in Math, Science, and Social Studies:

Dr. Helen Browne who chairs the Science and Math departments and Mr. Monastero who chairs the Social Studies department attended Regional network meetings for Coordinators from Nassau and Suffolk Counties.

CSH Educational Foundation

Throughout the year, work is ongoing in our partnership with the Cold Spring Harbor Educational Foundation to support and implement programs in classrooms. One example of our work together is the implementation of the eSpark program using iPads in Kindergarten through Grade 4 classrooms. The program provides an opportunity for personalized learning for students with the introduction of eSpark during 2015-2016 in kindergarten classes for the first time.

Professional development was arranged throughout the year on –site and in classrooms with direct work with students using eSpark. Updates from eSpark on growth and progress are provided twice a year using our assessment data and these data are shared with the Educational Foundation.

The CSH Educational Foundation also sponsored an event this year that supported education of parents and students in use of social media. The webinar, presented by Josh Ochs, focused on raising awareness of how teens and tweens can use social media to create a portfolio of accomplishments that can serve to support their college and career goals. The purpose of this webinar was to also offer guidance to parents on digital citizenship and social media safety. The leaders of the Educational Foundation plan to expand this collaboration to other local school districts.

C. Special Education and Pupil Services

Denise Campbell, Executive Director

In the 2015-2016 school year we continued to create successful programs for students in special education to enhance their academic, social, and emotional well being.

Our social emotional wellness program has continued to embrace “Challenge Day” for students in the 10th and 11th grades as well as our graduating seniors. The activities in the program have continued to help bring attention and understanding for all students, highlighting shared experiences or backgrounds that have not been exposed previously. Our “Seahawk Suite” in the high school and “Nest” in the junior high school has continued to thrive. Many students have found these settings to be a safe zone, where they not only feel accepted and supported, but where they are making connections with students and staff they might not have in the past. In addition, we are looking forward to the program *Facing History, Facing Ourselves* to continue to enhance our social-emotional programming in our Junior/Senior high school.

In the area of professional development, special education and student services faculty members attended many different trainings and conferences to enhance their craft and help them learn new strategies when encountering students with challenging needs. These opportunities included working with Teachers College, Achieve 3000, Google Docs and Apps, co-teaching strategies, executive function, Linda-Mood Bell learning processes, equity for students, PrePare workshops, and National Association for Social workers clinics.

The primary and elementary schools have continued to augment strategies and programs to help our students. Goosehill Primary school has made enhancements in supporting student’s sensory needs. The staff has heightened their awareness and knowledge on how to support a child’s sensory needs in creative ways throughout the day and throughout the building. West Side and Lloyd Harbor schools have continued to mold their programs to meet student needs by experimenting with different ways to deliver programs and instruction throughout the school day within the mainstream environment.

In the high school, teachers in grades 7-9 began utilizing the program Achieve 3,000 across all disciplines. This program helps provide students with reading passages on their instructional level that directly associates to the topic being taught in the classroom. The students are assessed along the way, so teachers are able to identify both growth and areas of need. This has helped our teachers to support students with their reading, bridge reading instruction into the content area classroom, and provided a tool for teachers to use to help differentiate their instruction. Our co-teach classes continue to help support our students find success within the academic demands of Common Core Regents courses. Due to the success of this embedded support within the content area classrooms, we are going to be

piloting a co-teach program within our foreign language department. We look forward to watching this supportive program continue to help our students reach success in areas within academic classes they might not have been exposed to in the past.

Our students with higher needs at the high school level have continued to grow in a supportive vocational program. These students have expanded their vocational training to include inventory, use of excel spread sheets, customer services, and retail. The highlight of this year was the selling of food items during lunch periods. Students had to advertise the days in which their “store” would be open, prepare the snacks to be sold, and learn how to be a cashier. We are looking forward to watching this program continue to expand as we begin to send our students into the community during the 2016-2017 school year.

SEPTA increased their activity in the 2015-2016 school year by helping to bring in experienced professionals to discuss current topics in Special Education. There were several meeting where members are learning to support one another and their bonds have deepened. They organized a successful movie night as well as offered informal sessions on preparing for your child’s CPSE/CSE meeting. We continue to expect increased initiatives from SEPTA in the upcoming year!

D. Technology

John Contess, Director

A vast amount of work was done in supporting the technology-related Board goals, discussed in detail elsewhere in this document. The following activities supported the goals as well as moved the district forward in the areas of student skills development, in the areas of collaboration, communication, and technology. This work also improved the district’s overall efficiency and modernized our infrastructure.

Perhaps the single most important improvement made regarding technology this year was the **addition of a desktop technician** to the staff. As technology becomes more integrated into the learning environment, support is critical. Our support staff increased from two to three. This has reduced the amount of time it takes to address technical issues, and gives us the ability to provide more application support, something not possible with our previous staffing level. Instruction can go on interrupted, and engaging projects such as videoconferencing and worldwide communication can take place with proper support.

One major project implemented this year was the expansion of our **mobile computing capability**. Mobile computing allows us to use technology tools right in the classroom, in many cases on a one-to-one basis (each student using a device). Scheduling issues related to fixed computer labs “went away” as students worked on projects supporting the curriculum

right where they are. Travel time between classroom and lab was eliminated. Having the devices available on carts allows the scheduling of the technology to be much more flexible...they're rolled from place to place as needed.

This school year 180 additional iPads, which are stored, charged and synched in rolling carts, were deployed in the elementary buildings. These devices supported the eSpark individualized learning initiative, as well as provided the platform for other programs and activities such as LightSail, ePublishing, Foreign Language and Physical Education. They also connect to the CSH Virtual Desktop, and can run Windows programs while accessing network home folders and other shared resources. In addition to the iPads, 322 new Chromebooks arrived and were deployed during September. 120 of these replaced outdated laptops in 5th and 6th grades; the balance are being used in multiple 30-units class sets in Social Studies, English, and Study Hall at the Jr/Sr High. The Cold Spring Harbor Educational Foundation was a key supporter of our mobile computing effort – supplying 240 **additional** iPads/Chromebooks, as well as charging carts/trays, printers and projectors. It cannot be overstated how important this donation was...the additional devices allowed us to accelerate our instructional technology initiatives.

Personalized learning - the ability to tailor instruction to meet the individual needs of each student – is and has always been highly desirable in education. Accomplishing that, however, is extremely difficult. How can instruction be adjusted for each student when you have 20-30 students in a class? Is it even possible, given the time constraints in the classroom? Some students will be highly performing, and will require more advanced material to remain engaged. Other students will need content which is not as difficult, while the majority of students will fall in the center of the curve, performing at “appropriate levels for the grade”. Recently technology has provided the tools to allow for customized instruction, based on individual student needs, as defined by evidence (standardized test results). These test results not only provide total scores, but also define specific areas requiring improvement as well (i.e., granularity down to the concept level). To further individualize instruction and build personalized student goals, a number of programs were continued – or expanded – during the 2015-2016 school year.

eSpark was expanded to include use of the program by all students in grades K through 4, and selected students in grades 5 through 8. To summarize, eSpark provides individualized learning plans for students in math or English (or both), which are implemented on the iPad. The district provides eSpark with standardized test data for each student, and the company provides a list of apps which align with the individual student’s needs. In the eSpark app itself, students are led through “quests” which call up the 3rd party apps. The quests culminate with an assessment, and students record themselves explaining what they’ve learned. Teachers have electronic dashboards that keep track of student progress.

The vast majority of these students received individualized instruction in mathematics; some students received English instruction as well. Data analysis has shown a direct correlation between the number of eSpark activities completed and percent growth in standardized test scores. The higher the number of completed activities, the more growth was evident

The use of **Castle Learning** was expanded this year. Castle learning is a K-12 resource which provides core testing content using a variety of electronic formats. Instant grading, detailed assessment reports, and instructional feedback are benefits that save time and improve academic success. Teachers can create different assignments for groups of students based on needs. This web-based tool is used for supporting classroom instruction, homework assignments, common assessments and self-generated student practice. We began with a very successful pilot in 8th grade during the 2013-2014 school year, and expanded to grades 7-12 during the 2015-2016. Staff members have been using the program extensively and over 165,000 questions were been answered by students this past year. We conducted mandatory training for the teachers in November and expect that usage will continue to grow this coming year.

The district continued its use of other subscriptions (**Reading A-Z, Raz-Kids, SkillsTutor**) which provide the ability to customize content for individual students. These programs have been employed for a number of years in the district and continue to be useful in the classrooms. Also in this category is **FitnessGram**. This year students in grades 3 through 10 participated (in varying degrees) in the online program which is used to track health and fitness by the Physical Education department. Tests are given periodically and the results are entered online. Reports are generated, including a parent report. We posted the parent reports to the parent portal this year.

Looking to further expand personalized learning, we continued our implementation of **LightSail** by bringing it to grades 4, 5 and 6. LightSail is a literacy accelerator, used on the iPad, for independent reading. LightSail is provided standardized test scores by the district, and returns a selection of eBooks for each student based on their performance. Students are tested every few pages to assure comprehension, and after each book the program will adjust the literary selections based on growth. The program contains teacher and student interfaces, allowing for both to track reading progress, whether that progress is achieved at school or at home.

Another such product is **Achieve3000**. This product provides online differentiated instruction by tailoring Associated Press articles for different reading levels. The program diagnoses the proper level for each student and make adjustments automatically over time. The district implemented the program in grades 7-9 this school year. The AP articles have content in many different subject areas (math, science, art, etc.) and will be used in these

departments as well...not just English. The power of the program is that it provides articles which can be read, and discussed, by students at all levels. For example, a science teacher can search for an article on Astronomy, select that article, and assign it to an entire class. The students will automatically be presented with a copy of the article appropriate for their reading level. Advanced students will see “harder” vocabulary and more rigor, while students who are having trouble will be presented with a less complicated, shorter version of the same content...reducing frustration while still building reading skills. Most articles are even available in Spanish – something we can use in the foreign language department.

Google Apps for Education is a suite of tools including spreadsheet, document creation, data storage, calendaring, presentation and other products. The difference between the Google products and others (i.e., Microsoft Office) is that they allow **collaboration**. Students can work in the same document at the same time. Students can be working in the classroom, and if a student is home sick, that student can still be part of the project by logging in from home. Each participant sees the work of the other contributors as they are taking part in the activity. Since the products are available on any device, from anywhere, it has the potential to change education in a broad sense. Project-based learning occurs, and students are able to converse and discuss content on a deeper, more meaningful way. They also develop problem solving skills working with other students; seeing challenges from others’ points of view and learning new ways of approaching issues. Additionally, the use of the products (as well as the online storage) is completely free for schools. During this school year we created Google Apps accounts for every student and staff member, and usage of the product has taken off. We plan to expand usage of the program in grades 4 through 12 this coming school year.

To help make teachers comfortable with the devices, we continued our **device loaner program** last summer. Teachers were given the option of borrowing iPads or Chromebooks; allowing for them to “live with the device” for eight weeks. Twenty-five units were loaned out, the vast majority of them Chromebooks. This indicates a growing level of comfort with the iPads as well as an eagerness to get to know the Chromebook. This is especially important as we are scheduled to receive hundreds of Chromebooks this summer (2016), the vast majority of them being donated by the Educational Foundation.

This year we further integrated our **elementary robotics program** into instruction. The Lloyd Harbor and West Side 4th graders were provided with an in-classroom Intro to Robotics course, run from October to March. Those buildings also expanded their Robotics Clubs (beginner and intermediate) for the 5th and 6th graders. Students acquired the following skills:

- Design and build programmable robots using motors, sensors, gears, wheels and axles, and other technical components

- Understand and interpret two-dimensional drawings to create three-dimensional models
- Build, test, troubleshoot, and revise designs to improve robot performance
- Gain practical, hands-on experience using mathematical concepts such as estimating and measuring distance, time, and speed
- Communicate effectively using scientific and technical language

The district conducted its third annual **Educational Technology Showcase** on May 17th. The showcase was held in hopes of accomplishing the following goals: increasing community (both parent and student) awareness of technology integration and opportunities in the classrooms; illustrating to the community how our technology funding is utilized, giving students a forum to show their skills, increasing community awareness of the Educational Foundation, and sparking interest in younger students who were exposed to technologies/possibilities available in the district. Over 120 students presented! Some of the 21st-century skills developed in the students by these activities, and showcased that evening, included global awareness, creativity and innovation, critical thinking and problem solving, communication and collaboration, media literacy, information, communications and technology literacy, initiative and self-direction, social and cross-cultural skills, and blended learning. The students truly enjoyed “showing off” what they’d learned and sharing their knowledge with younger students. Technologies exhibited that evening:

- 1 Puppet Pals in FLES: Second Grade Storytellers! :)
- 2 Digital Storytelling/Posters in the Classroom: Glogster
- 3 LightSail: Interactive Reading on the iPad
- 4 Differentiating Instruction with Achieve3000
- 5 Virtual Enterprise
- 6 CSH Virtual Desktop
- 7 Media Mania
- 8 ATV AP Art History Music Videos
- 9 Building with the Makerbot 3D Printer
- 10 CSH Hawk Talk
- 11 Grade 3 Glogsters
- 12 Prezi Presentations and Kahoots for 5th grade Canada Project
- 13 Technology in the Science Classroom
- 14 Science Research
- 15 Beyond the Hour of Code
- 16 Lego Robotics in the Elementary School
- 17 Junior High Robotics

During the year we continued to **improve our infrastructure** to support our expanding educational programs. We upgraded our Internet connection and installed a redundant connection which will allow the district to continue operations if one path fails. Since a significant part of our instructional program, as well as administrative functions, require Internet access, this upgrade was critical. Additionally, many of our students use our Internet connection during evenings and weekends to access their documents, and our software, from home. We require a high level of accessibility, and this redundant connection provides that.

The district also replaced our outdated **telephone system**, installed a disaster avoidance solution, and replaced nearly 200 of our outdated desktop computers with zero-client devices. These devices use a fraction of the energy of a traditional desktop, are much smaller in size, and are less expensive than desktops, and contain no moving parts (much more fault tolerant). Use of these devices is made possible by the investment we've made over the years in our **Virtual Desktop Infrastructure (VDI)**, housed in the Jr/Sr High, which also allows for student access to files and software from home.

We also instituted a **voter management system** – Bold's system automates the budget vote/election process through the use of technology. Benefits of this system include improved voter registration and accuracy as well as detailed reports not possible with our current manual system. Implementation of this system also reduced personnel costs the day of the vote.

The district was also able to secure over \$366,000 in state and federal funding which will be used to **upgrade our wired and wireless networks** during the summer of 2016. This is particularly important as we embark on our 1:1 (device:student) initiative during the 2016-2017 school year.

Recognition of staff members for their use of technology continued throughout the year. Mr. Anthony Pesca, Social Studies/Economics teacher at the Jr/Sr High, was recognized as a "Bright Light" by the Association of Suffolk Supervisors for Educational Technology (ASSET). Bright Lights are chosen for the leadership role they play in integrating technology in their classrooms. Mr. Pesca was honored at the January 13, 2016 ASSET luncheon.

E. Food Services

Gerri Tiger, Director

I am pleased to announce that the Cold Spring Harbor Nutrition Program had a successful year! It was our first full year since the junior and senior high left the National School Lunch Program and that has gone smoothly as well. Students didn't notice many changes and sales were up. We continue to offer a wide selection of meals, snacks and beverages that meet the USDA guidelines and stay with our policy to limit artificial ingredients.

During the past year, we've had some new exciting initiatives. At the high school, we partnered with the Department of Special Education and students opened a snack bar on alternating days to sell to their peers. The kids did a great job with the help of Denise Engel and Randi Schuller. Our goal is to expand this program during the coming school year. Lloyd Harbor, under the direction and hard work of their art teacher, Ann McLam, held a Hungry Bowl's Night on April 20, 2016 to help fight hunger on Long Island and to benefit the Harry Chapin Long Island Cares organization. The community response to this event was overwhelming. Many local businesses and individual families donated food and lots of hard work. Through a New York State sponsored program, we trialed Slope Farms grass feed and antibiotic free beef. The vote is in, thumbs up, and we will be using Slope farms for our 2016 burger. Another new plan was to encourage students to eat a variety of colorful fruits and vegetables. Moving forward, each month we will highlight a color or food group on the menu. As for pizza, so many pies, so little time. A wide variety of pizzas were tried at Westside and Lloyd Harbor including buffalo chicken, vegetable and pepperoni supreme, French bread, stuffed crust.

Parents were busy last year too and new ideas were flying throughout the district. West side had their annual tomato sauce day with homemade sauce from the garden and fresh whole grain Italian bread to dip. The parents served a beautiful display with ripe tomatoes and fresh herbs. Goosehill had international food day and celebrated the Spanish culture with snacks of dried plantains. Lloyd Harbor parents worked with me to introduce new healthy choices and the great pizza tasting.

As many districts find the new regulation to be a financial burden due to lower participation, we are fortunate that our students have adapted to change, be it slowly at times, and are open to new ideas. The program has continued to support itself and also earned money to keep up with repairs and new equipment needs. This year, some of the repairs and enhancements will include relining and new flooring for the walk-in refrigerator at the High school, a new milk cooler and freezer for West Side, a new milk cooler for Goosehill and new condiment cabinet service stations for three schools.

It is our collective goal to continue to serve our students high quality, healthy, nutrition and tasty meals and snacks. I am looking forward to working with you again this year. Thank you so much for your continued support.

F. Buildings and Grounds

Mark Margolis, Director

It could be said that the one thing that was consistent for the last school year is “change”

This last school year (2015 – 2016) was the first time all school districts in NYS had to report their annual Fire Safety Inspections on line and then print the certificates of occupancy. Previously this was on paper, done through the mail. Now, through the NYSED on line Business Portal the district’s superintendent assigned the Director of B & G as the designated person to complete the report form on line and then after the Supt digitally signed the reports we were able to print and distribute the Certificates of Occupancy. Once again all non-conformances identified during the annual fire safety inspection in CSH were corrected almost immediately during the inspection.

In June of 2015 NYS adopted a new policy requiring all commercial buildings to have Carbon Monoxide Detectors installed in all areas where there was a potential for creating Carbon Monoxide. This also applied to all public schools, where previously the only requirements were for schools with dormitories.

Compliance with the new CO detector requirement was due June 2016. NYSED did not provide their (nonspecific – aka subject to interpretation) guidelines for what they wanted to see in schools until December 2015 / January 2016. In the spring 2016 there were conferences sponsored by BOCES to help districts understand and apply the new regulations. There was a webinar provided by NYSED OFP.

We solicited proposals from 4 vendors and issued a PO in May. We will have our schools in compliance this summer. We will then need to establish and adopt an official policy on what to do / how to respond to an CO alarm. NYSED left that (major) detail up to the individual districts. I attended another BOCES sponsored conference with the SCFD OEM for guidance and consistency between districts on what to do when a CO detector indicates a problem. We have also reached out to our 3 Fire Districts for their input in our response plan.

NYS now has a requirement for all public schools to sample and test the water from every possible source within the buildings for lead. We did our initial round of testing long before it became a requirement. We had 1 water fountain fail and it was immediately replaced. We had one sink in the maintenance shop fail. It is not accessible to students and no one drinks

from it. With some new enhancements to the law we will be testing additional faucets, sinks and hose bibs that were unlikely sources of drinking water but the law does not differentiate between likely, convenient or possible. Everything gets tested. Every 5 years.

NYSED Office of Facilities Planning (our building department) has not filled the many vacancies in their Architects and Engineers staff so the approval time for review / approval of plans for Capital Projects has been as long as 46 weeks and has not been much shorter than 26 weeks in a few years. Pre 2001 average review time was 9 to 16 weeks depending on the time of year submitted.

We received approval of 2 groups of our projects in June that were submitted the previous October. In order to get as much work done as possible in summer 2016 as we are doing all the work we could purchase through existing Municipal Purchasing Contracts to save the time delay involved when using the bidding process. The balance of the already approved Capital Reserve Projects and any that get approved between now and summer 2017 will go out to bid to be awarded in time for completion by the end of summer 2017.

Community use of Facilities continues to increase every year.

Capital Reserve Projects continue to address classroom and general building needs and enhancements as well as site improvements and athletics requirements.

APPENDIX A

STUDENT ACHIEVEMENT DATA

COLD SPRING HARBOR SCHOOL DISTRICT

State Testing Results

Comparison of Results 2011 through 2016

	<u>2011</u>	<u>2012</u>	<u>2013*</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
ELA –Grade 3	74	79	59	47	44	67
ELA – Grade 4	82	85	52	55	57	67
ELA – Grade 5	81	85	54	51	52	45
ELA – Grade 6	80	82	59	48	50	65
ELA – Grade 7	78	81	47	57	56	58
ELA – Grade 8	78	82	61	56	72	75
Math –Grade 3	79	84	59	61	63	78
Math – Grade 4	86	89	63	70	74	76
Math – Grade 5	88	87	50	62	65	67
Math – Grade 6	88	89	55	72	82	84
Math – Grade 7	93	92	45	69	69	67
Math – Grade 8	83	88	54	24**	20**	23**

* 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

2011 - 2016

<u>DISCIPLINE</u>	<u>Number Tested</u>						<u>Percentage Passed</u>						<u>Percentage Mastery*</u>					
	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Comp. English	171	165	170	153	158	161	98	98	98	100	100	100	87	70	82	69	84	88
Integrated Algebra	171	168	197	162			99	99	98	99			46	52	60	73		
Common Core Algebra 1 \$				164	170	172				98	97	99				18	27	59
Geometry	169	156	171	186	155		96	95	94	95	98		53	46	47	58	51	
Common Core Geometry #					153	166					93	92					29	33
Algebra 2/Trig.^	147	166	145	163	161	141	95	92	93	90	92	91	53	63	57	58	48	65
Algebra 2 CC^						139						86						1
Biology(Living Environment)@	174	345	269	205	201	167	99	100	99	99	100	99	72	77	63	72	82	66
Chemistry	135	145	180	138	109	121	98	99	98	97	89	98	42	34	34	36	11+	43
Earth Science	148	0	93	145	171	177	95		99	97	98	97	67		48	60	64	77
Physics	122	103	121	158	109	66-	88	75	92	87	88	85	43	40	37	41	44	15
Global Studies	164	169	151	160	165	157	98	99	97	99	96	98	63	67	58	79	78	69
U.S. History & Govt.	171	162	170	154	168	158	100	99	99	99	100	99	85	77	78	88	82	87

*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.

English Regents June 2016

<u>Grade Range</u>	<u>Number of Students</u>	<u>Percent</u>
100	1	.6%
91-99	88	54.7%
81-90	64	39.7%
71-80	5	3.1%
65-70	3	1.9%
Below 65%	0	
Total	161	100%
Mastery Level (85-100%)	141	87.6%

Statistical/Academic Comparison of the Classes (2011 through 2016)

CLASS PROFILES

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Students	167	168	164	170	155	158
Average GPA	3.398	3.419	3.372	3.415	3.448	3.566
Average SAT 1600	1206	1211	1177	1192	1174	1217
Average SAT 2400	1809	1810	1772	1787	1762	1834
Average ACT	26	27	26	27	26	27
Submitted Applications	1196	1214	1220	1368	1241	1275
Applications per Student	7.2	7.2	7.4	8	8	8.1

Summary Data for Net Applications (2016)

CLASS OF 2016 Application Outcome Summary

Note: Withdraw indicates student withdrew before college rendered decision

<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
Adelphi University	3	2	2	1	0	0
The University of Alabama	1	2	1	0	1	0
American Academy of Dramatic Arts	1	1	1	0	0	0
American University	1	7	4	1	3	0
Amherst College	0	3	0	0	2	1
Arcadia University	0	2	2	0	0	0
Arizona State University	0	1	1	0	0	0
The University of Arizona	0	2	2	0	0	0
Auburn University	0	2	2	0	0	0
Babson College	0	2	1	0	0	1
Bard College	0	2	2	0	0	0
Barnard College	0	1	0	0	1	0
Baruch College of the CUNY	0	1	1	0	0	0
Bates College	1	1	1	0	0	0
Baylor University	0	2	2	0	0	0
Bentley University	0	1	1	0	0	0
Binghamton University	9	31	23	6	3	7
Boston College	0	22	15	5	6	2
Boston University	1	13	9	3	4	0
Bowdoin College	0	4	1	1	1	2
Brandeis University	0	2	2	0	0	0
Brooklyn College of the CUNY	0	2	2	0	0	0
Brown University	0	8	0	0	7	0
Bryant University	1	0	0	0	0	0
Bucknell University	2	16	9	2	2	1
Buffalo State College of SUNY	1	2	1	0	0	0
California Institute of Technology	0	1	0	0	1	0
California Polytechnic State University, San Luis Obispo	1	0	0	0	0	0
California State University, Long Beach	1	0	0	0	0	0
California State University, Los Angeles	0	1	1	0	0	0
California State University, Monterey Bay	1	0	0	0	0	0
University of California, Berkeley	2	7	1	0	4	1
University of California, Irvine	0	2	0	0	1	0
University of California, Los Angeles	1	6	0	0	3	1
University of California, San Diego	1	6	4	2	0	0
University of California, Santa Barbara	2	7	3	1	0	0
University of California, Santa Cruz	0	1	0	0	0	0
Carnegie Mellon University	0	10	4	2	4	1
Case Western Reserve University	0	2	2	1	0	1
Castleton University	1	0	0	0	0	0

<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
The Catholic University of America	0	2	1	1	0	0
College of Charleston	1	8	6	1	0	0
University of Chicago	2	7	1	1	3	2
Christopher Newport University	0	1	1	0	0	0
City College of New York CUNY	1	2	2	0	0	0
City University of New York	0	1	1	1	0	0
Clark University	0	2	1	0	1	0
Clemson University	3	12	4	1	2	3
Coastal Carolina University	0	1	1	0	0	0
Colby College	0	3	2	0	0	1
Colgate University	0	5	4	1	0	1
University of Colorado at Boulder	2	6	5	1	0	0
Colorado College	0	1	0	0	1	0
Colorado State University	0	1	0	0	1	0
Columbia University	0	9	0	0	6	1
Connecticut College	1	1	0	0	0	1
University of Connecticut	2	15	11	0	1	1
Cornell University	1	21	6	2	13	1
Dartmouth College	0	10	2	2	7	0
University of Delaware	5	23	15	1	1	4
Denison University	0	1	0	0	0	0
DePaul University	0	1	1	0	0	0
DeSales University	0	2	2	0	0	0
Dickinson College	2	2	1	0	1	0
Drexel University	0	4	4	0	0	0
Duke University	0	13	4	2	7	0
Edinboro University of Pennsylvania	0	1	1	0	0	0
Elon University	2	12	9	2	0	1
Emory University	1	2	0	0	2	0
Fairfield University	6	19	14	3	1	3
Fashion Institute of Technology	0	4	2	0	1	0
Florida Atlantic University	0	2	1	0	0	0
Florida State University	0	5	1	0	1	0
University of Florida	0	5	1	1	0	0
Fordham University	2	18	13	1	0	6
Franklin & Marshall College	1	4	4	1	0	0
Franklin Pierce University	0	1	1	0	0	0
Furman University	0	3	2	0	0	0
George Mason University	0	4	4	0	0	0
The George Washington University	5	14	6	3	4	4
Georgetown University	1	11	4	3	5	2
Georgia Institute of Technology	0	5	0	0	3	1

<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
The University of Georgia	1	10	4	1	1	0
Gettysburg College	2	7	6	1	0	0
Goucher College	1	1	1	0	0	0
Hamilton College - NY	0	4	1	0	3	0
University of Hartford	3	0	0	0	0	0
Harvard University	0	12	1	0	8	1
Haverford College	0	2	1	0	1	0
Hawaii Pacific University	0	1	0	0	0	0
Herkimer County Community College	0	1	1	0	0	0
High Point University	2	8	7	1	0	0
Hobart and William Smith Colleges	0	6	6	2	0	0
Hofstra University	0	9	7	2	0	0
College of the Holy Cross	1	4	4	1	0	0
Hood College	0	1	1	0	0	0
Hunter College of the CUNY	0	2	2	0	0	0
University of Illinois at Urbana-Champaign	1	2	2	0	0	0
Imperial College London	0	1	0	0	1	0
Indiana University at Bloomington	0	10	7	0	0	1
Iona College	0	3	3	1	0	0
Ithaca College	0	5	3	0	2	0
James Madison University	0	10	8	1	0	1
Johns Hopkins University	2	14	2	1	10	1
Johnson & Wales University (Providence)	0	1	1	0	0	0
Kean University	1	0	0	0	0	0
University of Kentucky	0	1	1	0	0	0
Kenyon College	0	1	0	0	0	1
King's College	1	0	0	0	0	0
King's College London	0	1	1	0	0	0
Lafayette College	1	3	2	2	0	1
Lebanon Valley College	0	1	1	0	0	0
Lehigh University	1	12	5	1	2	3
University of Louisville	0	2	2	1	0	0
Loyola Marymount University	0	4	3	0	0	0
Loyola University Maryland	2	12	11	1	0	0
Lynn University	1	1	1	0	0	0
University of Maine	1	2	2	0	0	0
Manhattan College	1	4	4	0	0	0
Manhattanville College	0	1	1	1	0	0
Marist College	6	15	6	2	2	5
University of Mary Washington	0	1	0	0	1	0
University of Maryland, Baltimore County	1	1	1	0	0	0
University of Maryland, College Park	4	15	12	1	2	0

College	Withdraw	Net apply	Accept	Attend	Deny	Waitlist
Massachusetts College of Art and Design	0	1	1	0	0	0
MCPHS - Massachusetts College of Pharmacy & Health Sciences	0	1	1	0	0	0
Massachusetts Institute of Technology	0	3	0	0	3	0
University of Massachusetts, Amherst	3	18	13	1	0	3
Mercy College	1	0	0	0	0	0
Merrimack College	0	1	1	0	0	0
Miami University, Oxford	3	5	4	0	0	0
University of Miami	3	16	9	2	3	1
Michigan State University	0	3	3	0	0	0
University of Michigan	1	21	7	2	8	5
Middlebury College	0	10	2	1	7	1
University of Minnesota, Twin Cities	0	1	1	0	0	0
University of Mississippi	0	1	1	0	0	0
Montana State University, Bozeman	0	1	1	0	0	0
Mount Holyoke College	1	0	0	0	0	0
Muhlenberg College	0	6	6	2	0	0
New England College	0	1	0	0	0	0
New York Institute of Technology	0	1	1	0	0	0
New York University	1	11	5	2	3	2
The University of North Carolina at Chapel Hill	2	12	3	0	8	1
University of North Carolina at Charlotte	0	1	1	0	0	0
University of North Carolina at Wilmington	0	2	1	0	0	0
Northeastern University	2	16	6	0	7	1
Northwestern University	2	8	0	0	8	0
University of Notre Dame	2	8	3	2	4	1
Occidental College	0	1	0	0	0	0
Ohio Wesleyan University	1	0	0	0	0	0
Oklahoma State University	0	1	0	0	0	0
The University of Oklahoma	0	1	1	1	0	0
Oregon State University	1	1	1	0	0	0
University of Oregon	1	0	0	0	0	0
Pace University, New York City	0	6	6	2	0	0
Pace University, Westchester Campus	0	1	1	0	0	0
Pennsylvania State University - All Campuses	0	22	19	3	3	0
University of Pennsylvania	0	13	1	1	10	1
Pepperdine University	0	4	2	1	0	1
University of Pittsburgh	0	4	4	1	0	0
Pratt Institute	0	1	1	0	0	0
Princeton University	1	11	1	0	8	0
Providence College	1	4	3	0	0	1
University of Puget Sound	0	1	0	0	1	0
Purchase College State University of New York	0	4	2	1	1	1

College	Withdraw	Net apply	Accept	Attend	Deny	Waitlist
Purdue University	1	2	1	0	0	1
Queens College of the CUNY	0	2	2	0	0	0
Quinnipiac University	3	12	12	2	0	0
Reed College	0	1	1	1	0	0
Rensselaer Polytechnic Institute	1	10	9	1	0	1
University of Rhode Island	2	2	2	0	0	0
Rhodes College	0	1	1	0	0	0
University of Richmond	4	10	5	1	0	4
Roanoke College	1	0	0	0	0	0
University of Rochester	1	4	4	1	0	0
Roger Williams University	0	5	5	1	0	0
Rollins College	0	1	0	0	0	0
Rowan University	1	0	0	0	0	0
Sacred Heart University	0	10	7	1	0	0
Salisbury University	1	0	0	0	0	0
Salve Regina University	0	2	2	0	0	0
San Diego State University	1	0	0	0	0	0
University of San Diego	0	5	2	0	0	1
Sarah Lawrence College	0	1	1	0	0	0
School of the Art Institute of Chicago	0	1	1	0	0	0
School of Visual Arts	0	1	1	0	0	0
The University of Scranton	0	2	2	0	0	0
Seton Hall University	1	2	2	1	0	0
Seton Hill University	1	0	0	0	0	0
Sewanee: The University of the South	0	1	1	1	0	0
Siena College	1	1	0	0	0	0
Skidmore College	2	6	1	1	0	3
University of South Carolina	1	8	5	1	0	1
University of Southern California	3	12	3	2	7	0
Southern Connecticut State University	0	1	0	0	0	0
Southern Methodist University	1	10	5	1	2	2
Springfield College	0	3	3	1	0	0
St. John's University - Queens Campus	0	1	0	0	0	0
St. Lawrence University	0	1	1	0	0	0
Stanford University	0	6	1	1	4	1
State University of New York - Plattsburgh	1	3	2	1	0	0
State University of New York at Albany	0	12	12	1	0	0
State University of New York at New Paltz	0	6	3	0	0	1
Stevens Institute of Technology	0	2	2	0	0	0
Stonehill College	0	1	1	0	0	0
Stony Brook University	2	12	6	0	2	3
SUNY Alfred State College	0	1	1	0	0	0

College	Withdraw	Net apply	Accept	Attend	Deny	Waitlist
SUNY College at Brockport	1	2	2	0	0	0
SUNY College at Cortland	1	10	8	3	1	0
SUNY College of Environmental Science and Forestr	0	1	1	0	0	0
SUNY College at Geneseo	3	16	13	4	0	1
SUNY Morrisville State College	0	1	1	0	0	0
SUNY College at Oneonta	2	3	2	0	0	0
SUNY College at Potsdam	1	1	0	0	0	0
SUNY Delhi	0	2	1	0	1	0
SUNY Fredonia	0	1	1	0	0	0
SUNY Oswego	0	1	1	0	0	0
Swarthmore College	0	3	0	0	3	0
Syracuse University	2	10	9	5	0	1
The University of Tampa	0	2	2	0	0	0
Temple University	0	1	1	0	0	0
Texas Christian University	1	1	0	0	1	1
The University of Texas, Austin	2	9	1	0	4	0
The Culinary Institute of America (NY)	0	1	1	1	0	0
The New School - All Divisions	0	1	0	1	0	0
The Ohio State University	0	7	5	0	1	0
Towson University	1	0	0	0	0	0
Tufts University	2	7	0	0	7	0
Tulane University	5	16	7	3	4	0
Union College	0	4	3	0	0	0
University at Buffalo The State University of New Yc	3	12	12	3	0	0
University College London	0	1	0	0	1	0
The University of Manchester	0	1	1	0	0	0
University of Mount Union	0	1	1	0	0	0
University of St Andrews	2	1	1	1	0	0
University of Utah	0	1	1	0	0	0
Utica College	1	0	0	0	0	0
Vanderbilt University	0	11	0	0	7	3
Vassar College	2	2	0	0	1	1
University of Vermont	2	14	12	1	1	0
Villanova University	3	22	14	3	1	5
Virginia Tech	1	5	5	3	0	0
University of Virginia	2	24	8	2	7	7
Wake Forest University	0	9	3	2	3	1
Washington and Lee University	0	3	1	1	2	0
Washington College	0	1	1	0	0	0
Washington University in St. Louis	0	7	2	1	4	0
University of Washington	0	1	1	0	0	0
Wentworth Institute of Technology	0	1	1	0	0	0

College	Withdraw	Net apply	Accept	Attend	Deny	Waitlist
Wesleyan University	1	3	1	0	1	1
West Virginia University	0	2	2	0	0	0
Westminster College	0	1	1	0	0	0
Whitman College	0	1	1	0	0	0
College of William and Mary	1	3	0	0	1	3
Williams College	0	7	0	0	5	2
University of Wisconsin, Madison	3	13	7	1	1	2
Worcester Polytechnic Institute	1	4	4	2	0	0
Yale University	0	10	1	1	8	0

APPENDIX B

DISTRICT NEWSLETTERS

COLD SPRING HARBOR



VOLUME 39, NUMBER 1

A REPORT ON OUR SCHOOLS

FALL 2015

A Message from the Superintendent....

Dear Community Member:

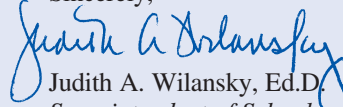
On Tuesday, September 1st, the Cold Spring Harbor Central School District welcomed approximately 1822 students to our schools. Last May, the Cold Spring Harbor community approved a school budget that was carefully crafted to balance new initiatives within the constraints of the State mandated tax cap. We are enthusiastic about the initiatives for the 2015-16 school year because they continue to reflect our focus on the cornerstones of effective teaching and learning: a challenging curriculum, implementation of instructional methodologies / assessments that engage the 21st century student, and the concomitant systemic professional development to ensure that our teachers are supported and well-prepared for the challenges ahead.

The Board continues to protect the community's investment in our schools by implementing its long-term plan of infrastructure improvements to ensure that our facilities are properly maintained and that our students can learn in an environment that is safe and conducive to instruction. In addition to the annual in-depth cleaning of the schools, several summer projects were completed: a new main office at Lloyd Harbor School, freshly painted stairwells in the Field House, new instructional space for small group learning at the High School, refinishing of all gymnasium floors, and security upgrades throughout the district. Many of these improvements have been funded through our voter approved Capital Reserve program and have not resulted in any additional debt or need to issue construction bonds. This past May, the community once again supported plans for long-term facilities upgrades by voting affirmatively to establish a new Capital Reserve Fund.

Ultimately, all of the initiatives listed above could not result in student success unless students themselves view their school experience in a positive light. Children grow when they feel confident, supported and comfortable venturing into their "stretch zones". There is nothing as empowering as the feeling of success in the face of challenge or being able to bounce back from a disappointment. We are committed to beginning this school year with the goal of ensuring that each student feels a sense of *Seahawk Pride* as a valued member of our school community!

I thank you in advance for taking the time to keep up with all that happens in our schools. Cold Spring Harbor is a vibrant place to learn, achieve and dream "big". I hope you will join us for an athletic event, a theatre production or a concert in the coming year, our students are sure to impress you.

Sincerely,


Judith A. Wilansky, Ed.D.
Superintendent of Schools



My Hero

Lloyd Harbor: In remembrance of September 11th heroes, the LHS Student Council organized the creation of an American flag at Lloyd Harbor School. The students wrote the name of a hero on a red or white post-it note, which was used to create the flag. The message that this project sent out was that "A hero is someone we think of as special because of the good or brave things that person has done."

Librarian, Maryellen DiCioccio, provided the school with books to support the hero theme. This was a theme familiar to Ms. DiCioccio who, by working in Bay Shore Brightwaters Public library, was exposed to the NY statewide adopted Heroes Summer Reading Program. Student Council advisors, Jennifer Coniglio and Ashley Danielski, are very thankful for all of the teachers' collaboration on this very special project. Please come take a peak, and read about these heroes!

A Message from the Board....

As we welcome the new school year, we acknowledge the incredible changes in education. The resources available to students and teachers today far exceed anything today's parents experienced when they attended school. Our students now use iPads and laptops as early as Kindergarten. Teachers use interactive whiteboards instead of chalkboards. Students use e-readers instead of just paper books. Teachers use educational software that tailors and adjusts reading materials for each student's abilities. Feedback software lets teachers know which concepts their students grasp and which need more explanation.

New software introduced this year allows teachers to expand the integration of technology tools into their classrooms. Our Kindergarten students will be using iPads during center time to work on concepts that represent each student's "next steps" in literacy and math through the expanded use of eSpark. Both elementary schools have expanded their electronic book collections and stu-

dents will utilize LightSail software to facilitate growth in reading comprehension. In the Junior High School, students will be using Achieve 3000, which provides news articles from the Associated Press that have been adjusted to their individual reading levels. It should be noted that all of these "personal learning" initiatives have been accelerated as a result of a magnanimous donation by the CSH Educational Foundation. Our faculty devoted time over the summer break to learn how to use these new tools.

Changes introduced from outside our classrooms are also changing the way our students learn and our teachers teach. Parents, educators, and politicians continue to debate the Common Core learning standards and the Annual Professional Performance Review process. Whether these changes benefit education or make it more difficult is debated endlessly. There is no doubt that the intentions are good. We won't let the background noise from these debates deter us

from the one basic truth that has always been the foundation of a good education—an engaging teacher leading a group of enthusiastic students.

The Board of Education will continue to work to provide our teachers with the tools they need to provide the best learning environment for our students. We are mindful of the financial constraints placed on school districts through the limits imposed by the tax cap and ever-growing costs that are beyond our control. For the foreseeable future, our financial position allows us to meet our educational goals. I can assure you that your Board of Education will continue to make the fiscal choices that will ensure that our children receive the best educational experience possible.

Sincerely,



Robert C.
Hughes, *President*,
CSH Board of Education



Board of Education:
(seated)
Amelia Brogan
(Vice President),
Robert C. Hughes
(President),
Anthony Paolano,
(standing left to right)
Mark Freiberg,
Mark McAteer,
Janice Elkin, and
Ingrid Wright.

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



National Merit Scholarship Program 2016

Congratulations to the following students for being named “commended” and “semi-finalists” in the 2016 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 HS students in the U.S. through recognition and college scholarships. Less than 3% of the 1.5 million students who take this test will become a recipient of the awarded Letters of Commendation. Six of our students received this honor: **Katja Martine Brechter**, **Aidan Coffey**, **Daniel Crosson**, **Skyler Palatnick**, **Sabrina Odierno** and **Christopher Wilcox**. Only less than 1% advance as semi-finalists, and three students received this distinguished recognition at CSHHS: **Andrew Gulotta**, **Zach Wang** and **Timothy Sherlock**. This is an amazing achievement and a wonderful honor. Congratulations to all!

- **Summer Lab Internships:** Teacher, Jaak Raudsepp (Director of Research) was proud to share four student internships at labs this summer. Three worked at Cold Spring Harbor Laboratory: **Tamanna Bhatia** (in Alea Mills’ lab), **Cailey Brogan** (in Adam Siepel’s lab), and **Devin Wenger** (in David Tuveson’s lab). Both Tamanna and Cailey were also accepted into the prestigious *Partners of the Future* program. In addition **Aidan Coffey** worked in Justin Hill’s lab at the Burke Rehabilitation Hospital in White Plains.

- **NYSSMA All-State Conference in Rochester, NY:** the Music Department had two students accepted to represent CSH School District. Thousands of students auditioned for this honor last spring at solo and ensemble festivals throughout the state. Secondary Music Coordinator, Brent Chiarello, would like to congratulate students: **John Sepanski** (selected for both bassoon and clarinet), and **Benjamin Basil** (selected as an alternate for snare drum), along with their teachers. John will perform at the All-State Conference in Rochester this December 3-6, 2015.

- **William Doyle**, (2015 Alumni) CSHHS Lacrosse goalie, was among six recipients of the second annual James C. Metzger Leadership Award. Doyle helped the Seahawks battle through last season winning a State Championship title, while maintaining the award’s leadership qualities of honesty, commitment, positive attitude, tenacity, and ability to inspire others both on and off the field.

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



- **John Sepanski** (senior) was one of only 20 recipients to receive the *Long Island Arts Alliance (LIAA)* “Scholar Artist Award of Merit” in recognition of his dedication to art and being a very valuable asset to his school district, as well as demonstrating hard work, excellent scholarship and other accomplishments. John will be honored at Half Hollow Hills East High School on September 9th and at an end-of-the-year reception at the Tilles Center on the C.W. Post Campus.



CSH Jr./Sr. High and West Side receive “Reward School Certificate” 2015-2016: Board of Education President, Robert C. Hughes, presented both schools with the NY State Department of Education “Reward School” Award for the 2015-2016 school year. New York State Commissioner John B. King, Jr. identifies Reward Schools as either schools that have high achievement or schools that have made the most progress in the state and do not have significant gaps in student achievement between subgroups, while adhering to very specific performance and progress measurements. Congratulations! □

State Property Tax Rebates

Cold Spring Harbor School District Designated Lead Agency for Consortium: Last year many of our local tax payers received money back from the state in property tax rebates, and CSH School District wants to ensure it happens again.



Under the direction of Dr. William Bernhard, Interim Assistant Superintendent for Business, the Cold Spring Harbor School District, has been designated as the lead agency for a consortium of school districts in Western Suffolk BOCES to coordinate a property tax efficiency plan which was submitted to the state June 1, 2015. If approved by the New York State Budget Office, it will ensure that the rebate continues into the 2015-2016 school year. Last year, qualifying property owners received a rebate if their school district stayed within the state’s 2% property tax cap

when developing its budget with cost savings. This year, in order to receive the rebate, school districts must continue to remain within the tax cap but also develop this tax efficiency plan. This is part of the two-year state property tax freeze credit program, estimated to result in \$1.5 billion in taxpayer savings state wide. In order to qualify for the program and receive reimbursement on any school tax increase, the taxpayer must be the primary home owner and have an annual income below \$500,000. □



- **Timothy Sherlock** (senior) was selected for the National Association for Music Education’s (NAfME’s) All National Honors Chorus and will perform on the historic *Grand Ole Opry House* stage at the Festival in Nashville on October 29th. Only 670 of the nation’s top high school musicians were selected out of 2.5 million hopefuls and invited to showcase their talents. This is an honor awarded to very few students, and even fewer school districts, congratulations for representing CSH Music on the National level. (Timothy has also been selected as a finalist on Long Island’s Got Talent!)

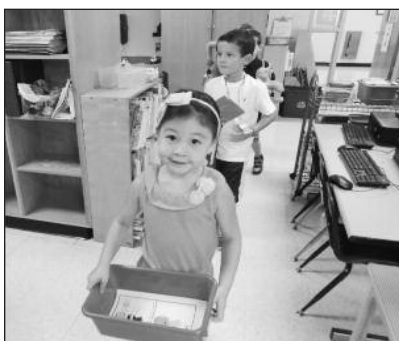
Back to school reports from Our Principals . . . Back to school reports from Our Principals

Goosehill Report

From Mrs. Herschlein...

We experienced a very smooth opening at Goosehill Primary School, welcoming 203 students, including 23 new families. All of the children entered prepared, happy, and ready to start the school year! Over the past few months, we held Kindergarten Screenings, Parent Orientations, Welcome Teas, and an Open House when the children visited their new classrooms and met their teachers. These activities helped our students and their families feel comfortable and eager to begin the school year. Teachers worked over the summer preparing for the new school year and engaging in professional development. They are looking forward to implementing the new components of our instructional program and working with their students.

The first days of school were exciting, in spite of the heat wave! Teachers held lessons in air-conditioned rooms whenever possible, and fans offered a welcome breeze. During the first weeks of school, teachers engage the children in activities designed to foster their ability to listen carefully, interact respectfully, follow routines, and implement procedures. Our goal is to develop independence and a sense of competence so that our students can learn at high levels, take pride in their accomplishments, and become contributing members of their school community. The GPFA continues to provide a great deal of support for all of our programs. This summer, they went above and beyond when they redecorated the staff room, adding many welcoming surprises. All are ready for the upcoming annual GPFA Welcome Back Picnic, which is a favorite experience for our families. Goosehill also welcomed the YMCA Before and After Care Program to the building. We all look forward to a great year! □



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

Lloyd Harbor Report

From Valerie Massimo....

Lloyd Harbor School welcomed 400 students, including 25 new students. The PTG hosted a New Family Orientation and organized our annual "second grade shadows" program. Returning students were surprised to find a new location for the Main Office, which now spans the distance of the entire front hallway. Large windows provide enhanced visibility and create a safer, more welcoming atmosphere. *"I had students making creative excuses to come see me, and deliver things, just so they could see our new space!"* Although we opened still living out of boxes, we were fully functioning and organized for the students' first day. Additional changes around LHS include the nurse's office being moved to the former Main Office location and, thanks to the PTG, we now have new fiberglass backboards in our gymnasium. During the first week of school, grade level assemblies were held with a focus on student safety, appropriate behavior and proper use of technology. *"Everyone has the right to feel safe and comfortable, and no one has the right to take that away!"* Even with all the changes, the one thing that remains constant is the dedication of our faculty and staff who are committed to making our learning environment challenging, authentic and motivating! Looking forward to a great year...



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

West Side Report

From Kurt Simon....

It is hard to believe the summer has come and gone. We rang in the new school year (as the sound of the original school bell echoed throughout the halls) for the 226th time welcoming back 239 students, 16 of whom are new to our community. Special thanks to Student Council President, Logan Vitagliano and former Principal, Ted Hilton, for leading our student body in this traditional event.



When I first became Principal I welcomed only three new students to West Side, so this year it was a pleasure to welcome 16 to West Side. As usual, our 6th graders led the way with tours and answered questions. I noticed older students taking young students under their wings at lunch, recess and on the bus, making sure no one was left alone or left out. We held new family orientations, grade level assemblies, reviewed DASA regulations, prepared team and grade level charters, resurrected a new "West Side Sign," and installed a new LCD TV. The PTG held their first meeting, and a summer reading celebration was held with the suggested theme of "Become an Expert" on something you love. Categories ranged from space exploration to geography to organic eating and gardening. The kids loved it, and the teachers had very positive feedback. Thank you to Ms. Fraiberg who once again arranged this experience for our students and staff. Our annual H.E.R.O. Project is underway with our student spirit photographers out and about capturing events. The PTG made sure all the school supplies were delivered, as well as special goodie bags for the teachers and staff on the first day. Mr. Hilton shared that he had never seen a happier school. I would have to agree! □



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

Jr./Sr. High School Report

From Jay Matuk...

It was a pleasure to welcome back 970 students (including 37 new students). It was an extremely hot school opening, yet the halls seemed to be filled with smiles at seeing old friends, while the fields were once again packed with athletes in uniform trying to survive the heat. We had our Ambassadors in place thanks to the help of Mrs. Halloran's community service groups and the *Natural Helpers Club* for any students needing help, or extra eyes to make sure everyone is taken care of. The seniors and parents attended the annual *Safe Driving Program*, for the safety and privilege of driving and parking at school, where repeated lessons never get old when it comes to our children getting behind the wheel. Back to School nights are underway, and the first parent CFA meeting was held with Director of Guidance, Andrew Rosenberg as speaker. Grade level meetings were held with all classes, and we welcomed many new aids and teacher assistants this year who all have a wonderful way with the students, (compliments to Denise Campbell, Executive Director of Special Education and Pupil Services for putting this group together). As always, thank you to the Board of Education, Administration, and all the faculty and staff who work tirelessly over the summer with professional development and setting up for a smooth and seamless transition into the new school year. □



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

Jr. High School Report

From Joseph Monastero...

The junior high opened its door early in August to 145 7th graders starting with the annual “Beautification” day where students in grades 7 and 8 decorated t-shirts, did yoga, had dance-offs, ate pizza, and mostly made new friends. Many students also received their hallway lockers on the second day of Beautification. Next was the annual BBQ and orientation, where students and parents met the faculty, walked the halls with the help of 60 upperclassmen *Seahawk Ambassadors* to find their scheduled classrooms, and decorated their lockers (aka “apartments”) with shag carpets, chandeliers, magnetic chapsticks and wall paper! All students have their new student portals up and running, classroom charters set, and the new Achieve 3000 programs underway. The 8th graders (155) jumped right in to the second annual “Challenge Day” at Caumsett Park, on a warm day. It’s a very special, yet challenging day, of ice-breaker games and carefully selected groups meant to take kids out of their comfort zones breaking down cliques and barriers and creating new friendships. It truly is an amazing day. □



Caumsett Park Challenge Day

On September 8th, five days into the new school year, 155 eighth graders piled onto buses for the second annual field trip to Caumsett Park. This wasn't an ordinary field trip, but rather an initiative sparked by D.A.S.A. (Dignity for All Students Act) a NY state mandated curriculum which seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012.

Principal Jay Matuk explained,

"We took great pains planning this event last June, and spent several hours

dividing kids into groups, taking them out of their comfort zones and making sure that students had the opportunity to experience the day with peers whom that might not necessarily have gotten to know during their 7th grade year at CSH." Student were placed into teams and were required to engage in a series of activities including **Cooperative Games** "icebreakers," **Initiatives**

*"... the day's theme ...
"If you really knew who I am."*



"problem solving tasks," and **Low Ropes Course** "physical challenge." All groups were facilitated by a

BOCES trained teacher as well as co-supervised by a member of the CSH faculty. Barriers were broken as stu-

dents found themselves working side by side with peers who until today were just classmates but now were becoming friends. This also enabled our students to become more aware of the existence of cliques and the behaviors which can unknowingly exclude others. They practiced strong communication and negotiation skills through listening and speaking. There

were conflicts to resolve and every student had the opportunity to provide input into the way the team solved each of their challenges. . . Often students were heard saying, "I'm convinced this is impossible!" and "No one can do this!" Some who had arrived disappointed that they were not with their friends, all spoke later about their experiences and how they were happy to meet so many new friends and breakdown preconceived notions about some of their classmates. It was SEL (Social Emotional Learning) at its best. We are very grateful to the staff at the

Caumsett State Park Preserve – Nassau BOCES Environmental Center for a fabulous day!

Due to the success of this day for eighth graders, Principal, Jay Matuk, contracted with an outside organization to facilitate several "Challenge Days" for 10th-12th graders last year, with full day workshops held in the gymnasium for students and teacher team leaders. These days proved to be incredibly powerful, with students discovering much about what each of them had in common with each other, while working with the day's theme of "If you really knew who I am." Students and staff acknowledged it was one of the best days ever spent at their school, and all look forward to continuing the program this year. □



School Facility Updates

While many of us were enjoying "schools out!" summer vacations, the district plunged into full-force facility update mode. Over the summer, Director of Buildings & Grounds, Mark Margolies, and his staff completed an impressive number of upgrades and repairs. The custodial staff in every building stripped and re-waxed all the floors, shampooed all the carpets, painted, cleaned and repaired all rooms and furniture, cleaned all windows and blinds, installed more whiteboards, and relocated teacher classrooms. At Lloyd Harbor a Capital Reserve Project supported a major change by relocating and reconfiguring the Main Office (photo inset), the Health office, and the Faculty Lounge. At the Jr./Sr. High new teaching spaces were created for Special Education, the wood floors in the gyms were screened and recoated, boilers were tuned up, and window hardware was repaired or replaced. At the elementary schools ten CCTV Cameras were installed as well as twenty CCTV Cameras at the Jr./Sr. High. The stairways at the Field House were painted through another capital reserve project. These are just a few of the many completed projects that the school community will enjoy for years to come. □

Everyone loves a Picnic

Goosehill students and parents enjoyed the beloved annual event “Goosehill Picnic” on September 18th. The weather was spectacular, the bounce houses were jumpin’, the music was cranking, the playground was filled, and there was pizza and Ralph’s ices for all. The best part was seeing all the children laughing, hugging, and high-fiving as parents spun around trying to keep up with them! It’s a wonderful day to reconnect for families, and meet new friends. It’s no wonder this is a Goosehill favorite event. □



Achieve 3000

Achieve 3000 is a new initiative introduced to students in grades 7-9 at the Jr./Sr. High School this fall that provides the only patented cloud-base solutions that deliver daily differentiated instruction for nonfiction reading and writing that’s precisely tailored to each student. Based on decades of scientific research, *Achieve 3000*’s proven method of online differentiated instruction engages all learners at their individual reading levels and constantly challenges them to improve their literacy skills and master increasingly rigorous academic standards and assessments. *Achieve 3000* uses Associated Press articles that have been rewritten at 12 different Lexile (scale of reading ability) levels allowing all students to participate in classroom activities at their personal reading level. This program is currently being offered to students for the first time, with all teachers receiving professional development on its implementation. Once a baseline Lexile reading level is established for each student, intervention begins in the classroom with teacher-led instruction that hones in on specific skill deficits. Curriculum standards are aligned with instruction in science and social studies classes as well. The program is fully compatible with mobile devices, iPads, Google Chrome books and beyond, which you can enable initiating “anytime, anywhere learning.” □



Pasta Anyone?

West Side kicked off its annual Tomato Sauce Day thanks to the Garden Club, Mrs. Berg, and PTG volunteers. Families tend to the organic garden all summer long, and because of these dedicated volunteers, West Side continues its tradition of hosting this beloved event, with delicious pasta and sauce for lunch, along with fresh herbs, sprinkles of Parmesan cheese and bread. It’s a huge hit...another helping please?

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

www.csh.k12.ny.us

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Notice to All Parents

Early Dismissal Drill Emergency Management Plan Requirement

In compliance with the regulations of the Commissioner of Education, the Cold Spring Harbor Central School District has scheduled its annual test of the Early Dismissal Drill for:

Friday, October 9th 2015

All pupils in Grades K through 12 will be released ten minutes earlier than their scheduled dismissal time in order to test the early dismissal response of the district’s Emergency Management Plan. Please make appropriate arrangements for the early arrival of your children as a result of the drill. Thank you.

**Attention
Taxpayers**

The New York State School **TAX Relief (STAR)** program provides a school property tax reduction for **ALL** “primary residence” property owners. There are two types of STAR exemptions: Basic STAR and Enhanced STAR (for those over 65 and who meet income limits). Suffolk residents may call 631-351-3308 for more information; Nassau residents, 516-571-2490.

“Staying Cool in School”



The first two weeks of school proved to be a challenge with the heat wave, but Goosehill students Emily Goldstein and Taylor Winthrop, certainly had fun trying to stay cool!

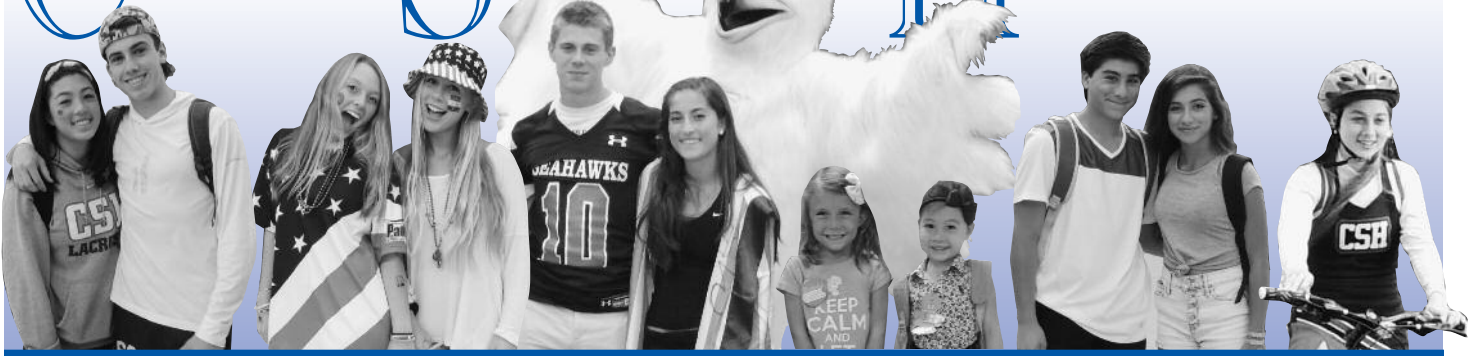
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YouTube: CSH Hawk Talk (Jr./Sr. High Daily Announcements)

Please note all District Newsletters are also available online!

COLD SPRING HARBOR



VOLUME 39, NUMBER 2

A REPORT ON OUR SCHOOLS

WINTER 2015

Superintendent Announces Retirement

At the October Board of Education meeting, Dr. Judith A. Wilansky announced, *“It is with the feeling of utmost gratitude for the privilege of leading this district for the past 8 years that I announce my plans to retire as Superintendent of Schools in June 2016. Cold Spring Harbor has been a wonderful place to be! It is a community filled with some of the most extraordinary people that I have had the good fortune to work with—from Board member, to administrator, to teacher, to support staff, to parent leader; thank you for the extraordinary contributions on behalf of our students. I am extremely proud of our schools in that I believe that Cold Spring Harbor has become a better public school during my tenure here. Our school community has invested tremendous effort in expanding our programs and services to ensure the success of all learners, whether that is a student striving for an*



Advanced Designation Regents diploma or a student earning a Local diploma. Each student accomplishment is one to celebrate. At a time when public education is challenged at seemingly every turn, I have the utmost confidence that our schools will continue to serve the students of this community well. I look forward to Cold Spring Harbor's next chapter and will remember my years here as the highlight of an almost 40 year career.”

Dr. Wilansky thanked the members of the Board of Education not just for their support but for the manner in which they have consistently governed the school district: students first, an unwavering commitment to the educational philosophy of this district and for their fair and open-minded decision-making. She shared, *“Our schools are wonderful places to learn because of how the Board has approached their responsibilities.”* Dr. Wilansky has the noteworthy honor of being the first female Superintendent

“A leader with great integrity, honesty, care, and support, Dr. Wilansky has been an inspiration to many of us personally and professionally. . . .”

for the District, and holds the second longest Superintendent term (8 years) in the history of the District. Assistant Superintendent of Business, Dr. William Bernhard shared, *“The Cold Spring Harbor community has been extremely fortunate to have had Dr. Wilansky as the instructional leader of our schools. She consistently maintained that delicate balance of providing our students with extraordinary educational opportunities but at the same time always recognizing her commitment to our residents to prudently manage our limited financial*

resources.” Lydia Bellino, Assistant Superintendent of Curriculum and Instruction expressed, *“A leader with great integrity, honesty, care, and support, Dr. Wilansky has been an inspiration to many of us personally and professionally. I have always known Dr. Wilansky as a steadfast advocate for quality education of the highest standards and best professional practices.”* It is with appreciation for Dr. Wilansky's sixteen years of service to our community that we say goodbye to an extraordinary leader. May your retirement years welcome many new and exciting endeavors—you will be missed! □

Superintendent Search Survey

Community input is requested through an online survey to rate the importance of a potential candidate's qualifications and personal characteristics, as well as his/her abilities and experience with school staffing, instruction, board relations, district operations and finance will be polled. Board of Education President Robert C. Hughes said, *“Selecting a new Superintendent is the most important decision a Board of Education must make. The Board will work carefully to find the right educational leader for the children of the district. We welcome input from the community, through the online survey and directly, to ensure that we pick the best Superintendent for our community.”* The survey can be accessed on the home page at www.csh.k12.ny.us, or a copy can be picked up at the District Office or the Public Library.

Meeting Dr. Watson CSH Laboratory

West Side fifth graders had an incredibly unique experience. The CSH Laboratory (CSHL) opened their doors for these young scientists to gain a true understanding of some of their research. Students participated in a number of stations in various laboratories that ranged from bio fuels, the brain, and cancer research. One of the many highlights of the day was the opportunity to meet Dr. James Watson, winner of the Nobel Prize in 1962 for the discovery of the structure of DNA. CSHL is home to eight scientists who have been awarded the Nobel Prize. Students walked past the “wall of winners” as they entered the library (housed above a giant vault where all the historical archival papers are housed, including Dr. Watson’s). Here they learned the history of the Laboratory and how science helps people and our environment by solving complicated problems. Dr. Ryan told the students, “*To wonder is to begin to understand.*” Dr. Watson shared his motto in life, “*Prevail through knowledge, (not through courage, or beauty, or money).*” Principal Kurt Simon, said, “*Students boarded the bus at the end of the day with two books: **The Road to Discovery: A Short History of CSH Laboratory** and a signed copy of **Double Helix**, by Dr. Watson, great additions to our school’s library. Special thanks to Dr. Charles Ryan, Dr. Raffaella Sordella, and Dr. Anthony Zador (5th grade parents and CSH Lab scientists), along with science teacher, Mrs. DeRosa, and researchers at the CSH Lab, who were able to make this experience a possibility. Our children came back to West Side truly inspired!*”



The students had many thoughtful questions for Dr. Watson, here’s a sample:

- What was your favorite part of discovering DNA? *Winning!*
- What was your reaction when you discovered the structure of DNA? *We’re going to get the Nobel Prize! (But could it be wrong even though it looked so right?)*
- What did you do after you won? *Went skiing!*
- What does it feel like to be a famous scientist like you? *I have a good life! I’m not bored.*
- Do you still do Research? *Yes! I still feel like I’m ahead of my time...*
- What are you currently researching? *How to kill cancer cells.*
- Why did you choose DNA to research? *It seemed the most important of all the problems to solve at that time.*
- What was the hardest part of discovering DNA? *Neither my partner nor I were trained as chemists, I was a biologist, my partner, Francis Crick, was a physicist.*
- Do you have any siblings? *I have one sister who died 15 years ago. When we were young, she wanted friends, and I wanted knowledge.*
- Before you discovered DNA, what interested you? *How do birds migrate?*
- What other major accomplishments are you proud of? *Writing some good books.*
- Does the CSH Laboratory know how to clone? *Yes! We can clone cells, not people.* □



Botanical Gardens

West Side: For the first time ever, fifth graders took a field trip to the NY Botanical Garden to experience Frida Kahlo’s Gardens at the recreated Casa Azul, where she resided in Mexico. The exhibit provided students with a unique learning experience in which interdisciplinary teaching occurred across a myriad of academic subjects. Students learned about Latin America as part of their Social Studies curriculum. Within the area of speech and language, they learned about personal character traits and how to identify these qualities with evidence. In art, students learned about the concept of Surrealism. Her images inspired our young artists to create their own self-portraits with a modern twist; digital selfies. Students in FLES (foreign language) created self-reflections in Spanish, similar to the style in which Frida wrote her own reflections under her self-portraits. This trip was made possible due to the collaboration of teachers, Senora Tassani, Ms. McLaughlin and Ms. Agnello. □

Social Media Awareness

On November 23rd, CSHHS hosted a special presentation for grades 10-12 on *Social Media Awareness* and the dangers associated with posting on the internet. The bottom line is “THINK before you post.” You can never take it back, it’s permanent, it’s forever, it will follow you for the rest of your life. Whether you are applying to colleges, seeking a career, or being recruited for a collegiate sport, your profile is being reviewed, and your name Googled, whether you like it or not. Their advice is to clean up your profile! Be smart, because there is no privacy anymore. The recent “sexting” incident in the media was a wakeup call for all students, learning of the legal ramifications that led to the felony arrest charges of two 14 year-olds. Mr. Matuk shared, “*My hope is that this presentation encourages you to make better decisions, and makes you “aware” of what could impact your reputation.*” There are many positives to social media, however you need to protect yourself, know the laws, and prevent irrevocable damage to your reputation. □



Joining Principal Matuk, were panelists Ms. Kristen Capezza (Executive Director of Admissions, Adelphi University and President of NY State Assoc. for College Admissions Counseling), Officer Sabrina Pitch (Suffolk County Police Dept.), Mary Simmons, (Director of HR Consulting for Portnoy, Messinger, Pearl & Assoc.), and Joseph Spallina (Head Coach SBU Woman’s Lacrosse).

Locks of Love Who needs a pony tail!

On Nov. 17th girls with long pony tails swayed through the doors of Cactus Salon for the 13th annual Lock’s 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. The children receive hair prostheses free of charge or on a sliding scale, based on financial need. Locks of Love is a non-profit organization that provides hairpieces to financially disadvantaged children under 18 in the US and Canada. Amazingly, Mrs. Fristensky donated her hair for the 6th time! A debt of thanks went out to Cactus Salon (Main Street, Huntington) and President Joe Secreti, who encourages all his salons to volunteer their expertise and time to help many charities. Director of Marketing, Karen Vito, was there to offer the salon for the fifth year in a row, and the staff couldn’t have been more inviting to the students of CSH. Francesco Matrinelli of Island Silkscreen graciously designed and donated all the tee shirts as he does *every year*. A total of 15 ladies cut their hair and opened their hearts to so many in need. Thank you also to *Little Vincents* (who donated all the pizza!) and all the CSH students for their gracious gift of giving back...and helping others. Many tears were shed, and hugs offered, once the reality of the scissors snipped those beautiful locks of hair that were grown out for many years becoming part of their identity. 2008 graduate, and former LOL member, Christina Cody, came to support her sister Morgan and then decided on a whim to shave her head and also donate! NBC News crews were on site covering the event and the emotions that come with donating their hair. □



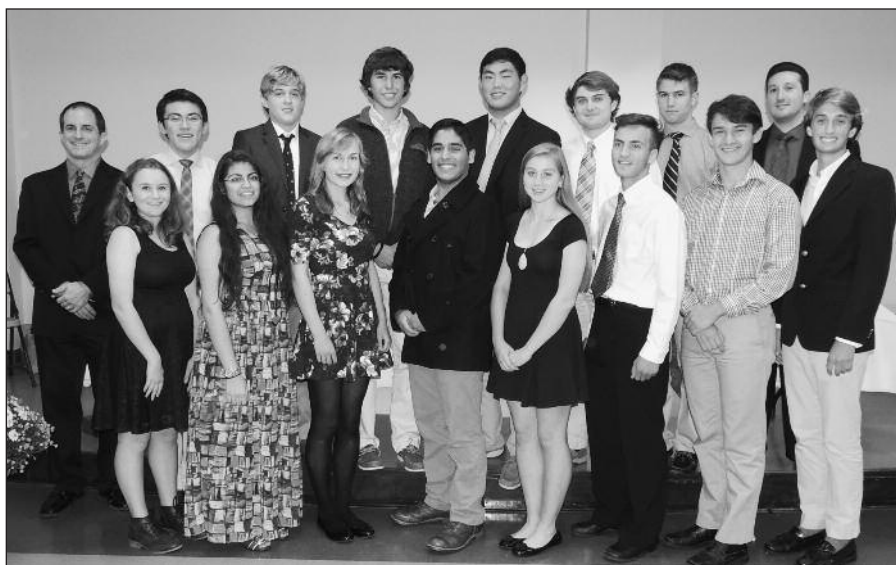
(participants) Elizabeth Erichsen, Victoria Lizak, Lydia Reder, Nicole Marchese, Cailey Brogan, Señora Fristensky, Kylie Tsotsos, Katie Marasciullo, Ellie Fox, Tamana Bhatia, Christina Reilly, Michaela Kufner, Morgan Cody, Christina Cody, Melissa Marasciullo.



What do you know about Syria?

You can’t help but be impressed when a group of over 40 students pack a classroom *after-school* for a discussion on Syria led by their Principal, Jay Matuk. It’s hard for parents to watch their children grow up in a world filled with acts of terrorism and *be-headings* led by ISIS (*Islamic State in Syria*). How can we comprehend this, never mind explain it? That’s what these students came to find out. “Syria” was the first in a series of discussion groups organized by the *Holocaust-Genocide Club*, led by advisor Ms. Joey Waters. Each month topics will involve human rights violations and genocides of the past and present. Mr. Matuk (former Social Studies teacher) is passionate about global issues and world conflicts. He shared his understanding and perspective on the current crisis in Syria, including a brief history of that region of the world, a video showcasing the refugee crisis, the current regime struggle, and the uprising of ISIS. Mr. Matuk answered many of the students’ questions and concerns. □

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



Tri-M advisor, Dr. Matthew Marullo (far left), and Music Department Chair, Brent Chiarello (far right), Tri-M recipients: Johanna Zenn, Tamanna Bhatia, Brittany McGowan, Caroline Reilly, John Sepanski, Timothy Sherlock, Aidan Coffey, Harry Foxman, James Kessler, Tyler Seccafico, Birch Sztabnik, Arya Tousi, Zachary Wang, Andrew Weld.

Tri-M Music Honor Society

The 7th annual induction ceremony for the Tri-M Music Honor Society was held at the CSH Public Library on Oct 14th. 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 14 talented seniors who were recognized for their achievement. Thank you to Secondary Music Department Chair, Brent Chiarello, and Tri-M Advisor, Dr. Matthew Marullo, for a beautiful ceremony. □



Recipients: Nicole Schaffer, Hannan (Ben) Liang, Tyler Varacchi, Natalia Packert, Taylor Strough, Ian Laviano, Christina Alyskewycz, Isabelle DeSimone, Kristen Samuel, Lindsay Herling, Brandon Maccarone, Gavin McGowan, Dean Carfora, Chloe Harouche, Annabella Szczerbiak, Samantha DeBellis, Michael Visconti, Amanda Burkett, Amanda Lauro, Daniel Striano, Andreas Bigger, Sarah DiMaio, Kaya Cohen, Olivia Gandolfo, Samantha Bennardo.

Character Recognition Awards

Recognizing good character in our students is a wonderful initiative at the Jr./Sr. High School. Now in its third year, Principal Jay Matuk expressed, *"This is one of my favorite ceremonies here at CSH, because what matters most is a student's character. Contributions that can't be quantified on a state assessment.... these students are making an impact well beyond exams."* Faculty members can recommend up to three students who best exemplify specific attributes selected for that quarter of the school year. They are then invited, with their parents, to a brief ceremony honoring good character, and awarded certificates by the staff. The goal is to help promote a positive school environment essential to the healthy development of young adults, and to recognize role models. On November 19th students were recognized for the attribute of "Initiative." Congratulations to the first quarters 25 winning role models! The heartfelt stories told by the teachers, spoke volumes about the character of our student body. □



Denise Engel
Tenure Granted: Congratulations to Ms. Engel who was granted tenure effective Dec. 2nd in the tenure area of Special Education.

Aina Khan (9th grade): Winner of the Single Stream Recycling Award Poster Contest, honored by Councilman Mark Cuthbertson of Huntington, June 2015. Aina's poster was one of five submitted by art teacher Samantha Hayes.



Patricia Connolly *Tenure Granted:*

Congratulations to Ms. Connolly who was granted tenure effective Nov. 9th in the tenure area of Mathematics.



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

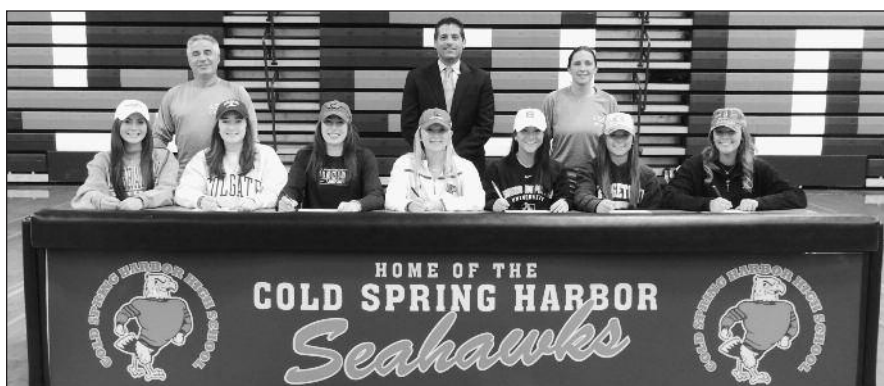


Dr. Wendy Moss, School Psychologist, who teamed up with Physical Therapist, **Dr. Susan Taddonio**, to write *The Survival Guide for Kids with Physical Disabilities and Challenges*. This book was honored with a silver medal by the *Moonbeam Children's Book Award*. For many kids with physical disabilities and challenges, the barriers they face go beyond what they can and can't do with their bodies. Loaded with tools for coping with the intense social, emotional, and academic difficulties these students often must deal with—as well as their secret fears—this book helps kids succeed in and out of the classroom and confidently handle their physical challenges. Dr. Moss and School Social worker, Robin Acconi, also wrote a book called *School Made Easier (2014)*. This also won a silver medal for *Moonbeam Children's Book Award!* In addition, Dr. Moss recently published two additional books, *Bounce Back: How to be a Resilient Kid*, and *The Tween Book: A Growing Up Guide for the Changing You*. WOW!



Principal Jay Matuk: was interviewed on October 24th by 103.9 WRCN LI Radio on a Saturday afternoon talk show called 'School Buzz.' The

topic was the impact of the Common Core curriculum and standardized testing on today's schools. Mr. Matuk shared, "It was fun as I have not done radio since college, where I was an occasional sportscaster!"



National Letters of Intent

The following student-athletes signed their 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 seven (7) athletes who earned this recognition: (left to right) **Lauren Spinnato** (Soccer, Binghamton University), **Sabrina Ordierno** (Softball, Colgate University), **Caroline Kiernan** (Lacrosse, George Washington University), **Ashley Lynch** (Lacrosse, Louisville University), **Shannon Logan** (Lacrosse, Johns Hopkins University), **Kate Hudson** (Lacrosse, Georgetown University), Samantha DeBellis (Lacrosse, Duke University). Athletic Director, Mr. Michael Bongino, congratulated the students, along with their coaches, Danielle Castellane and Steve Cacioppo. The following student-athletes will also be continuing their athletic careers at the Division III level: **Lauren Paolano** (Field Hockey, Washington and Lee), **Courtney Kennedy** (Field Hockey, Franklin and Marshall). □

Community Budget Forum

Save the date! January 26, 2016 @ 7:30pm District Office
 Preliminary Discussion of the Proposed 2016-2017 Budget
 Please join us for a presentation and facilitated discussion regarding the Budget Development Process and the Tax Cap

Aron Friedlander (senior) and **Katherine Vasquez** (senior) were both honored at Hispanic Heritage Night, on Oct. 16th at the Jack Abrams STEM Magnet School recognized for being outstanding students. Keynote speaker, Belinda Alvarez-Broneman, challenged the honorees "to take on the responsibility of helping others." The Huntington Town Council joined members of the town's Hispanic Task Force to honor 19 students in total chosen for this year's 21st annual Hispanic Heritage Celebration Program.

NY State Outstanding Physical Education Student Award winners, (seniors) **Caroline Kiernan** and **Spencer Starr**, won for outstanding character, teamwork, commitment and achievement in Physical Education. They will be honored at the Nassau Zone Physical Education Award Dinner on December 14th.

Proclamation awarded to Camille Roberts (Freshman) who won the 2015 Nassau County diving championship and competed at the NY State girls championship on Nov. 20th. Councilwoman, Susan Berland, from the Town of Huntington, will be presenting Camille with a Proclamation for her accomplishments this past season at the Dec. 8th Board meeting. Athletic Director, Michael Bongino said, "Camille in one of those athletes with unlimited potential; receiving a Proclamation is a tremendous honor."

October is National School Board Recognition Month and at the Board of Education meeting on Oct. 8th Central Parent Council (CPC) president, Beth Packert, recognized the Board with gifts and words of thanks acknowledging the countless hours of time and dedication to our students. □

Bus Safety

Goosehill: Each year over 30,000 Pre K-6 students from over thirty districts are trained in school bus safety by Eastern Suffolk BOCES, to promote awareness of school bus safety. The average elementary school-age child spends approximately 180 hours each year on a school bus. Youngsters need to know the correct way to make these trips safely. This Mobile Safety Classroom, the only one of its kind, along with a certified teacher affectionately known as “Safety Sally,” educates students about bus stop behavior, emergency procedures, boarding and exiting, safety rules, behavioral hazards, danger zones, crossing safely, universal danger and crossing signals, bus driver’s role, student’s role, seat belt use and safe evacuation of the bus. □



CSH Fish Hatchery

Pet Earthworms

Goosehill Primary has been working in collaboration with the CSH Fish Hatchery “Turtle Program” for first graders. Due to its success, Principal, Lynn Herschlein, inquired about bringing in a program for Kindergarten. Director, Steven DeSimone, suggested a pilot program on “Soil Investigation” involving experiments and adopting earth worms to raise for the rest of the school year. Students will be investigating the differences between living and non-living organisms, what makes up soil, and introducing the function of earth worms. In the spring, they will follow up with aquatic counterparts at the Fish Hatchery to compare with the earth worms and the similarities in behavior



with these two environments. (photo inset) Ms. Adams’ students investigate with magnifying glasses, both living and non-living organisms. □

Famous Failures

West Side: Ms. DeRosa and Ms. Gerver worked collaboratively on a project to teach 6th grade students about “mindset” and the positive impact of challenging one’s brain. Each 6th grade class researched successful people from around the world, who faced failure yet managed to overcome it, by persevering until failure was no longer an option. They challenged their brains until they met with success. A few famous examples; Oprah Winfrey, Albert Einstein, Walt Disney, Warren Buffet, Steven Spielberg, Dr. Suess, Bill Gates, and Michael Jordan. Ms. DeRosa presented a **Famous Failures Video** created by the 6th graders at the November PTG meeting. (You can view it on YouTube). Failing doesn’t seem so bad after all? □



Cast Your Vote!

At Goosehill, Principal Lynn Herschlein wanted the children to get a sense of what actually happens on “Election Day.” Students were given the opportunity to place their ballot in an actual voting booth station. Votes were cast for either a school *Pajama Day or Backwards-Inside-Out Day?* Students lined up, (secrets ballots in hand), and placed their votes. “*Pajama day won by a landslide,*” announced Mrs. Herschlein, by a vote of 180 to 23. The students celebrated wearing their PJ’s on November 6th. □

Calligraffiti

High School: Thanks to the Cultural Arts Committee, Art teacher Ms. Samantha Hayes, invited artist Ms. Helen Murdock-Prep to her AP Studio art classes for workshops on *Calligraffiti*. Ms. Murdock-Prep is a



teacher, author, cartoonist, calligraphist, as well as theater director at CSHHS. She shared, “Our students know how to text and type like experts, but they have lost

the connection to cursive handwriting.” These workshops reminded students about the joys of the handwritten word by introducing them to Calligraphy (the art of beautiful handwriting), through the use of brushmarkers. “Calligraffiti” is a modern script in the Copperplate/Spencerian form. This bold, impressive hand inspired the students and got them excited about handwriting again! □

District Goals 2015-2016

1. To revise the Annual Professional Performance Review Plan (APPR) to be compliant with the Commissioner’s new regulations under Education Law §3012-d effective September 1, 2016.
2. To build capacity to use assessment data in order to identify levels of rigor (i.e. Webb’s Depth of Knowledge) and the implications for targeted instruction.
3. To phase in implementation of the NYS K-12 Social Studies framework adopted by the NYS Board of Regents by:
 - Providing professional development on the C-3 Framework and Inquiry Arc
 - Having teachers collaborate to select an inquiry unit for each grade level
4. To further integrate the use of technology into teaching and learning by:
 - Exploring the feasibility of piloting “one to one” computing for Jr. High School students
 - Increasing the integration of “digital tools” (Canvas, Google tools, LightSail)
 - Continued exploration of online and blended learning
5. To conduct a comprehensive search for a Superintendent of Schools whose vision for leadership will be consistent with the educational philosophy and values of the Cold Spring Harbor school community.

Veteran’s Plaque Dedication

At **Lloyd Harbor School**, students were reminded of the sacrifices veterans have made and continue to make for us. The sixth graders at Lloyd Harbor heard about Lt. Douglas Wauchope, who lived right next door to the school. In fact, his niece and her family still live in the house where Lt. Wauchope grew up. Lt. Wauchope graduated



from the school in 1950. He went on to study at West Point and to eventually serve in Vietnam as a Marine. He was killed in June 1965 leading troops in a skirmish with the Viet Cong. Fifty years after his death, Lloyd Harbor dedicated a memorial to his service and sacrifice on the front lawn of the school. The ceremony was well planned by Lloyd Harbor principal Valerie Massimo and led by members of the student council. Students learned that someone who once sat in the same classrooms as they do served his country

with honor and even gave his life for his country. Board of Education President, Robert C. Hughes shared, *“I hope in our rush to “reform” education and emphasize English and Math—important as they are—we don’t lose some of our history such as the story of Lt. Wauchope. There is a great deal of relevance to today’s world in a death that occurred 50 years ago. Let’s hope our students learn that history is always with us, that the past must inform today’s decisions.”* □ (The plaque was donated by the Barone family (community residents), who researched this story.)

Sending to the Troops

Lloyd Harbor: Principal Valerie Massimo shared. *“Each year, Lloyd Harbor students learn about Veterans Day and the important role veterans have in our lives. The students celebrated these brave men and women in the Armed Forces who put their lives at risk to ensure we can enjoy the freedoms in every-day life. For the second year in a row, student council paid special tribute to one soldier in particular, US Naval Aviator Officer Richard Mooney (a 27 year-old helicopter pilot and relative of a CSH family) who helped guide our efforts to send packages overseas to active soldiers.”* These packages are heading to undisclosed locations, to aircraft carriers deployed to the western Pacific, where soldiers live for 10 months at a time during their mission. In addition, high school Social Studies teacher, Ms. Allison Halloran, had her Leadership class jump on-board with this collection. Students filled 4 large boxes packed with essential toiletries and snacks for the soldiers. The community’s generosity was overwhelming; thank you to all the families who donated, wrote notes of thanks to the soldiers, and helped deliver reminders from home brightening soldiers’ spirits this holiday season. □



Solar Power: Senior High School: Mr. Healy’s Engineering and Design class has acquired the district’s first monocrystalline solar panel. *“I proposed the idea of having the students design projects using alternative energy and they chose to use solar power,”* said Mr. Healy. Working in collaboration with **Mr. Hardy’s AP physics class** the students constructed a frame/rack system to hold the solar panel. Mr. Healy shared, *“The results are amazing anytime you can introduce new technology, harness the sun’s power and convert it into electricity, helping to strengthen the awareness of a STEM based curriculum for both classes.”*

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

www.csh.k12.ny.us

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**2016-2017
School Budget
Schedule**

**Tuesday, January 26th
7:30 PM**

Community Budget Planning Forum

**Tuesday, March 8th
8 PM**

Regular Meeting of the
Board of Education
Adoption of Resolution for
May 17th Budget Vote

**Thursday, March 10th
8:30 AM**

Board of Education Budget
Workshop Meeting

**Tuesday, March 15th
6:30 PM to 9 PM**

Special Meeting of the
Board of Education Budget Review:
Goosehill Primary, Special
Education, Personnel & Instructional
Services, Technology, Athletics

**Tuesday, March 29th
6:30 PM to 9:30 PM**

Special Meeting of the Board of
Education Budget Review:
Lloyd Harbor, West Side, Jr./Sr. High
School, Buildings and Grounds
Undistributed/General
Support/Transportation

**Tuesday, April 12th
8 PM**

Regular Meeting of the
Board of Education Adoption of
Proposed Budget

**Monday, May 2nd
8 PM**

“Meet the Candidates Night”

**Tuesday, May 10th
8 PM**

Regular Meeting of the Board of
Education Annual Budget Meeting
and Hearing Presentation of Proposed
2016-2017 Budget

**Tuesday, May 17th
6 AM to 10 PM**

Annual Budget Vote, Capital Reserve
Vote, & Board Election Ralph
Whitney Field House, CSHHS

Reminder Kindergarten Registration

Please register your child the week of Feb 1-5th, 2016
If you have a child who is 5 years of age on or before December 1, 2015
Any questions, please call District Office 631-367-5910



**Social Issues
Book Club**

West Side 6th grade students explored the development of critical literacy through interpretation book clubs. This unit is part of the Teachers College Reading and Writing Project. Ms. Dudek’s students began the unit with choosing and reading books such as, *Crash*, *Bystander*, *Pictures of Hollis Woods*, *The Girls*, and *Counting by 7s*. All served as excellent springboards for “social issues” conversations with their peers; issues such as homelessness, racism, bullying, and alcoholism, reminding students how important it is to care about justice. Afterward, students developed written works and learned how reading across genres helps develop a more researched view of an issue in society. □



**Eagle Dock
Nature Preserve**

Lloyd Harbor 6th grade science classes went on a field trip to the Nature Preserve at Eagle Dock in early November to study ecological succession and habitat preservation. The *North Shore Land Alliance* funded and presented a program for both elementary schools’ science classes to teach about Long Island’s aquifer and where our drinking water comes from. They volunteer their time to educate students, so they will in turn, educate others. Students were delighted to discover the grassland, shoreline, and life buried in the sand and under the rocks, while testing water quality and soil permeability. □

COLD SPRING HARBOR



VOLUME 39, NUMBER 3

A REPORT ON OUR SCHOOLS

WINTER 2015-16

The Halls are Alive!

With the sound of music

Hans Christian Andersen once said, “Where words fail, music speaks,” and that is why it is so important music continues to thrive in the classroom. While Plato taught us that “Music gives wings to the mind, and flight to the imagination,” students are experiencing this first hand K-12 with the guidance of extraordinary teachers, who not only “teach” the performing arts, they continue to perform professionally throughout the Metropolitan Tri-State area from Broadway to Carnegie Hall! Department chairs, Phil Gray and Brent Chiarello brought to life these amazing programs at the CPC (Central Parent Council) meeting in January. Opportunities abound with course selections in Jr. High for concert band, wind ensemble, chorus, and orchestra, and at the high school the same with additions of choir and chamber orchestra. In addition, extra-curricular clubs are offered such as jazz band, pep-band, brass ensemble, pit-orchestra, chamber singers, and theater/drama productions. But what if you can’t sing, or play an instrument? Well, students can record, produce, and compose in a state-of-the-art Music Studio class! There is also an AP Music Theory course, and a new Theater Workshop course for script reading, stage management, acting and scene building. The culmination for many is being inducted into the National Honor Society for Music (Tri-M) in 11th grade. And, it’s no wonder the high school courses are thriving, since all elementary 4th-6th grade students take music classes and



Department chairs, Phil Gray and Brent Chiarello. . . . Third graders explore string instruments, with Ms. Daniels and Mr. Meyers, during their year-long instrumental exploration in the District’s one-of-a-kind exploratory program.

*“Where words fail,
music speaks” . . .*

- Hans Christian Andersen

also receive weekly lessons on a rotating bases for instruments, as well as small group instruction to help with NYSSMA, LISFA and All-County competitions. Elementary theater has also been a long standing tradition for

the 5th and 6th graders who hone in their singing and acting-bug skills prior to junior high. These are no ordinary productions either, these productions are nothing short of professional! One of the most unique programs offered in the CSH School District is the 3rd grade “instrumental exploratory” program. It is one-of-a-kind on Long Island, begun 25 years ago where students explore all instruments (brass, woodwind, and string) as an indicator for what is a good fit for each student’s interest and skill set. □

Senator Marcellino Discusses Common Core



At the invitation of the Central Parent Council (CPC) Senator Carl Marcellino spoke to the community, administration and Board of Education members about the Common Core Learning Standards, the NY State Assessment program, and the Gap Elimination Adjustment. He explained his role as a member of the Common Core Task Force, and answered questions regarding their recommendations to the Board of Regents. □

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



• **Asset Award: Anthony Pesca** (left) was selected as a Bright Light by the Association of Suffolk Supervisors for Educational Technology (ASSET). Bright Lights are selected due to their exemplary integration of technology into their educational environment. Mr. Pesca, who teaches Social Studies/Economics was honored at the ASSET luncheon on January 13th accompanied by John Contess, the district's Director of Technology.



Proclamations of Love

On December 14th Suffolk County Legislator, **Dr. William R. Spencer**, presented 15 deserving recipients with official Proclamations for their donations to the CSH Locks of Love organizations. Dr. Spencer explained to the students that a Proclamation is a way to increase public awareness of issues, and a way of saying thank you to those who have made a difference. This year's deserving participants were: *Elizabeth Erichsen, Victoria Lizak, Lydia Reder, Nicole Marchese, Cailey Brogan, Señora Fristensky, Kylie Tsotsos, Katie Marasciullo, Ellie Fox, Tamana Bhatia, Christina Reilly, Michaela Kufner, Morgan Cody, Christina Cody, Melissa Marasciullo, and Cactus Salon.* □



• **MANUARY 2016 winner Mr. Topping:** Thirteen male teachers volunteered this year for the annual longest beard "Manuary" contest, which brings awareness to a fundraiser initiative for food donations to local food banks desperately in need. Student donations succeeded in topping last year's donations by more than 1500+ donations totaling 4,886 units of food collected – WOW! Donations were sent to Long Island Cares, Island Harvest, and several others. The teacher who collected the most (and this year's winner) was Mr. Topping, with Mr. Pesca close behind in second place. Mr. Natale and Dr. Andrews tied for third followed by Mr. Phelan in fourth. Many thanks to all the contestants for joining the race for the best beard. This has become a great tradition at the high school and a wonderful way to help local food pantries. Thank you to community service coordinator, Mrs. Alison Halloran and her Leadership Class for organizing this drive. □



Character Recognition Awards

The Jr./Sr. High School continues to recognize good character throughout the school year. In a ceremony held on Feb. 3rd Principal Jay Matuk and teachers honored 19 students, who were recognized for the trait of "courage." In the words of Nelson Mendela, "I learned that courage was not the absence of fear, but the triumph over it." Thank you to these brave students who help promote a positive school environment and are exemplary role models. The heartfelt stories told by the teachers, spoke volumes about the character of our student body. (photo inset recipients): *Summer Hayes, Alec Israeli, Dana Krauss, Nicole Smith, Ellie Fox, Mia Naccarato, Jack Hetherington, Jolie Nemshin, Jennifer Rosenberg, Sheridan Schwertl, Kristin Jaspers, Sophia Kalinowska-Werter, James Rampi, Royce Reiter, Liam Kaley, Nicky Melillo, Marc Paverman, Izabel Farynick, Georgeanna Manos.* □

Honors . . . Honors . . . Honors



• **Spelling Bee Champions: Lloyd Harbor** Olivia Pellizzi (grade 4) placed first, and Henry Dam (grade 5) was the runner-up. Congratulations!

• **Spelling Bee Champions: West Side**



Jonathan Brown (first place), and runner-up Blake Newman. Both 5th graders, these two students went neck and neck for 20 rounds until a victor was crowned. Congratulations to all of the contestants.

• **West Side Geography Bee:**



Congratulations to 2016 champion, Jackson DeMarco and runner-up, Gregor Acker. Third place went to James Tucker.

• **West Side Jump Rope**

Championship: held by Physical Education Teacher Mr. Yost, First place went to Kati Cotek, runner-up Hailey Schulsinger, and third place went to Kaitlin Jasinski.



• **Math Award:** CSH High School's Team-A took 5th place at the Suffolk County Math Teacher's Association (SCMTA) all day tournament at Suffolk County Community College. *Mathletes* coach, Matt Chartan, attended with 15 student contestants, where the winning team of 5 students, Ezra Brody, Zach Wang, Gus Kasper, A.J. Subudhi, Rob Becker placed fifth.

Superintendent Search Update

The Board of Education would like to thank all those who completed the community survey or participated in stakeholder meetings to provide input to help establish the qualities we are looking for in our next Superintendent of Schools. Respondents have indicated that the most important qualities our next Superintendent should possess are personal characteristics such as high moral and ethical standards, communication and leadership; along with high expectations for accountability, being open to new ideas and suggestions, standing among professional colleagues, understanding effective teaching practices, and being current on educational trends. Our search consultants, Western Suffolk BOCES, met with 18 different stakeholder groups. The summary of the stakeholder feedback mirrors the input garnered on the community survey and focused the priorities of the district on education, finance, and culture. Western Suffolk BOCES has told us, "All stakeholders expressed pride in the district and the current superintendent." The identified characteristics, issues and needs will be incorporated into the candidate profile and will guide the interview process. The Board began interviews of candidates in February.

• **John Sepanski:** (senior) won 3rd place in the Metropolitan Youth Orchestra Concerto Competition and 2nd place in the Island Symphony Young Artist Competition (where thousands apply across Long Island, open to instrumentalists of all ages).



• **Caroline Kiernan:** senior Varsity basketball player scored the 1,000 point of her four-year varsity career against East Rockaway. The game was stopped, with coach Rory Malone and her parents joining her on the court to celebrate this milestone. Director of Athletics, Mike Bongino said, "This is a remarkable accomplishment, and we were all so excited for her."

• **Music Honors:** Brent Chiarello, Secondary Music Chair, congratulated this year's 51 students (grades 5-12) selected for the **2016 All County Honors Music Festival** in January at the Tilles Center.

2016-2017 School Budget Schedule

**Tuesday, March 15th
6:30 PM to 9 PM**

Special Meeting of the Board of Education Budget Review: Goosehill Primary, Special Education, Personnel & Instructional Services, Technology, Athletics

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**Tuesday, May 17th
6 AM to 10 PM**

Annual Budget Vote, Capital Reserve Vote, & Board Election Ralph Whitney Field House, CSHHS

CSH Library

Appoints New Director

CSH Public Library appointed a New Executive Director, Dr. Roger Podell. At the CPC (Central Parent Council) meeting on January 7th, Dr. Podell spoke to community parent members to introduce himself. He has worked in the library field for over twenty years as a librarian in the



Garden City School District and as director of the School Library System for Western Suffolk BOCES, coordinating services for eighteen school districts.

His last position was as the Director of the Elmont Public Library, one of the largest public libraries on Long Island. Dr. Podell is an adjunct professor at Long Island University's Palmer School of Library and Information Science. □



Life In The Middle East

Greg Bergida

Alumnus Greg Bergida, CSH class of 1998, was invited as a guest speaker to the high school for a discussion and Q&A about what it is like to live in the Middle East. He encouraged students to learn more, be open, think and be curious, and be respectful of opinions. He challenged students to, "Go out, debate and discuss! You are citizens of the world; take into account opposing views and use social media,

CSH Educational Foundation

Funds new initiatives

The CSH Educational Foundation (CSHEF) continues to support CSH Schools, by enhancing opportunity and expanding possibility. It's mission is to raise funds to ensure the legacy of excellence in our public schools. The Foundation supports initiatives and creates opportunities for students where tax dollars fall short and budgets don't allow. CSHEF President, Stephanie DiNozzi explains, "The Foundation's mission is to fund innovative initiatives that directly impact students and enhance the reputation of the CSH schools. Thanks to the generous support of our parent community and local businesses, the Foundation has helped implement a number of innovative and impressive programs in our schools." These programs include an *In-house Research Laboratory* at the high school, 140 iPads at the elementary schools to expand personalized learning initiatives, extension of an after-school *Robotics Club* at the elementary schools for 5th and 6th grades, a *Virtual Enterprise International* class supported by a network of Business Leaders to teach/mentor VEI Students, and the *Hour of Code* "Global Movement" at the elementary schools to introduce computer coding. CSH School District has a distinguished reputation of academic excellence in education, with the Foundation playing a key role in fiscal stability and funding grants to ensure the continuance of excellence and 21st century learners in the state and nation. □



A Must See Movie!!!

What if everything you were taught about food and exercise wasn't true? Recently the Foundation hosted the first in a three-part series on Body, Mind & Social Media at the CSH Public Library. Community members watched a shockingly revealing film called *Fed Up* which blows the lid off everything we thought we knew about food and exercise. Narrated by Katie Couric, and produced by local parents Michelle and Michael Walrath (owners of "Organic Krush" in Woodbury). This eye-opening movie is a must see for every family; vital information about "sugar" and advertising targeted toward our youth will change the way you eat forever. The Walraths gave a complimentary copy of the film to every student in CSH to share with their families. Hopefully, many have taken action and joined the Fed Up Challenge! □



but hear other voices and learn from them before you make your decision." Stereotypes can be dangerous, as students learned by listing stereotypes of both the Middle East and America. He encouraged students to ask themselves, "What supports your views?" Greg shared his stories of life in the Middle East and explored some of the cultural differences he has noticed between his life in the United States and his years abroad. Greg is the Director of Student Affairs and an adjunct assistant professor of journalism at Northwestern

University's Middle East campus in Qatar. He is also the brother of English teacher Joey (Bergida) Waters who, along with Ms. Glynn, Dr. Acconi, and Mr. Homer, offered this important discussion opportunity on behalf of The Holocaust Genocide Project, FLAG: the gender equity club, the Gay-Straight Alliance, and Save the Children. (photo inset) Joey Waters with brother, Greg Bergida, and Alice Bergida Bleier (mother and former CSH Board of Education member). □

LightSail

Using Apps to Read

This year, grades 4-6 at both West Side and Lloyd Harbor, are using a reading App called *LightSail*. After a pilot program was launched



last year, using the school's iPads, students are able to access thousands of books with just one touch.

Teachers continue to receive professional development in order to assist students while using *LightSail*. Students are assessed online to find their "zone of proximal development" allowing *LightSail* to connect interesting and appropriate books for each student so that students achieve optimal growth. Students are able to "check-out" books just like they would from a public library, but from a specially chosen virtual library by our district. Students, teachers, and administrators have input as to what books they

would like to have available in this library. Daily progress is monitored with built-in questions for every text, and teachers can determine if students are progressing at their individual levels. Students are able to communicate their thoughts via anecdotal notes within the App and the teacher can then view and comment on their thoughts/ideas. This year, with the assistance of the Cold Spring Harbor Educational Foundation the district purchased extra iPads for students who may not have an iPad available to them at home. These "loaners" will allow students to use the *LightSail* App at home and give them the opportunity to continue reading their eBooks at night. While observing in Ms. Palmer's class at Lloyd Harbor (photo inset), students expressed their opinions, and most agreed "I love it!" Julianna said, "The App won't



allow me to skip pages, it makes sure I understand it before I keep reading." Ava loves the definition button to help her with vocabulary, and Eric shared, "I can find any book I want on the iPad, and if it's late at night in bed sometimes I switch to audio mode – it's fun!" Ms. Palmer also likes the fact that students can't see the "thickness" of a book, so they are not deterred from reading a long book. At West Side, the students participated in a *LightSail* Reading Challenge during the month of January. Throughout the month, progress was tracked on a bulletin board in the school and in the end the fourth graders took first place. West Side students read for almost 47,000 minutes, simply incredible! □

"The App won't allow me to skip pages, it makes sure I understand it before I keep reading."



Caught in the Act

West Side kicked off Genuine *Acts of Kindness Month* throughout January, where all staff members handed out tickets to students who exhibited genuine acts of kindness toward their peers. Congratulations to all of the students who earned a total of 282 "good deed" tickets. Additional thanks to Ashley Ecker and Paola Jimbo who tracked the progress throughout the month. West Siders will have the opportunity to earn more tickets in future months for displaying a "growth mindset" of working hard, showing grit and demonstrating perseverance. □

A Day in Clay With Cliff Mendelson

What a wonderful experience students had at the elementary schools to create clay tiles and vases with professional "master of clay" artist, Mr. Cliff Mendelson. **West Side** worked on a large scale ceramic tile mural entitled "Images of Meso America." Students chose images that were important to the Inca, Mayan, and Aztec cultures.

This timeless and most relevant themed mural expresses the importance of design and diversity. Throughout the day, students created hand-made low relief architectural tiles using the symbols and imagery inspired by various designs.



At **Lloyd Harbor**, students created Native American vases in intricate coil and spiral patterns pressed into the façade of each pot to create low relief designs in Ms. McLam's art classes. They were made with "air drying" clay that does not need to be fired in a kiln. After a long drying period, they can then be painted. Special thanks to the school's Cultural Arts Committee and Art Department Chair, Ms. McLaughlin for making this a possibility for our learners. □



Snow Globes!

At **Lloyd Harbor** the Student Council's Act of Kindness project in December was to create a winter wonderland of "snow globes" located throughout the building depicting an act of kindness message. The halls and doorways are lined with these imaginative and creative large snow globes with inspirational words of kindness. □



What's New to Eat?

Lloyd Harbor: One of the Lloyd Harbor School Improvement Team (SIT) initiatives this year is to work with Food Services to promote the excitement about what is being served in the LHS café. Each month a "feature item" is introduced to the students. In January, delicious juicy Clementines were highlighted; students learned that a Clementine is a hybrid cross between a Chinese Mandarin and a Sweet Orange. They are each packed with 36 milligrams of Vitamin C meeting the requirements of a daily recommended allowance! Student council officers, SIT members, and administration sat down to a "pizza-tasting luncheon" put together by Gerri Tiger, Director of Food Services. Following the USDA guidelines of 51% whole grain, Ms. Tiger served a variety of pizza, and votes will determine which three will be introduced on *Pizza Lovers Day!* □



West Side: On Tuesday Feb 2 Lieutenant Colonel David Melendez, Battalion Commander of the 104th Engineer Battalion, NJARNG, came to West Side School to speak at morning assembly and to answer some questions from the students about his active duty service in the US Army. Lt. Melendez is a Lloyd Harbor dad with children in both Goosehill and Lloyd Harbor schools. The students did a drive for Operation Gratitude which sent supplies to active duty soldiers and made Valentines that day to send with the care packages.

Hour of Code

Computer Science Week

Lloyd Harbor/West Side: For the second year in a row, the CSH Educational Foundation (CSHEF) partnered with the School District to conduct the global-wide *Hour of Code* in the elementary schools during "Computer Science Week." Computer giants like Bill Gates and Mark Zuckerberg support and organize *Hour of Code* with a goal to reach tens of millions of students in over 180 countries around the globe to participate. Although the Code participation is age-limitless, CSH school district concentrated on grades 2-6 at West Side and Lloyd Harbor, with Ms. Diehl facilitating the sessions. Animated tutorials motivate youth to tackle a little computer science through the exploration of games and coding. Together the schools have written over 136,000 lines of code. Computer science and coding develop students' computational and critical thinking skills and shows them how to create, not simply use, new technologies. □



Story Faces

"I am a painter and a storyteller, and this is how I tell my stories." These are the words of Christopher Agostino, who tells folktales of transformation and wonder through face painting. His one-of-a-kind performance delights audiences using a combination of skillful storytelling through the spoken word, while illustrating the journey through face painting. Thanks to the Cultural Arts Committee, his unique presentation came to Lloyd Harbor and West Side for the second year in a row this January. Focusing on a journey through the rainforests of the Congo, students were taken deep into the jungle where Pigmy tribes use dramatic body painting as marks of personal identity. Mr. Agostino brings these tribal cultures to life, saying, "*The face is my canvas...I bring together the imaginary and the supernatural to bring legends to life.*" A truly clever and fascinating way to tell a story! □



Goosehill



Buddy Benches

Thank you to the parent association (GPFA) for the generous donation of two “Buddy Benches” for the Goosehill playground. The idea behind the benches was to make sure all students feel included while at recess. If a student is feeling lonely or left out, they can choose to sit on the bench knowing that a friend is sure to come and take their hand to play. □

Pet Turtles

The Turtles arrived on schedule this fall for the first graders, who were privileged to receive them from the *Cold Spring Harbor Fish Hatchery*, who team up annually with Goosehill Primary School to educate students about these amazing creatures. The Fish Hatchery arranged for tanks, heaters, filters and field trips to introduce the kids to the natural world of turtles. The baby turtles will live in the science room, and then be released come spring to their proper natural habitat. Once a week, each class visits and cares for their individual classroom turtle. Students take turns feeding, adding water to the tank, measuring growth, and observing changes. The children are all very concerned about their turtles, and take great pride in naming and caring for them. They learn turtles get scared, they love to hide, and they love to keep warm. These first graders are natural scientists, and they love to explore their curiosity and observations with the Fish Hatchery, under the direction of Environmental Educator, Krissy Forman. All are looking forward to an exciting year of inquiry and discovery. □

Is Kindergarten the New First Grade?

The New York State School Board’s newspaper, *On Board*, recently highlighted the Cold Spring Harbor School District in an article about national trends in kindergarten education. A recent study conducted at the University of Virginia entitled, “*Is Kindergarten the New First Grade?*” showed that kindergarten classrooms across the nation have become increasingly focused on academics in response to higher standards and state assessments in the upper grades. The study also revealed that in many kindergarten classrooms, an emphasis on academic goals resulted in less time for art, music, and activities designed to foster exploration, discovery, and the development of social skills. When asked to comment on the results of the study, Goosehill Primary School Principal Lynn Herschlein responded, “*Our teachers are committed to finding the appropriate balance for our young learners. Social, emotional, and behavioral skills must be nurtured in the early years. We know that exploration and play are critical to the development of those skills. We also know that our students will be expected to achieve at increasingly higher levels as they move on to the upper grades. That knowledge compels us to find ways to provide rigorous instruction so that they develop strong foundational skills in the primary years.*”

Kindergarten teachers at Goosehill Primary School design lessons that are both rigorous and playful. Children receive instruction based upon goals and benchmarks, but also have daily opportunities for physical activity, the arts, and socialization. They read and write about topics they love, solve math problems, and investigate science concepts. They also have play centers—with traditional block and kitchen corners, as well as computers and iPads. Mrs. Herschlein explained that teachers infuse the practice of skills into center activities. “*When we see them employing the academic and social skills we’re teaching them in their play, we know that we have found the right balance and made the right connections,*” Mrs. Herschlein told *On Board*.

While kindergarten in Cold Spring Harbor may be more academically oriented today than it was ten years ago, the shift has occurred gradually and with careful attention to children’s needs. “*We have maintained what we have always known works for young children—what kindergarten has always been—and incorporated rich instruction based upon challenging and achievable goals.*” Today’s kindergarten seems to be more a blend of kindergarten and first grade than “the new first grade.”

Detective Blue

Who solves mysteries with nursery rhymes? *Detective Blue* that’s who! And the students at Goosehill certainly helped solve the case! Principal Lynn Herschlein welcomed author Steve Metzger, who was quite shocked at the extensive repertoire of nursery rhymes known by the students of Goosehill. Mr. Metzger said,

“*I have never had a young audience demonstrate such knowledge of nursery rhymes, facts about space, and vocabulary. I am so impressed!*” They told him the meaning of “curds & whey” from the story of Little Miss Muffet, and he simply could not stump them no matter what questions he asked. Knowledge of nursery rhymes was critical to understanding his book, *Detective Blue*. Nursery rhymes build phonological awareness, the sounds of language, which is the foundation of early reading and writing skills. Thank you Mr. Metzger, for bringing your clever detective stories to life at Goosehill, and letting the students help you “crack the case” with a little help from some ol’ friends like Humpty Dumpty and Georgie Porgie. □



COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

www.csh.k12.ny.us

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*Cover story—
CSH Music
Program:
Goosehill first
grade students
in Ms. Kotzy's
music class.*

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Natural Helpers

Students helping students

Kids today battle enormous amounts of peer pressure and bullying – most common in today's world is the use of cyber-bullying. Students live with fears that were unheard of years ago, 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 over the increase in teenage suicide and other problems, "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. and in several other countries. Students are selected by their peers, chosen for their trustworthiness and natural skill for helping others in need; teacher advisors are selected by students.

On Saturday, Nov. 14th an all-day professional training program (mandatory for all 85 members), taught students how to handle a variety of situations by improving their



*"The program gives tools
to students to help recognize
others in need . . ."*

helping and listening skills, and when to confidentially seek resources when problems exceed their limitations. Natural Helpers come together for one purpose – to help others in need. Schools throughout the country have acknowledged a proven effectiveness and positive difference with The Natural Helpers Program. "The program gives tools to students to help recognize others in need and the abil-

ity to know what to do with information that can be overwhelming. It also lets them know there is a wealth of resources for them to turn to when situations are tough. We are trying to have students who are usually turned to for guidance realize they are not alone and that it takes a village." shared, Chris Homer (Health teacher and co-advisor with Ms. Velez, Jr. High Social Worker). Guest speakers, Kelly Bocchicchio, Social Worker Hicksville high school, and Mark Calder, Huntington Life Center, led discussions on stress, Megan's Law, good decision making, and cyber safety. □

COLD SPRING HARBOR



VOLUME 39, NUMBER 4

A REPORT ON SCHOOLS

SPRING 2016



Appointment of New Superintendent

Mr. Robert Fenter

On April 14th the Board of Education officially welcomed Mr. Robert Fenter as the new Superintendent of the Cold Spring Harbor School District. Mr. Fenter steps in as the 10th Superintendent following the retirement of Dr. Judith Wilansky's 8-year term (and 16-year tenure with the District) effective July 1, 2016. Mr. Fenter joins us as an extremely well-respected educator who is currently serving as Assistant Superintendent for Curriculum, Instruction and Research from the Oceanside School District. The appointment follows a months-long search process during which the Board, with input from various stakeholders in the community, established the qualifications that would ensure the next Superintendent would be the educational leader our students deserve. Board President, Mr. Robert C. Hughes said, "Throughout the interview process, it was clear that Mr. Fenter possesses those qualifications." Mr. Fenter currently serves as President of the Nassau County Assistant Superintendent's Organization and has served as the NYS Education Department liaison for Middle Level Education from 2001 through 2009. He is a past president of the Nassau County Middle Level Principal's Association and was a NYS Educational Department representative for the Schools-to-Watch Visitation team. Upon meeting the new Administration and staff at his official announcement, Mr. Fenter expressed, "The CSH Central School



"My interactions with the school leaders, teachers, staff, and parents whom I have met thus far have provided me with a glimpse into the very special place that I will officially become part of in just a few short months."

- Robert Fenter

Dr. Judith A. Wilansky welcomed the newly appointed Superintendent, Mr. Robert Fenter, who begins his term on July 1, 2016.



District is one that is well known for its commitment to excellence. My interactions with the school leaders, teachers, staff, and parents whom I have met thus far have provided me with a glimpse into the very special place that I will officially become part of in just a few short months. I am grateful to the Board of Education for providing me with the opportunity to serve in the capacity of Superintendent of Schools as I will work closely with the entire community to continue the tradition of quality programs, all for the benefit of our students." Dr. Wilansky shared, "I have been most impressed by the Board's efforts to ensure a comprehensive and rigorous search process. I congratulate Mr. Fenter on his successful candidacy and am confident that our schools will continue to flourish



On April 14th, Board of Education president, Robert C. Hughes officially welcomed Mr. Robert Fenter as the new Superintendent of the Cold Spring Harbor Central School District.

ish under his leadership." As we bid farewell to an extraordinary leader and friend, we now extend warm greetings to Mr. Fenter and wish him many years of success in our picturesque community nestled in the harbor. Mr. Fenter and Dr. Wilansky have arranged to meet for several days before the end of this school year to ensure a smooth transition. Please join us in welcoming Mr. Robert Fenter. □

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



National Merit Finalists

National Merit Finalist 2016 winners: Seniors Andrew Gulotta, Tim Sherlock and Zachary Wang were named Finalists for CSHHS. Principal Jay Matuk was honored to present them with this achievement. This distinction places them 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 scholars!

- **Jolie Nemshin** CSH 8th grader organized *Camp Loyaltown's Second Annual Fundraiser Dance* in January raising a total of \$13,000! Located in upstate NY, this sleepaway camp is for children and adults with special needs. Jolie learned about the camp from her classmate and friend, RJ



Schupler, whose brother has attended the camp for the past five years. She shared, "I wanted to continue because I saw what an impact it makes on the kids that go to the camp, either giving them a scholarship or having them build something that they love." Jolie assembled a committee of 20 CSH classmates to promote the event bringing in over 100 CSH seventh and eighth graders to the dance. Local businesses contributed raffles and prizes bringing the community together to support this organization. Jolie's friend, RJ Schupler said, "Jolie is a good friend of mine and someone who has gone out of her way to help my brother, Will, and Camp Loyaltown. My family and I are very grateful for her support."

- **Huntington Youth Writes Contest:** For the last fifteen years, students in grades 4-12 who attend school in the Town of Huntington have participated in the Huntington Youth Writes Contest. This year, over 850 students submitted entries in the categories of poetry, essay, and short story. It is an independent writing contest in which winning entries are published in a journal and honored at the Youth Writes Awards ceremony later this spring. It is an honor to announce that two West Side fifth graders were recognized for their talent. Congratulations to **Bryce Kipnes**, first place, and **Sophie Cohen**, second place, both in the essay contest.
- **FLES Poster Contest:** 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 "Abre puertas con el español" (*Open doors with Spanish*). Lloyd Harbor winners: 1st place: **Talissia Hodgson**, 2nd place: **Ryan Koenigsberger**, 3rd place: **Caroline Schaefer**. West Side winners: 1st place: **Katherina Cotek**, 2nd place: **Giana Marino**, 3rd place: **Julia Bruzzese**.

- **Assistant Superintendent of Curriculum & Instruction, Dr. Lydia Bellino** received her Ph.D. in Literacy from St. John's University



in February 2016. The title of her dissertation was "An investigation of the effects of using *Book Introductions*, a guided reading practice, for information e-books on word knowledge and comprehension." Both Dr. Bellino and Dr. Acconi were among invited guest panelists for *FLAG Gender Equity Club* at the high school, (advisors Joey Waters and Jeanne Glynn), to share the work and process for what it takes to achieve the highest degree in one's field: *Journey to an Advanced Degree*.

- **CSHHS Social Worker, Dr. Robin Acconi** received her Ph.D. in Social Welfare from Stony Brook University's School of Social Welfare in December 2015. The title of her dissertation was "The Power of Advocacy in Bridging the Ideological Divide."

Recently, she also had the honor of speaking at a conference in Baltimore, *The School Social Worker's*



Association of America, on Human Rights Education as a tool to improve school climate and culture.

- **Board of Education members: Amy Brogan, Janice Elkin and Ingrid Wright** were honored with "Certificates of Recognition" by the NY State School Board Association at the March 8th Board of Education meeting for furthering their education and continuing their training and commitment to be effective school board members.

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

Robotics

CSHHS Cyberhawks Robotics Team made it to FINALS:

Cyberhawks Rock! At the FIRST Robotics Competition (FRC) Regional event at Hofstra the weekend of April 1st the team made it to the playoffs and then the finals where they were eliminated in a heartbreaking tiebreaker. Club advisor, Mr. John Salvia shared his pride for the 19 team members and their robot #2875. "We were not sure we were going to make it into the playoffs, as our ranking at the end of qualifications was 31st out of 51 teams. We had some technical difficulties that we were working through during the competition. However, our reputation as a dependable team and ability to work well with the other teams, lead Team Rice FRC # 870 from Southold, and Team Mohawks #329 from Patchogue Medford to select our Team CyberHawks #2875 as the third member of their alliance. We ended up being the 2nd place alliance in the

playoff rounds, made it to the finals, and then lost the 3rd tiebreaker match." In addition, invaluable resource help came from team mentors: Stephen Jay (engineer), former student Kevin Merola, and Hans Nordemann master database creator and interpreter who scouts opposing teams. The students begin building the robot in January using the exact same kit given to all participating schools for the competition. From there, the teams have six weeks to design, prototype and build a competition ready robot that will be capable of competing at Hofstra. At the end of the 6-week period, teams have to bag and tag their robot on an honor system, to prevent any modifications after the build-season ends and prior to the competition. Then, FIRST hosts 125 regional events during a 7-week period. Advisor Mr. Salvia shared, "These students and mentors work 5



nights a week after-school, then add in Saturday hours, and every day over February break from morning 'till nearly midnight. Approximately 150 hours of time are devoted by these students who try to complete the task one week prior to the competition to tweak, practice, and perform as best they can." An arduous commitment, demonstrating true team work propelling the team to this season's record high finish. Great job!



Federal Reserve Challenge

Advisor, Mr. Anthony Pesca, couldn't be more proud of his team of six, who participated in the annual Federal Reserve Challenge on March 15th. He shared, "These kids worked so hard, meeting at school for lengthy periods of time for six Sundays in a row and before school. Quite a testament to their dedication, especially for seniors." The Federal Reserve Challenge is an economics competition that involves creating a presentation where the students analyze the current economic conditions, assess the economic risks for the future, and make a monetary policy recommendation based on their researched data. The presentation is followed by a question and answer session given by two judges who are Federal Reserve employees. All public and private schools that fall in the Federal Reserve second district, which comprises all of NY, northern New Jersey, and part of Connecticut, are eligible to compete. Our presentation theme this year was a play on the Presidential debates and we created the "Fedidential" debate. The students gave a wonderful presentation and were praised by the judges for being polished and professional. The team scored 17 out of 20 possible points and was the only team from Long Island to advance to the semi-final round at the Federal Reserve bank April 14th. While only five members can officially compete, there were other participants who helped in the preparation of the presentation. The team members who presented are as follows, *Maya Zaatari, Natale Packert, Cailey Brogan, Tori Douglas, and Nick Sica with Maxwell Schwartz being the alternate.*

- **Disney Festival Music Honors:** Choral and Drama Director, Ms. Andrea Galeno, was proud to congratulate over 80 students from chorus, band and orchestra who competed at the Disney Festival on March 4th-5th against ensembles from schools across the country and are adjudicated by professors from top colleges & universities like Temple University, the University of Michigan, the University of Notre Dame, and Auburn University. The band and orchestra both received ratings of "excellent". The chorus received a rating of "superior" and a Bronze Mickey as the third best performing choir of the weekend.
- **Alumni Corner: Jonathan Dely** has been selected as a finalist in the 2016 International Trumpet Guild Jazz Improvisation Competition, in Anaheim, California on June 2nd 2016. In addition, Jonathan was also selected as a finalist in the National Trumpet competition (Jazz category) held in Atlanta in March. Jonathan is currently on full scholarship at Manhattan School of Music.

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



- **Jr. High Long Island Mock Trial Tournament:** Advisor Mr. Cootner was proud to share his victory at the annual tournament held at Dowling College on March 18th. Approximately thirty districts sent teams to participate; CSH's team of 12 students beat Hicksville and North Shore Middle School. Congratulations! (*participants*): *Joey Amadeo, Paul Bianco, David Brown, Erin Costa, Zander Gerberg, Caroline Gulotta, Matt LaCapra, Allie Lynch, Lucy Kasper, Grace Posillico, Matt Ross and John Rey Martin.*

- **CSHHS Speech and Debate Team** qualified ten students for the New York State Forensic League (NYSFL) Championships, held April 9-10 at Hofstra University: Gus Kasper, Matt Bastis, Sabrina Bergsten, Sophie Stein, Matt Beroza, Matt Fleming, Alex Hastava, Dana Krauss, Surrendra Singh, and Zach Campbell.



Sophomore **Zach Campbell** was a finalist in J.V. Oral Interpretation. Senior **Gus Kasper** (pictured above) was a finalist in Varsity Lincoln-Douglas Debate. (Dr. Michael Andrews is the advisor to the team.)



Partners for the Future

Science Research Director, Mr. Jaak Raudsepp was proud to acknowledge two CSH high school students chosen to participate in the CSH Laboratory *Partners for the Future* Program for the 2015-2016 school year. 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. 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, 14 students were selected from Long Island, including two from CSH high school. Congratulations to Tamanna Bhatia (Alea Mills Lab) and Cailey Brogan (Adam Siepel Lab).

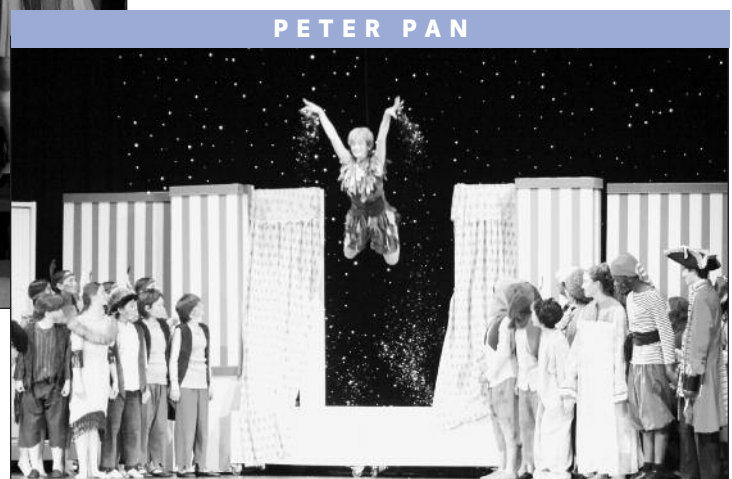
- **Art Honor: Witt Holmes** (9th grade), **Noah Kaplan** (9th grade), and **Justin Relf** (12th grade) were honored as Long Island's Best Young Artists at the Heckscher Museum: LIB competition, along with 80 other chosen students across Long Island for their thought-provoking work ranging from digital illustrations to solarplate etchings. The following students were also selected to represent CSHHS for the juried Long Island's Best Competition: *Ava Caputo, Gillian Drexler, Madison Gagne, Julia Grossman, Caitlin Hooks, Kristen Incorvaia, Sophia Insinga, Annika Lacroze, Erik Lalezarian, Brittany McGowan, Ariela Minkovsky, Nicole Smith, Julianna Sousa, Hayfa Stutman, Tyler Varacchi, Katie Vasquez, and Julia Wilcox.*



- **Character Recognition Awards:** Recognizing good character in our students is a wonderful initiative at the Jr./Sr. High School by Principal Jay Matuk. Now in its second year, faculty members can recommend up to three students who best exemplify the attributes selected for the quarter. They are then invited, with their parents, to a brief ceremony honoring good character, and awarded certificates by the staff. The goal is to help promote a positive school environment essential to the healthy development of young adults, and to recognize role models. On April 12th students were recognized for the attributes of optimism and a positive attitude. Congratulations to the second quarters 22 winning role models for displaying great character. The heartfelt stories told by the teachers expressed great pride in nominating these students. Many acknowledged, "We learn more from these students than they learn from us." Congratulations to all the recipients: *Liam Golden, Victoria Rolih, Sarah Kopp, Samara Jay, Joseph Melillo, William Shepard, Hannah Terry, Alexander Kaley, Abbey Ngai, Elijah Gordon, Grace Posillico, Natalia Simmons, Katherine Vasquez, Colleen Curry, Shelby Herling, Thomas Mojo, Davey Shammah, Kristen Samuel, Alexa Tocante, Kaya Cohen, Dylan Guarneri, Andrew DeGennaro.*

On the Stage!

Theatrical productions were abuzz this winter season! West Side brought the **Lion King** to life the weekend of Dec. 19th under the direction of Ms. Lichtman and Mr. McKee. The cast of this beloved Disney classic performed the "Circle of Life" and "Lioness Hunt" at the Performing Arts Center. Thank you for a very memorable performance. The High School Drama's brilliant production of **These Shining Lives** premiered the weekend of Nov. 20th narrating the 1920's factory workers' radium poisoning scandal, directed by Ms. Andrea Galeno. The High School Musical Production of **Jeckyl & Hyde** was held on Feb. 5th-7th under the direction of Ms. McLees. This dark tale of good vs. evil truly was a show stopper! The riveting performance had the audience standing on their feet at the end. On March 18th the Junior High kicked off its production of **Peter Pan** in a big way, with cast members flying across the stage! Directed by Andrea Galeno, the costumes and set design were a sight to behold. Amazing! Lloyd Harbor captivated audiences with its spring production of **Mary Poppins**, directed by Chris McKee on March 16th-17th. The cast gave "a spoonful of delight" to the crowd, and enchanted everyone with song, dance, costumes, set design and even their own pit band! Another remarkable feat of entertainment at such a young age. Bravo to all! ☐



A Holocaust Story

Four Perfect Pebbles

Marion Blumenthal Lazan, Holocaust survivor and author, shared her story with 10th-12th grade students on March 29th. Although her family attempted to escape to America at the onset of war, the German invasion left them stranded in the Netherlands. For the next six-and-a-half-years of her childhood, Marion struggled through the Holocaust, surrounded by death, starvation, filth and disease. Both Marion and Anne Frank's families tried to escape the Holocaust but were caught by Nazis. Both were young girls during the war, and both traveled from Westerbork, a deportation camp, to concentration camps. Through self-discipline and a strong imagination, she somehow survived. She stressed the importance of optimism, *"I'm determined not be bitter and angry... On the contrary, I'm determined to be cheerful and positive as much as possible."* *"None of us is spared hardships,"* Marion explains, *"It's not so much what happens to us, but how we deal with the situation that makes the difference."* Her memoir *Four Perfect Pebbles* is taught in classrooms throughout the world. *"You, the students, are the very last generation that will hear the story first*



hand," Marion explains to eager listeners, *"I therefore ask you to please, please, share my story with your friends and with your family and someday with your children."* Opportunities like this are a rare blessing for students at CSH, a type of learning that reaches far beyond the classroom. One student in the audience was particularly moved, and approached Ms. Blumenthal at the end of the session. Because she told the students "she loves hugs," many were lined up! Tenth grader, Leo Trippen, waited his turn and began speaking to her in German. He moved to New York from Germany two years ago and shared the feeling of "Erbschuld" (heredity guilt) that Ms. Blumenthal

described when she speaks at German schools. It is a difficult topic for young generation German students to cope with. He explained that through the years, a "pendulum effect" occurred in German education. Directly after the war, no one spoke of the Holocaust nor was it taught at school. Beginning in the 1970's however, the pendulum swung and schools taught it in almost every subject classroom and grade. But later, when Leo's generation went to school, the pendulum slowed and the Holocaust was never taught before 9th grade which caused some problems when his family moved to the United States. Leo was very thankful to hear Ms. Blumenthal speak, and they both shared a great big hug. □

Literary Luncheon

Author Laura Schroff

Guests were privileged to hear the story first hand of the *New York Times* bestseller *An Invisible Thread*, by *Laura Schroff*; the true story of an 11-year-old panhandler in NYC, a busy sales executive, and an unlikely meeting with destiny. Everyone has experienced someone begging for money or food on a city street, and has passed them by (as Laura did at first). But something made her stop and turn around, and at the young age of 25, she offered to buy a boy lunch. A relationship began, and has continued to this day nearly 30 years later. She told us her remarkable journey, sharing *"If you open up your eyes and your heart, your life's path can change and take you on an unexpected journey."* In that instant, her life changed. Many tell her, *"That boy was so lucky to meet you."* but she believes it is she



who is the lucky one. The Citizens Faculty Assoc. (CFA~PTO)

hosted the annual fundraiser **Literary Luncheon** on April 6th at the Huntington Country Club to a sold out crowd, thanks to the committee and

chairpersons Monica Stingi and Claire Costa. Ms. Schroff was originally from Huntington, and was honored to be invited back to discuss her book both at the luncheon, and to the English classes at the high school that morning, sharing the book's message of how small acts of kindness can change the course of lives. □

Lloyd Harbor ... Lloyd Harbor ... Lloyd Harbor ... Lloyd Harbor ... Lloyd Harbor ...



(left to right) Mr. Phil Gray, Athletic Director Michael Bongino, Principal Valerie Massimo, Mr. Don Saladino, & Physical Education teachers Joseph Toscano, and Christiian Lynch.

Superhero Training

Don Saladino

What kid doesn't want to be a Superhero? Well, Lloyd Harbor students got their chance when the school hosted a *Superhero Week*, featuring "Superhero trainer" Don Saladino (local Lloyd Harbor parent). He is a fitness professional to many celebrities and is known in Hollywood as the "Superhero trainer" (recently working with Ryan Reynolds for the movie *Dead Pool*). On April 18th-20th Mr. Saladino educated students on fitness, nutrition, and living a healthy lifestyle. Physical Education teacher, Mr. Joseph Toscano, and Health teacher, Ms. Christine Parent, were thrilled to bring this program to Lloyd Harbor, and shared the curriculum at the Board of Education March meeting on Social and Emotional Learning through Health & Wellness. □



My Hero in History

Second graders at LHS spent last month researching important people in the history of our country. Their studies tied in perfectly with March being Women's History Month, as many of the figures they learned about were female. In addition to their presentations, they also read books about famous woman like Rosa Parks, Helen Keller, Wilma Rudolf, and Harriet Tubman. Librarian, Ms. DiCioccio, helped support the project by providing many books and ideas for the students to research. Our celebration of Women's History Month continued on LHTV. Third graders wrote about a favorite woman "hero" in history and took turns sharing what they learned "on the air". Last month we celebrated our African American heroes in a similar fashion. The students did a wonderful job memorializing their contributions to our country! □



Empty Bowls

Lloyd Harbor Art Teacher Ann McLam combined art with charity with *The Empty Bowls Project*: an international grassroots effort to raise both money and awareness in the fight to end hunger. The premise is simple. Communities work together to create handmade bowls. Guests are invited to a simple meal of soup and bread. In exchange for a cash donation, and guests keep the bowl as a reminder of all the empty bowls in the world. The event was held on April 20th and all the proceeds went to Long Island Cares. □

Goosehill Primary . . . Goosehill Primary . . . Goosehill Primary . . . Goosehill Primary . . .

Diversity

Facing Challenges

Goosehill Primary School has been focusing on teaching and learning about “Diversity” this year as part of a SIT (School Improvement Team) initiative. The goal is to help students *look* at differences and then *look beyond* them. During morning announcements, first graders read facts and quotes about diversity and then the school motto echoes over the loudspeaker, “*That’s diversity...and that’s cool!*” On February 3rd The Long Island Children’s Museum Outreach Program visited Goosehill and set up learning stations addressing “*Changes & Challenges.*” Students engaged in activities that helped them understand the challenges faced by those with disabilities. Museum Educators, Stacey Lee and Stephanie Tabaco taught, “*A disability doesn’t mean we can’t do it,*



it means we do it in a different way.” Students stamped their names in Sign Language, typed their names in Braille, practiced using walking sticks with their eyes closed, used a wheelchair, completed tactile puzzles and more. The children really concentrated while trying to complete each task, and often were heard saying “*This is so hard!*” LI Children’s Museum

Educators commented on how impressed they were with the children’s knowledge and familiarity with the topic of disabilities. Principal Lynn Herschlein, explained, “*Our school-wide focus on diversity has involved our students in numerous activities designed to foster an appreciation for differences and a culture of respect.*” □



Apps; as easy as ABC!

eSpark Learning Program

Before Kindergartners ever step foot in a classroom, they are already developing digital skills with iPads and computers. They speak and learn the language better and faster than we as adults could ever imagine. School districts are increasingly challenged to keep up with 21st century skills, and iPad programs have spread across the country into traditional primary and elementary levels using educational game apps that are fun, engaging, aligned to Common Core, and proven to excel student achievement. eSpark allows teachers to meet with small groups for direct, differentiated instruction creating and supporting personalized learning opportunities for students. Now in its third year of implementation at CSH, eSpark ensures engaging content that includes the best 3rd party apps, eBooks, and videos. The apps are placed on the iPads and students embark on personal learning challenges or “quests” that includes assessment and immediate feedback. Students video themselves on the iPads recording what they



learned. In a recent visit with an eSpark staff developer, kindergarten teachers, Mrs. Adams and Mrs. Gross introduced several kindergartners who are the class videographers assisting with the video recordings for their peers. From reading and phonics, to math, to science and beyond, the curriculum is not only fun, but transforms classroom instruction. Teachers monitor student progress by viewing the teacher dashboard that provides diagnostic information helping teachers identify areas of student success as well as areas of need. First grade teacher, Ms. Riggles shared, “*At first I thought students would lose the benefit of interacting while focused on*

their own iPad. Yet, quite the opposite occurred. When problems arose, like broken headphones or malfunctions, the students didn’t come to me for help! The students paired up and worked out the problems collaboratively. They were so proud when they successfully figured out and resolved a problem!” Students can record and film each other, creating video blogs of their research (photo inset). The app selections are endless, extremely interactive and engaging, and all provide constructive feedback. It is wonderful to see students tackling “quests,” and so eager to conquer the next challenge! □



West Side . . . West Side . . . West Side . . . West Side . . . West Side . . . West Side . . . West Side . . .

Growth Mindset

At the March 8th Board of Education meeting Jane DeRosa, (6th Grade West Side Teacher), and student presenters: Jennifer Papa, Logan Vitagliano, and Jackson DeMarco spoke about “mindset” and the positive impact of challenging one’s brain. Their PowerPoint presentation outlined the differences between a “fixed” mindset and a “growth” mindset, asking the audience members “which one are you?” Each 6th grade class researched successful people from around the world, who faced failure yet managed to overcome it, by persevering until failure was no longer an option. They challenged their brains until they met with success. A few famous examples; Oprah Winfrey, Albert Einstein, Walt Disney, Warren Buffet, Steven Spielberg, and Dr. Seuss. Hmm, failing doesn’t seem so bad after all? Each student chose a quote this year as their mantra to be inspired by and follow. Ms. DeRosa shared hers, “A smooth sea never



West Side School presentation at the Board of Education meeting on March 8th.

made a skilled sailor.” Principal Kurt Simon, explained that this is an ongoing opportunity for all students in grades 2-6 who can earn “tickets” for exhibiting a growth mindset by showing resilience, perseverance, and/or a strong work ethic. Tickets are brought to the main office during the day and are counted by 6th graders, Jennifer Papa and Fraser Lintott; the tallies are plotted on a giant line graph on a bulletin board so student progress can be tracked. □



Giant Scrabble Board

West Side: Principal, Kurt Simon, is thrilled to expand upon his favorite childhood game of Scrabble at West Side. Last year, he began the Scrabble Club during lunch periods and thanks to a donation from the DiScala and Vardy-Stearn families, a “giant” Scrabble Board was purchased and hung in the community room for rotating groups of students to use along with the normal scrabble game boards. The club is open to Grades 5-6 every Wednesday during lunch and the giant board has magnetic tiles with a chalk score board. Fun!

Lincoln Center Education

Villalobos Brothers

Grades 4-6 were delighted to hear the mesmerizing sounds of the Villalobos Brothers. This was made possible due to the partnership between CSH Schools and Lincoln Center Education, along with the efforts of Ms. Heather Daniels-Rosenblatt and Ms. Jennifer Coniglio. Through the use of violins, guitars, drums and voices, the students danced to contemporary Mexican music. Their original compositions masterfully blended elements of jazz, rock, classical and Mexican folk to deliver a powerful message of love, brotherhood and social justice. Students collaborated in Spanish classes learning the names of orchestra instruments in Spanish, comparing and contrasting Mexican Mariachi music, Mexico’s geography and currency, and the creation of brilliant *Carnaval* Masks worn during the final Lincoln Center performance by the Villalobos Brothers. The orchestra students collaborated with pride by playing their instruments while donning their masks! □



Community Service . . . Community Service . . . Community Service . . . Community Service . . .

Prom Boutique Dress Drive

The high school's annual Prom Dress Drive was another huge success. Junior, Isabelle Morris, and Art Teacher, Ms. Bailey Whitney, (photo inset) show off some of the donations. They collected 62 dresses and counting, as donations continue to come in knowing their own prom is fast approaching! CSH students recognize how important it is to give to those who cannot afford to buy prom gowns. Isabelle shared, "I would love to start a tradition here at CSH called the 'Prom Dress Promise' in which junior girls donate their own prom gowns after prom is over for the next year's Prom Boutique. A dress collecting dust in your closet means nothing to you, but could mean everything to someone else; donate it to the Prom Dress Boutique!" Ms. Allison Halloran, Coordinator of Community Service spearheads the event. The Long Island Volunteer Center organizes the prom boutique together with Nassau Community College, where girls will be allowed to pick any dress of their choice free. □



Helping the Homeless

On March 7th West Side Kids Care in collaboration with the Jr./Sr. High School helped the Homeless by making sandwiches. Huntington Interfaith Homeless Initiative (HIHI) is a program that provides a safe, warm place to spend the night for homeless individuals who have been living outdoors in the Huntington area. HIHI provides housing, clothing, a hot dinner, and a bag breakfast and lunch during the coldest months of the year. CSH High School students volunteer helping the sites set up, serving dinner, and hanging out with the guests. West Side Kids Care completes the CSH effort by providing the breakfasts and lunches to go (25-30 of each). Thanks to all of our students who make this possible and for being positive role models and leading the way! □



Puppy Love

Lloyd Harbor Student Council ran an "animal week" complete with animal biographies about student's pets, dress as your favorite animal for Wacky Wednesday, and a fundraiser for Huntington's Little Shelter Animal Rescue and Adoption Center. The Little Shelter has partnered with the school to help students grow in their reading skills and confidence by reading with the famous dog, Charlotte! School Liaison and Shelter Manager of Special Programs, Arleen Leone, was overjoyed to see the abundance of donations, sharing, "Thank you to all for helping the Little Shelter's furry friends." □



Fashion & Film Event

The annual Fashion & Film Event was held at the high school on April 15th showcasing student creativity and talent in short film and fashion design. Fashion Art Teacher, Bailey Whitney, and Media Arts Teacher, Christine Oswald, provided another spectacular night of entertainment, proudly announcing each student's masterful creation both on the runway and the big screen. The music, lights, and flashing art screens had you dancing in your seat! This year, proceeds benefited the *Fashion Foundation Organization* which provides school supplies to students in need. Simply by donating clothing/accessories, the organization turns them into a profit whereby the money raised goes toward purchasing school supplies. It was a fabulous night—Bravo! □



Pink Aid

Pink Aid joins forces with CSHHS! In April, the Pink Aid organization came to CSH to meet with Ms. Alison Halloran, Social Studies teacher and Coordinator of Community Service, to discuss a collaboration with the students here at the high school. Pink Aid's mission is to help underserved local women survive breast cancer treatment with support and dignity, to provide screening to women in financial need, and to empower breast cancer survivors to heal by helping and inspiring others. Grants support programs that provide services including free breast cancer screening and help covering non-medical expenses such as food cards, household bills, wigs, recovery garments and transportation for patients undergoing treatment. Together, the students at CSHHS are committed to Pink Aid and their goal to help local women survive breast cancer with compassion. □

The Harlem Wizards

Trick-Hoops & Ally-Oops! On March 6th, the CFA~PTO parent group hosted a 'March Madness' community event in the high school Field House. **The Harlem Wizards** played the CSH Seahawks team with an all-star teacher line-up! It was a "Slamtastic" afternoon filled with laughs and fun for the entire community, (with spectators numbering approximately 700) and emcee "Swoop" of the Harlem Wizards leading the charge. Principal Jay Matuk coached the team made up of teachers from the high school, Lloyd Harbor and West Side along with parents and senior boys. □



Pink Aid Organization guest Ms. Mitchell and Ms. Walkin with student leaders. Plans are underway to expand CSH activities for Breast Cancer Awareness.

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

www.csh.k12.ny.us

BOARD OF EDUCATION

Robert C. Hughes, President
Amelia Brogan, Vice President
Janice Elkin
Mark Freidberg
Mark McAteer
Anthony Paolano
Ingrid Wright

Judith A. Wilansky, Ed. D.
Superintendent of Schools

Karen L. Spehler, Editor
School Tax Code 123

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are also available online!

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YouTube: CSH Hawk Talk
(Jr./Sr. High Daily Announcements)



Celebration of Art

What a wonderful celebration of art on display at the CSH public library! This wonderful collaboration between the library and student art work featured two shows this Spring from students in grades 7-12, then elementary grades K-6. (left to right) Art Department chair, Andria McLaughlin, art teachers Colleen Johnson, Samantha Hayes, Christine Oswald, Laura Cirino, and Bailey Whitney.

**CSH Library
Art Show**

Goosehill students display their talented artwork on display at the CSH Library, seen here with art teacher, Ms. Colleen Johnson.



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Important Dates To Remember

Budget Hearing
Tuesday, May 10, 2016 – 8 PM
Francis Roberts
Community Center

Voter Registration
Wednesday, May 11, 2016
9 AM – 9 PM
Francis Roberts
Community Center

**School Budget Vote & Board
Election**
Tuesday, May 17, 2016
6 AM – 10 PM
Ralph Whitney Field House
Cold Spring Harbor High School

COLD SPRING HARBOR SCHOOL BUDGET 2016-2017

Cold Spring Harbor Schools Budget Vote & Board Elections 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 11, 2016
9 AM – 9 PM
Or any business day prior to
May 11th – 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. 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 17th. Absentee ballots may also be hand delivered to the polling place by 5 PM

on May 17th. 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: Approve Expenditure from Capital Reserve Fund
3. Two Candidates for 3 Year Term on the Board of Education, commencing July 1, 2016

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 new 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 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), public use of buildings and grounds, non-essential maintenance, capital expense (except for emergencies) or budgetary support of school cafeteria programs.

Cold Spring Harbor

May 2016



School Budget 2016 – 2017

& Approval of Expenditure
from Capital Reserve Fund



WHEN:

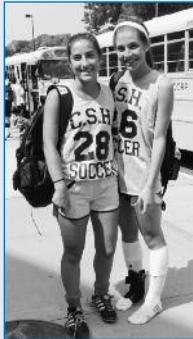
Tuesday, May 17
6:00 AM – 10:00 PM

WHERE:

Ralph Whitney
Field House
Cold Spring Harbor
High School

WHY:

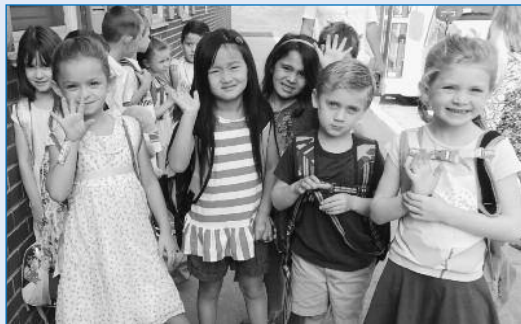
Board Election
Annual Budget Vote
Capital Reserve Expenditure Vote



“The Board of Education... committed to excellence in our schools”



“Tax levy increase below 1% and all student programs maintained”



“Great schools make great communities”



Dear Cold Spring Harbor School District Residents:

In this newsletter, the Board of Education presents to you our proposed budget for the 2016-2017 school year. The budget process begins in December of each year, and, following several public meetings, we refine the budget to ensure that the spending plan is efficient and concentrates on improvement of instruction. Although the tax cap limit for next year is just over 1%, the Board of Education is proposing an estimated tax levy increase of .85%. The planned tax levy increase is not only below the allowable tax cap limit permitted by law; it is also one of the lowest increases in the district's recent history. This budget, which reflects a 1.55% increase in spending, allows us to maintain all student program services and current class sizes.

Even with the minimal increase in the allowable tax levy, the school district continues to remain on the cutting edge of instructional technology, and this coming year we will be expanding our eSpark personalized learning program to include Kindergarten as well as continuing the program for Grades 1—4. Other continuing technology initiatives include the LightSail literacy project using iPads for students in Grades 5—8 and the Achieve 3000 program digital curriculum for High School students. On page 5 of this newsletter we have included a complete listing of proposed budget highlights. It is the goal of the Board of Education to ensure that opportunities exist for all students to reach their full potential and for the district to continue its tradition of excellence and achievement. We believe this budget will accomplish that objective.

You will also be asked to vote on a proposition to continue our capital improvement program by authorizing expenditures from the Capital Reserve Fund. **The funding is already available in a voter approved reserve fund, and this proposition is not a request to raise funds or to increase taxes.** The full Capital Improvement Plan for next year includes funding from the Capital Reserve Fund, the General Fund Budget, as well as funding that the school district will receive from the New York State Smart Bond Act proceeds. The full details of the various funding sources and the specific cost for the proposed projects are also presented in this newsletter. If approved, these capital projects will address much needed infrastructure improvements to keep our buildings safe and environmentally sound.

Please take a few moments to review the budget and Capital Reserve Fund information contained in this newsletter. We urge you to vote on May 17. The polls will open at 6:00 a.m. and will remain open until 10:00 p.m. The voting will take place at the Ralph Whitney Field House at the Jr./Sr. High School. Our budget hearing will be held on May 10 at 8:00 p.m. in the Francis Roberts Community Center at 75 Goose Hill Road, Cold Spring Harbor. We look forward to seeing you at our budget hearing and responding to any questions you may have about the proposed 2016-2017 school budget.

Sincerely,
The Board of Education



<h1>May</h1>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Budget Summary

Proposed Expenditures	Budget 2015/16	Budget 2016/17	Change
General Support			
Board of Education	\$ 36,300	\$ 37,300	\$ 1,000
Central Administration	352,934	364,356	11,422
Finance	864,707	862,392	(2,315)
Staffing (Legal, Personnel, PR)	483,832	460,664	(23,168)
Central Services (Grounds, Maintenance, etc.)	5,314,652	5,204,928	(109,724)
Insurance, BOCES Administration, School Fees	467,796	482,598	14,802
	<u>7,520,221</u>	<u>7,412,238</u>	<u>(107,983)</u>
Instruction			
Instruction, Administration & Curriculum	2,177,030	2,311,020	133,990
Teaching	26,042,660	26,714,382	671,722
Instructional Support	1,420,949	1,531,091	110,142
Pupil Personnel Services	4,488,548	4,706,084	217,536
	<u>34,129,187</u>	<u>35,262,577</u>	<u>1,133,390</u>
Transportation	4,222,647	4,181,784	(40,863)
Community Services	1,110	980	(130)
Undistributed Expenses			
Employee Benefits	13,886,747	13,833,669	(53,078)
Debt Service	3,332,141	3,390,640	58,499
Interfund Transfers	900,000	903,391	3,391
	<u>18,118,888</u>	<u>18,127,700</u>	<u>8,812</u>
Total Expenditures	\$ 63,992,053	\$ 64,985,279	\$ 993,226

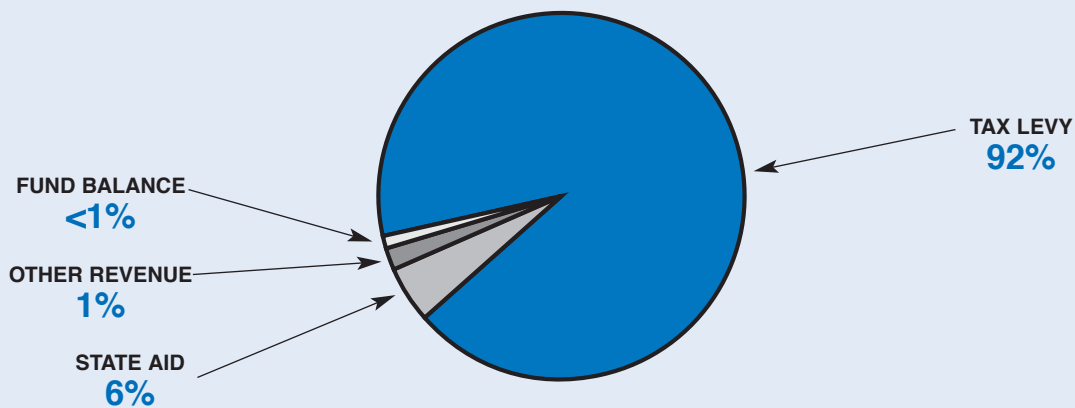
Anticipated Revenue	Budget 2015/16	Budget 2016/17	Change
State Aid	\$ 3,691,958	\$ 3,973,678	\$ 281,720
Includes aid for basic operating, textbook and software, BOCES, building and transportation of students with special needs			
Other Revenue	798,565	925,299	126,734
Includes revenue from day school tuition, interest and earnings on investments, tax reduction reserve and Target Rock wildlife refuge			
Appropriated Fund Balance	120,000	200,000	80,000
Local Property Tax	<u>59,381,530</u>	<u>59,886,302</u>	<u>504,772</u>
Total Revenue	\$ 63,992,053	\$ 64,985,279	\$ 993,226



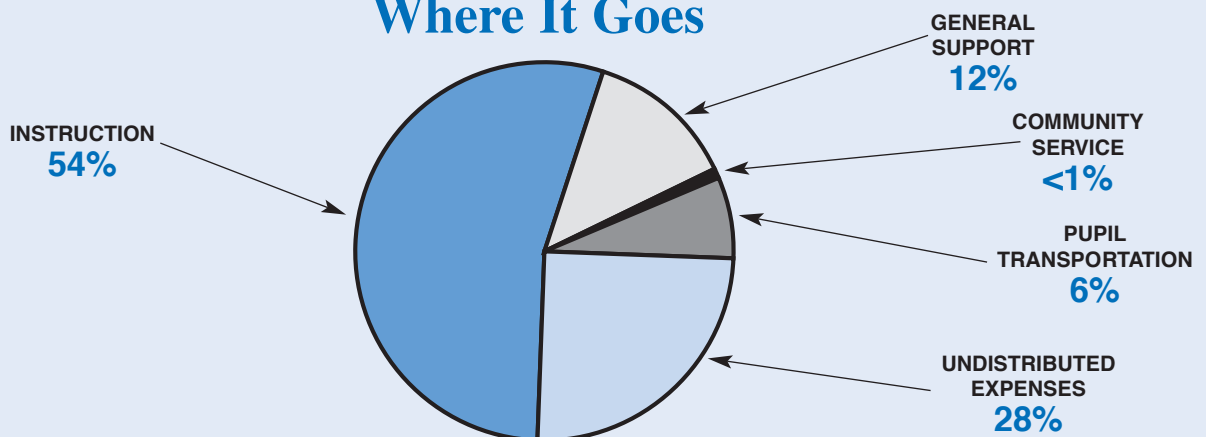
Budget Highlights Proposed 2016-2017 Budget

- Proposed Tax Levy increase below the legal limits of the New York State Tax Cap Legislation for School Districts
- The Proposed Tax Levy Increase is .85%
- Budget-to-Budget Increase 1.55%
- Maintain current class size guidelines
- Maintain current level of co-curricular activities
- Enhance Inter-Scholastic athletic opportunities for High School students
- District-Wide Capital Improvement Plan to include asbestos abatement, tennis court replacements, playground surface replacement, student lockers, recharge basin renovations, replacement of septic systems, and handicapped accessibility improvements
- Additional Part/Time Psychologist assigned to Goosehill Elementary School
- Continuation of eSpark Personalized Learning Program in Grades K-4 along with professional development for teachers
- Summer Science Research Program
- Continued partnership with the DNA Learning Center for Grades 5 & 6 Science
- Continued use of “Digital” curriculum for academic support for students in Grades 9-12 (Achieve 3000)
- **Renaissance STAR** assessments program to meet District “Response to Intervention” requirements for all grade levels
- Implementation of newly adopted New York State Social Studies Curriculum K-8
- Continuation of **LightSail** literacy project using iPads for students in Grades 5-8
- Replacement of outdated student laptops with cost-efficient Chromebooks to improve student access to educational technology
- Partnership with Huntington Arts Council to promote Inter-Disciplinary Instruction
- Professional Development for teachers in the use of **Google Tools** and clerical training in support of this initiative

Where It Comes From



Where It Goes



Tax Cap Legislation and the School Budget

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 the CPI of .12% was used, since it was less than the 2%. However, in the case of Cold Spring Harbor, we were permitted to have an increase over the tax levy cap by a growth factor of .68%. This additional growth factor is determined by the New York State Department of Taxation and Finance. In addition, an estimated increase in our Capital Expenditures for next year added an additional .34% to our allowable tax levy. Therefore, the allowable tax levy percent increase would be the sum of the increases in the CPI, the growth factor, and the capital expenditures percentage or 1.14%. Since the proposed 2016-2017 budget requires a tax levy increase of .85%, we are below the allowable limit.

If the Cold Spring Harbor School District wanted to present a budget with a tax increase greater than the allowable 1.14% for 2016-2017, it would require a super majority of 60% budget approval to pass. This, however, is not the case, as the proposed 2016-2017 budget carries a tax levy increase of .85%. Approval of the budget presented to the community on May 17 will require a simple majority of 50%.

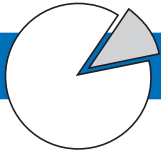
School Tax Levy Increase

	<u>Tax Levy 2015/2016</u>	<u>Tax Levy 2016/2017</u>	<u>Percent Change</u>
Combined Tax Levy	59,381,530	59,886,302	.85%

The above chart shows the amount of school taxes to be raised from the current 2015-2016 school year to the taxes to be raised as a result of the proposed 2016-2017 budget. The percent increase is .85%. Since the school district is located in two separate towns, Huntington and Oyster Bay, the actual tax rate changes may vary depending on each town's proportionate share of the tax levy. That share is not known at this time and is determined by a variety of factors. Those factors include changes in the total assessed values of all the properties within the two towns, changes in the assessment practices by the counties, and also by the equalization rates which will be established by the New York State Department of Taxation and Finance in August 2016. None of these factors will increase the combined school levy, but they can alter the proportionate town shares.

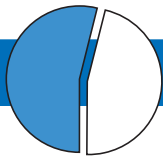


Proposed 2016-2017 Budget Detail



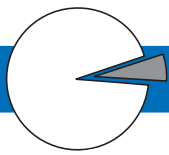
General Support

	Budget 2015/16	Budget 2016/17	Change
Board of Education Reflects cost of conducting Board of Education business. Includes conferences, supplies and technical services	\$ 22,700	\$ 23,750	\$ 1,050
District Clerk District Clerk's supplies and legal advertising costs	1,500	2,200	700
District Meeting Voting machine rental, supplies and required advertising for annual meeting and vote	12,100	11,350	-750
Chief School Administrator Salaries of the Superintendent of Schools, clerical staff, office supplies and other expenses	352,934	364,356	11,422
Business Administration Salaries of Assistant Superintendent for Business, business office staff, office supplies, equipment and related costs	746,552	743,521	-3,031
Auditing Fees for mandated independent auditing of school accounts . . .	88,710	89,034	324
Treasurer Salary for District Treasurer and office expenses	19,745	20,137	392
Fiscal Agent Comprised of municipal finance advisory services, prospectus costs, SEC filing fees and any paying agent costs	9,700	9,700	0
Legal Includes the annual retainer for the school attorney plus miscellaneous legal expenses not covered by the retainer. Also includes legal fees for the district's bond attorney, as well as the costs for labor attorney fees, negotiations, arbitrations and impartial hearings	260,300	257,300	-3,000
Personnel Office Includes salaries for staff and personnel services	138,715	116,166	-22,549
Public Information Service Includes the cost of district newsletters, publications, supplies, postage and other expenses.	84,817	87,198	2,381
Operation of Plant Includes salaries of custodial staff, supplies and equipment, fuel oil and gas, electricity, contractual service for building maintenance, and fire protection systems. Also includes general utilities and services (telephone, water, refuse removal and security)	3,630,609	3,610,809	-19,800
Maintenance & Grounds Includes salaries of Director of Buildings & Grounds, groundspeople and maintenance mechanics, maintenance of building exteriors and interiors, heating, ventilating, electrical and plumbing systems, upkeep of grounds, turf supplies and materials for driveways and pavements	1,262,792	1,168,656	-94,136
Central Data Processing Includes processing costs for payroll, accounting and student attendance as well as copy machine leases	421,251	425,463	4,212
Unallocated Insurance Covers the cost of insurance premiums for policies covering property/casualty, vehicle, public employees, boiler, student accident and umbrella	300,688	313,964	13,276
School Association Dues Memberships in Board of Education, administrative and educational organizations	25,066	25,675	609
BOCES Administrative and Capital Charges Mandated appropriation for pro-rated district share of administrative and capital costs of the Board of Cooperative Educational Services. These costs are partially offset by BOCES aid to the district	142,042	142,959	917
TOTAL GENERAL SUPPORT	\$ 7,520,221	\$ 7,412,238	\$-107,983



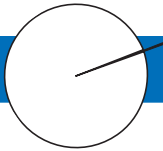
Instruction

	Budget 2015/16	Budget 2016/17	Change
Curriculum Development Funds provided for curriculum review and implementation of new courses and salary for Assistant Superintendent for Curriculum and clerical office staff	\$ 399,435	\$ 441,107	\$ 41,672
Supervision Regular School Included are salaries of the building principals and the assistant secondary principals. Also included: clerical staff salaries, office supplies and equipment, repair and service of office equipment, and postage.	1,720,095	1,745,551	25,456
Research/Evaluation/Planning Long-range planning for student enrollment trends.	0	6,120	6,120
In-Service Training Reflects cost of teacher in-service professional growth courses	57,500	118,242	60,742
Teaching Includes salaries for teachers, teacher assistants and aides; instructional supplies, textbooks, equipment and service, teacher training and planned curriculum programs, related expenses, and BOCES instructional services	21,173,054	21,639,244	466,190
Special Education Includes costs of educating students with special needs, such as: tuition (BOCES, approved special education placements), contracts for specialized services (occupational, physical therapy), instructional salaries, equipment, and home instruction	4,801,206	5,052,638	251,432
Occupational Education Vocational education programs administered by BOCES for high school students	45,900	0	-45,900
Adult Education Costs of providing continuing education opportunities for members of the community	22,500	22,500	0
School Library Provides for the library program at all schools and includes salaries for instructional staff, library books, rebinding, periodicals and library supplies	465,441	475,390	9,949
Computer Assisted Instruction Appropriation for computer hardware and software for the district's five year Computer Technology Plans and technical support	955,508	1,055,701	100,193
Guidance Services Includes salaries of guidance counselors and clerical staff, office supplies, testing services and college placement.	884,405	909,184	24,779
Health Services Covers the expense of nurses' salaries, physician fees, health supplies and non-public school health service contracts	397,253	397,764	511
Psychological Services Psychologists' salaries and related services.	864,198	944,802	80,604
Pupil Personnel Services Includes salaries of Executive Director of Special Education and Pupil Services, special education staff, and related office expenses	239,505	245,722	6,217
Co-Curricular Activities Includes all co-curricular activities, such as the newspapers and yearbook clubs, National Honor Society, etc.	677,026	691,772	14,746
Interscholastic Athletics Provides for the interscholastic athletics program and includes coaching salaries, proctors' and officials' fees, supplies, repair of equipment, travel membership fees, part-time athletic trainer.	1,426,161	1,516,840	90,679
TOTAL INSTRUCTION	\$ 34,129,187	\$35,262,577	\$1,133,390



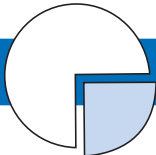
Pupil Transportation

	Budget 2015/16	Budget 2016/17	Change
District Transportation Salary for district's transportation coordinator, office supplies and related expenses.	\$ 66,107	\$ 42,634	\$ -23,473
Contract Transportation Includes the estimated cost of transporting K-12 pupils to our schools and to other public and private schools within the 15-mile maximum limit required by state law; bus service for interscholastic athletics, field trips and other miscellaneous costs, such as bus matrons. The transportation policy, included in this budget, reflects the voter approved zero mileage transportation eligibility for all students.	4,156,540	4,139,150	-17,390
TOTAL PUPIL TRANSPORTATION	4,222,647	4,181,784	-40,863



Community Services

	Budget 2015/16	Budget 2016/17	Change
Census School census processing costs	\$ 1,110	\$ 980	\$ -130
TOTAL COMMUNITY SERVICES	1,110	980	-130



Undistributed Expenses

	Budget 2015/16	Budget 2016/17	Change
Employee Benefits Includes school district's contributions for pension costs into the NYS Employees' Retirement System and the State Teachers' Retirement System, as well as school district contributions for its share of required social security payments and appropriations for disability, life and health insurance. Category also includes funding for workers compensation, unemployment and dental insurance, for which the district is self-insured	\$ 13,886,747	\$13,833,669	\$ -53,078
Debt Service Includes interest expense on tax anticipation notes (TANS). These short term borrowings are necessary for cash flow purposes. The district does not receive its major source of revenue – taxes – until January. As such, TANS are utilized to fund district operating expenses. Also consists of the appropriation for bond principal/interest costs for all construction bonds, as well as our energy performance contract debt service....	3,332,141	3,390,640	58,499
Interfund Transfers used to record the transfer to Capital Fund for construction projects and the Special Aid fund for Summer Special Education Program	900,000	903,391	3,391
TOTAL UNDISTRIBUTED EXPENSES	18,118,888	18,127,700	8,812
GRAND TOTAL	\$ 63,992,053	\$ 64,985,279	\$ 993,226
PERCENT INCREASE			1.55%

CAPITAL RESERVE EXPENDITURE VOTE
Questions & Answers

**Proposition #2 on the Ballot seeks approval
to expend \$1,300,000 from the established Capital Reserve Fund.**

What is a Capital Reserve Fund?

A Capital Reserve Fund is a separate account set up by the school district to address infrastructure needs or to finance future school building improvements or renovations. This fund can only be established by voter approval.

Does the Cold Spring Harbor School District have an approved Capital Reserve Fund?

Yes. The voters of our school district approved the establishment of a Capital Reserve Fund on May 19, 2015, authorizing the school district to create this fund with a limit of \$10 million. If approved this will be the first expenditure from that fund.

What is the source of funding for the Capital Reserve account?

The Capital Reserve account is funded by transferring accumulated surpluses earned over the years when the school district spends less than the authorized appropriations (budget) or when it receives more revenue than anticipated when the budget was prepared. The advantage of funding major school construction projects through the Capital Reserve is that it can be used in lieu of raising money through the issuance of bonds, which incurs long-term debt, or taxes. Essentially, the funding is done in advance of the projects.

How much is in the school district's Capital Reserve Fund?

Since its inception in May 2015, the school district has transferred \$2 million into the Capital Reserve Fund. Of that \$2,000,000 currently on account in the fund, the proposed expenditure of \$1,300,000 would leave a balance of \$700,000 which would be available in subsequent years. Although the funds are available, the district cannot expend them without your approval.

Why is the Capital Reserve Fund capital project being presented to the voters if the funding is already available?

By law, voter approvals are required both to establish a fund and also to expend the funds in the Capital Reserve; it is not an authorization to raise additional funds. The voters have already approved the establishment of the fund; the school district is now seeking approval to make capital expenditures from those funds.

Will approval of this proposition increase local school property taxes?

No. Approval of this proposition will have no impact on local property taxes. The funds are already on deposit in school district accounts as of June 30, 2015. By law, the school district cannot levy taxes specifically to fund Capital Reserve projects.

TRANSFER TO CAPITAL FUND APPROPRIATION

(CAPITAL RESERVE FUNDING—\$1,300,000)

(TRANSFER TO CAPITAL FUND FROM PROPOSED BUDGET—\$700,000)

WEST SIDE ELEMENTARY

Replace Septic System, \$375,000

LLOYD HARBOR ELEMENTARY SCHOOL

Replace Playground Surface, \$55,130

JUNIOR/SENIOR HIGH SCHOOL

Recharge Basin Renovation, \$180,000 ★ Remove and Replace Small Gym Floor, \$234,584
Replace Corridor Lockers, \$144,550 ★ Remove Remaining Vinyl Asbestos Tile Flooring, \$245,000
Replace Four Tennis Courts, \$400,000 ★ Install Domestic Hot Water Heater, \$35,000

DISTRICT-WIDE

District-Wide Site Work, \$170,736 ★ Replace Exhaust Fans, \$10,000
Disability Access Upgrades, Door Actuators, Ramps, etc., \$150,000

TRANSFER TO CAPITAL APPROPRIATION AND SMART SCHOOLS BOND FUNDING

Included in the Proposed Budget is a line item to transfer \$873,391 from the budget to the Capital Fund. Of that amount, \$700,000 will be used to partially fund the Capital Projects listed on the previous page. The balance of \$173,391 will supplement the proceeds of the New York State Smart Schools Bond Funding program and will be used to complete the infrastructure upgrade that will replace our wired network switches and expand our wireless accessibility throughout the school district. The total cost of the school district network upgrade project is \$480,100 of which \$306,709 will be paid by New York State from the Smart Schools Bond Funding program.

SAMPLE BALLOTS: Yes No

Proposition #1 School District Budget Proposition

RESOLVED, that the Board of Education of the Cold Spring Harbor Central School District be authorized to approve the school district budget proposed by the Board of Education in accordance with Section 1716 of the Education Law

Proposition #2 Capital Reserve Fund Expenditure Proposition

RESOLVED, that the Board of Education ("Board") of the Cold Spring Harbor Central School District ("District"), be hereby authorized to undertake and perform a school building improvement project ("Project") in an aggregate amount not to exceed \$2,000,000, substantially as referred to and described in the District's 2016 Capital Reserve Project Report ("Report") on file and available for public inspection in the office of the District Clerk; and to appropriate and expend from the District's Capital Reserve Fund III, heretofore established by the voters of the District on May 19, 2015, an amount not to exceed One Million Three Hundred Thousand dollars (\$1,300,000) for that purpose, with the balance of the Project costs (an amount not to exceed \$700,000) to be funded by budgetary appropriations for that purpose in the proposed 2016-17 Annual Budget, subject to voter approval; said Project to commence during the 2016-2017 school year and to consist of certain capital improvements, construction, reconstruction, renovations and/or alterations at the District's Junior/Senior High School, Lloyd Harbor School, West Side School and District Wide, and the sites and facilities thereof; all of the foregoing to include site improvements, furnishings, equipment, apparatus, machinery, demolition and other incidental work or improvements required in connection therewith, as well as preliminary costs and costs incidental thereto and to the financing thereof; provided that the detailed costs of the components of the Project as set forth in the Report may be reallocated among such components if the Board of Education shall determine that such reallocation is in the best interests of the District and no material change shall be made in the scope of the Project.

COLD SPRING HARBOR



VOLUME 39, NUMBER 5

A REPORT ON OUR SCHOOLS

SUMMER 2016

BIDDING FAREWELL...

Proclamation Presentation

Dr. Judith A. Wilansky...

Dr. Judith A. Wilansky was honored by Legislator William Spencer with a Proclamation at the Board of Education Meeting on June 14th. Presiding over her final Board of Education meeting, Dr. Wilansky is retiring after a career that spans over 30 years in education. Legislator Spencer took privilege in recounting her dedication and service to the school community, her strides in the advancement of Special Education, Foreign Language, and Health Education, and noted her hallmark achievement of district-wide emphasis on Social Emotional Development. He was proud to call her a friend, and shared, "Judy is a great leader, who is passionate, approachable, and extremely insightful." Many of the Board members shared emotional words of praise for her expertise... and gratitude - for years of advice and counsel. Anthony Paolano said, "It is simply impossible to put into words all you have done and all I would like to say...You have set the bar, and it's a high one." As the first female Superintendent to date, you have secured your mark Dr. Wilansky, and you will long be remembered for all you have achieved. Thank you for your many years of service to this District, you will be missed! □



"It is simply impossible to put into words all you have done and all I would like to say...You have set the bar, and it's a high one."

- Anthony Paolano



Farewell seniors... (Graduation spread)

Board of Ed Member Retires

The community and Board of Education bid farewell to longstanding Board member, **Robert C. Hughes**, who stepped down after nine years of service to our District, twice as Board



President. Robert has served for nearly 15 years as Town of Huntington Historian, earned his juris doctorate from Fordham Law School in 1986, and

was first elected to the school board in May 2007. August will mark his 50th year as a resident in CSH - all in the same house. His kindergarten classroom now serves as the Superintendent's office! Roberts shared, "It has been a pleasure to serve the community for the past nine years. After three terms on the Board, I think it is time to give parents who still have children in the schools a chance to carry on the great educational traditions in Cold Spring Harbor." Superintendent, Dr. Judith A. Wilansky expressed, "Mr. Hughes has been a consummate Board member and leader. His keen intelligence, sense of perspective and knowledge of governance has contributed significantly to the District's accomplishments. Moreover, he is a gentleman with a wonderful sense of humor; I have thoroughly enjoyed working with him." It is with deep appreciation that we all say goodbye. You will certainly be missed. □

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

Tenure Granted

Congratulations to the following teachers and administrator who were granted tenure at the recommendation of the Superintendent at the June 14th Board of Education meeting: **Michael Bongino** (in the tenure area of Director of Physical Education Health and Athletics), **Jennifer Coniglio** (in the tenure area of L.O.T.E.), **Patricia Connolly** (in the tenure area of Business), **Christine Parent** (in the tenure area of Health), and **Ryan Towers** (in the tenure area of Social Studies). Dr. Wilansky was proud to grant tenure to Mr.



Bongino sharing, *“Mike has been a “tour-de-force” since his arrival, and his impact on district programs continues to gain momentum.”* Mrs. Massimo was honored to present Ms. Coniglio with tenure, *“Starting as a part-time teacher eight years ago, she has planned curriculum for all grades in Spanish, she keeps the kids motivated, engaged and embracing the language. She chaperones concerts, helps with musicals, is a student council advisor and runs the school store!”* Mr. Matuk shared his congratulations for Ms. Patricia Connolly, who now has received tenure in both Math and Business! *“Her patience, perseverance, and willingness to innovate and experiment, are some of the many qualities that make her a superb teacher.”* Although Christine Parent could not attend the meeting, Mr. Bongino highlighted that after 20 years as an elementary teacher, Ms. Parent was hired as a health teacher in 2014. He shared, *“An immediate impact occurred, she introduced interactive lessons, essential topics and lessons and she is a consummate professional.”* Lastly, Mr. Matuk shared his thoughts as a fellow Social Studies teacher for Mr. Ryan Towers. *“Ryan is one of the most engaging, well-liked, earnest, thoughtful, and dedicated instructors in the building. He is a valued coach, avails himself to numerous professional training opportunities, and he loves his job.”* Congratulations to all – very well deserved! □

- **Dean Safran** (5th Grade) won Best in Grade for the Tulip Festival contest *“Huntington in Bloom: A Depiction of Spring in Huntington.”* Astoria Federal Savings Bank sponsors this event each year where students are encouraged to independently interpret the theme and created personal reflections of springtime in Huntington.
- **Julia Kopp** (8th Grade) won First Place in the *Huntington Youth Writes 17th Annual Youth Writing Competition 2016* for her essay *“Not What You Think.”* Over 850 students entered for grades 6-8 in the essay category. Congratulations!

- **The Long Island Language Teacher’s Student Foreign Language Competition** awarded first place to Lloyd Harbor 5th grader, **Hayden Calabretta** (in the category of Spanish Tongue Twister Recitation), second place to 4th grader, **Margaret Nemazi** (in the category of Spanish Poetry Recitation), and third place to 5th grader, **Gabby Emsden** (in the category of Spanish Poetry Recitation). Caroline Coyne (6th grader) received Honorable Mention (in the category of Spanish Poetry Recitation). Congratulations to all.



The Exemplary Service Award

The Exemplary Service Award was presented to **Kelley Meagher**, (Administrative Assistant Department of Human Resources) at the June 14th 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

“She is kind, compassionate to her colleagues, goes above and beyond, and has a strong sense of right and wrong.”

- Board President, Robert Hughes

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, Robert Hughes, was very pleased to recognize Kelley for her many years of dedication and service, and impressing everyone with her efficiency and professionalism. He shared, *“She is kind, compassionate to her colleagues, goes above and beyond, and has a strong sense of right and wrong.”* Congratulations Kelley for this well-deserved honor. □

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



Junior Book Awards

At the June 14th Board of Education meeting, fourteen students were presented with the class of 2017 Junior Book Awards by the Director of Guidance, Andrew Rosenberg, designated by colleges to juniors with the highest levels of academic achieve-

ment. The honors went to: **Sarah Hubner** (Brown University), **Daniel Battillo** (Clarkson University), **Joseph Hubner** (College of the Holy Cross), **Alec Israeli** (Cornell University), **Owen Toomey** (Hamilton College), **Grace Costa** (Miami University of Ohio), **Anand Subudhi** (Princeton University), **William Reed** (Rensselaer Polytechnic

Institute), **Ryan Burns** (St. Lawrence University), **Isabelle Morris** (St. Michaels College), **Mikayla Hubner** (University of Notre Dame), **Justin Antolin** (University of Rochester), **Connor Lynn** (University of Pennsylvania), **Ezra Brody** (Yale University). □

- **US News & World Report 2016 Best High Schools** ranked CSHHS #185 of 21,000 schools nationwide (top 1%), with a NY State ranking of



#34 out of 1,259 schools (top 3%), which is a GOLD status rating for the top 500 schools based on highest college readi-

ness. Principal Matuk shared, *“Congratulations and thank you to the entire staff for a job well done!”*

- **John Rey Martin**, (Grade 7) violinist was chosen to receive the **LISFA Private Study Scholarship Award** from the Long Island String Festival Association (LISFA), a professional organization that helps promote string education on Long Island. and grants several annual awards to deserving students who were invited to perform in their Honor Ensembles.

- **West Side Run:** Congratulations to 6th grader, **Will Dimaio**, and 3rd grader, **Megan Jasinski**, the school’s overall winners in the 1-mile race. Will Dimaio, also placed 1st in the 5K. Congratulations to all who participated in this year’s West Side Run! There were 254 runners. A huge thank you to committee members: Ted Hilton, Scott Bowden, Carol Solinger, Jack Sergi, Nancy Fastuca and Ana Shammah.
- **NYS AFLT Virtual Video Contest winners:** Congratulations to 6th grade students from Lloyd Harbor, **Sarah Bolton**, **Aidan McKean**, **Theodore Packert**, and **Lindsay Stimpfl** for winning first place with an authentic song in Spanish, with guidance from their teacher Ms. Jennifer Coniglio, Bravo! Congratulations to West Side FLES students of Ms. Tassani. The following took first place in the category of Song: **Graham Lynch**, **Finnegan Moriarty**, and **Sutton Stella**, in the category of Poetry Recitation:

Alexandra Pultz, and in the category of Authentic Speaking: **Isabelle Apostolakis**.

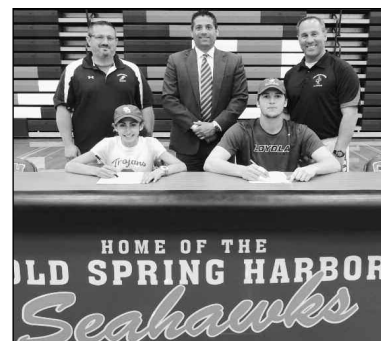
- **Long Island Ducks Game:** On May 28th the Lloyd “Harbortones” (select chorus) performed under the direction of Ms. Stephanie Visceglie, during the 7th inning stretch! Cold Spring Harbor families were there to enjoy the performance and an evening of fun, where the CSH Varsity Cheerleaders also were privileged to perform their routines and lead the crowd in spirit and cheer!
- **Lloyd Harbor Music Honors:** On June 3rd musical Directors Chris McKee and Rebecca Engesser and the student group the “Harbortones” attended *Music in the Parks* in Pennsylvania. They earned a rating category of “excellent” and they also won Best Overall Elementary School Chorus. Congratulations to our dedicated singers! □

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



STATE CHAMPIONS!

The Boys Varsity Lacrosse NY State Class "C" Championship Team was officially honored at the Board of Education Meeting on June 14th. Congratulations to our Seahawk boys and coaches, Dennis Bonn, Christian Lynch, and Mike Hungerford for winning back-to-back State Championship Titles. Director of Athletics, Mr. Michael Bongino said, "It is with tremendous honor that I introduce the 2016 boys lacrosse state champions. Most athletes can only dream of this accomplishment, and to attain back-to-back titles places CSH in very elite company!" Mr. Bongino praised head coach Dennis Bonn, for instilling a commitment to excellence in his athletes leading to this achievement. □



National Letters of Intent

Seniors Daniela LoCastro and Riley Cox signed their National Letters of Intent, which is a binding agreement between the student and the Division I college. This is quite an honor, and CSHHS had two athletes this spring who earned this recognition, joined here with their coaches. Daniela will continue her athletic track & field career at USC (University Southern California), and Riley will be playing lacrosse at Loyola University in Maryland. Congratulations!

HUNTING-TONY AWARDS

Congratulations to **Theodora Segal**, who tied for Best Female Vocalist for her performance in "Jekyll & Hyde." The sixth annual ceremony was held at the Engemann Theater on June 6th sponsored by Town of Huntington Councilwoman Susan Berland and Councilman Mark

Cuthbertson, who shared, "This awards ceremony celebrates the dedication, talent and hard work exhibited by all of the students involved in their high school productions."



Timothy Sherlock sang a powerful rendition of "This is the Moment" from Jekyll & Hyde, sharing the stage with so many talented students from nine high schools in our local area. Congratulations to all.... □



• **Music Honors:** Wind Ensemble Director, Dr. Gerald Felker, and Chamber Orchestra Director, Mr. Timothy Jenks, were proud to congratulate their students for their outstanding performances at the New York State Music School Association Major Organization Evaluation Festival at Hofstra University on May 17. Each groups' performance was evaluated by visiting adjudicators who rewarded the Wind Ensemble with a rating of Silver and the Chamber Orchestra, Gold. Hats off to these fine young musicians.

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



• **The Harbor View wins 1st prize for best High School newspaper** from the annual *Press Club Society of Long Island's Journalists* competition! They tied with Elmont HS, and were honored at a ceremony in June. Mr Matuk shared, *"This is truly a wonderful achievement, and I am very proud of the students and advisors, Joyce Schmieder and Karen Uhl-Smith!"* (photo: Karen Uhl-Smith, Peter Markotsis, Sarah Kopp, Brittany McGowan, and Joyce Schmieder)



• **John Sepanski and Lauren Paolano** were the recipients of the 2016 *Town of Huntington Scholar Athlete Award*, presented to student athletes that exemplify excellence in the classroom and in athletics.

• **Seahawk Devin Burdo** – was the recipient of the James C. Metzger Leadership Award at the Nassau County boys lacrosse championship game. Burdo is a senior goaltender, who earned the award for the characteristics of tenacity, honesty, commitment and positive attitude. This award is presented to one player on each of the six teams that compete for the Nassau County title. □

Congratulations to the 2016 Long Island Press High School **Journalism Award winners:** **Emily Krusos** (1st place Q&A *"Former CSH Graduate Inducted Into Athletics Hall of Fame,"* **Sarah Rush** (1st place Q&A *"AIDS Awareness With Mr. Homer,"* Madison **Ugan** (1st place Comic Strip) *"Valentine's Day Cookies,"* **Alec Israeli** (2nd place Opinion Piece School) *"Honestly, I Don't Care If White Gowns Are Pretty,"* **Brittany McGowan, Sarah Kopp, Shannon Gallagher, and McLean Carlin** (2nd place School Spirit) *"Homecoming 2015,"* **Alec Israeli** (3rd place Education-National Issues) *"High Pressure, High Profits: The Pressure of Standardized Testing"*

ASSET Award

On May 25th the Association of Suffolk Supervisors for Educational Technology (ASSET) held its annual scholarship luncheon, and honored Dr. Judith A. Wilansky on the occasion of her retirement. Director of Technology, John Contess, stated *"Dr. Judith Wilansky is retiring as Superintendent of Schools at Cold Spring Harbor after more than 35 years in education. Dr. Wilansky's dedication to the students was evident in her strategic planning and everyday actions. She has tirelessly defended the rights of students and expanded the district's offerings to enrich the educational experience of every child. Her support of various*



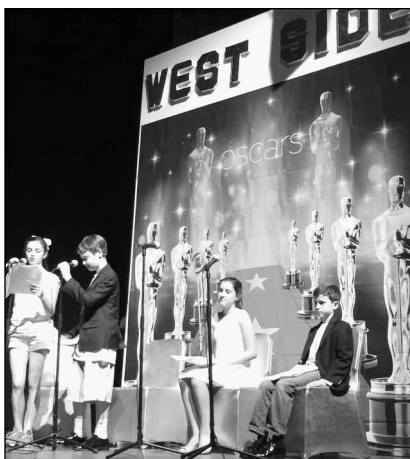
projects to improve teaching and learning, many of them technology-enabled, has been invaluable in moving the district forward. These initiatives of promoting online and blended learning, individualized instruction, and others have gone a long way towards changing education in a very positive and necessary way. Dr. Wilansky's leadership will certainly be missed. We wish her well in the next phase of her adventure!" □

"Dr. Wilansky's dedication to the students was evident in her strategic planning and everyday actions. She has tirelessly defended the rights of students and expanded the district's offerings to enrich the educational experience of every child...."

West Side . . . West Side . . . West Side . . . West Side . . . West Side . . . West Side . . . West Side . . .

Grab your Partner!

West Side: *Roll that girl and Half-Sashay!* The annual tradition of learning to Square Dance at West Side continues for 6th grade students and their teachers, where they practice for weeks during Physical Education classes prior to the culminating event at the historic George Weir Barn at Caumsett, Lloyd Neck. Weeks of practice certainly paid off, as *do-si-do's* and *promenades* proved to be a piece of cake for these young professionals who were amazing to watch. Congratulations to the yellow team who were crowned victors of the event. □



West Side Talent Show: *What an electrifying night shared by all at the 2016 West Side Talent Show held on stage at the PAC on May 14th. With approximately 110 performers and student crew members, the night belonged to them. They were all stars from the littlest 2nd graders to graduating 6th graders! Thanks to Ms. Martin and the NYSSMA singers who did a beautiful job opening the show with the National Anthem. A huge thanks to Mr. Simon, Mrs. Weiss, Mrs. Dussol, Mrs. Manniello, Mrs. Ruhl, Mrs. Sposato, all the volunteers and the WSSPTG for all your help, and the community for supporting this spectacular event which allows children of all ages to express themselves through the performing arts.*



International Day

West Side: *On May 20th third graders participated in the third annual International Day festivities. Congratulations to all of the students who worked tirelessly to put on such a fantastic show, which included a parade of flags, folk songs and procession of nations. Special thanks to Dr. Dawkins, Mr. Farmer, Ms. Martin, Ms. Tassoni, Ms. Balzano, Mr. L'Hommedieu and Mr. Yost for their collaboration on such a wonderful event.* □



Annual Field Trip to Philadelphia *took place on May 6th for the 4th graders and their parents from Lloyd Harbor and West Side. Students spent weeks planning their own itineraries, learning about historic landmarks and mapping out walking tours to lead their parents through the city as they continue to learn about the founding of our country. Thank you to all of the parents who attended and helped chaperone this very special and beloved trip.* □

Camp Out

West Side: *What an incredible tradition that carries on at West Side! It was a perfect warm weather evening on June 4th for a circle of tents that united families who gather each year for a barbecue, music, popcorn & cotton candy, games, a movie on the lawn and a campfire with s'mores. For those that managed to get some sleep, breakfast was served for sleepover guests. FUN!* □



Goosehill Primary . . . Goosehill Primary . . . Goosehill Primary . . . Goosehill Primary . . .



Moving Up

With just six weeks remaining in the school year, Principal, Lynn Herschlein has begun the process of preparing students for the transition to the next school year. The ability to deal with change is an important skill for children to develop. All change, whether it's the end of the school year or the move to a new home, brings some uncertainty as well as anticipation and excitement. The goal is to provide opportunities that will help our students understand the upcoming changes and feel comfortable asking questions and sharing any concerns they may have. First graders visited West Side and Lloyd Harbor Schools on June 6th riding on the "big bus" to their new schools where they had a tour and spent time in the second grade classrooms. Mrs. Herschlein shared, *"Our first grade teachers are very skilled at helping the children feel comfortable about moving on to second grade. They answer their questions about each of the schools and assure them that they are ready to "move up."* The teachers acknowledge that the children may be sad that some of their friends will be attending a different school and reassure them that they will continue to have good friends in their new schools. □

Reading Buddies

The Goosehill "Reading with my Buddy" program is a favorite experience for Kindergartners who get to visit first grade classrooms and see a glimpse of next year's teachers and their transition ahead. First graders have the opportunity to feel like they are ready to graduate from Primary School, showing their reading skills and helping their younger classmates as they buddy-up with a partner to read to each other books of their choice. These quiet moments, one-on-one, are very special, meaningful... and adorable! □



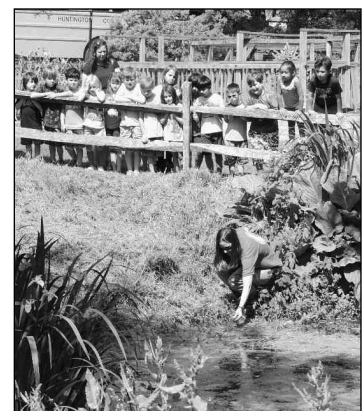
Nature Hike

Goosehill: *"What's that I see?"* As part of the Kindergarten *Soils Investigation Program*, the children enjoyed a nature walk on May 26th at the Cold Spring Harbor Fish Hatchery. The walk was designed to reinforce concepts the students had learned during the year, such as the difference between nonliving and living things and the interdependence of each living organism in the aquatic environment. □



Saying Goodbye

Goosehill: The annual **"releasing of the turtles"** occurred on June 1st at the CSH Fish Hatchery, with Environmental Educator, Krissy Forman. First Graders waved goodbye as they watched their classroom turtle swim away in the lower spring pond. It's an emotional time, after caring for their "Eastern Painted Turtles" all year, feeding them each day, studying their habitats and life-cycles, and watching them grow from approximately 1" to 3" in size. Thank you to the CSH Fish Hatchery for this wonderful year-long educational experience! □



Lloyd Harbor . . . Lloyd Harbor . . . Lloyd Harbor . . . Lloyd Harbor . . . Lloyd Harbor . . .

Think Globally

At **Lloyd Harbor** 5th graders worked on a project culminating with the celebration of Earth Day. Science teachers, Ms. Wetzel and Ms. Barrese, began researching different environmental concerns facing countries all across the globe as part of an Earth Day theme. It soon became clear it was easy to combine this curriculum with a Social Studies unit that inspired students to “*Think globally, but act locally.*” Students researched articles in *Time for Kids* magazines looking at countries, cultures, and environments. Students used their iPads to research and choose one problem the different countries are facing and the solutions the countries are implementing to address those concerns. Casey learned, “*France had a terrible water pollution problem, and they passed a law to protect against industrial contamination.*” Eva discovered, “*Kenya’s lion population was decreasing, so they created protected national park areas for the lions.*” Julia leaned, “*Ethiopia was running out of water, so they built a damn to collect rain water.*” Nicholas was surprised to learn, “*The coral reefs in the Philippines are very polluted, and scientists convinced the government to study them and learn how to protect and care for them.*” All the students proudly displayed their “problems and solutions” projects in the hallway – fascinating! □



Safety Patrol

Lloyd Harbor: Mrs. Burmeister and Mrs. Schnurr are proud to introduce a new program called the *Safety Patrol*. The Patrol includes 5th and 6th grade volunteers who have demonstrated strong leadership skills, and are serving as role models for their peers. Each day, the patrol members walk the halls looking to spot students doing the right thing. Many students are complimented for their behavior and their names are entered in a weekly raffle. Each week, Mrs. Massimo does the raffle drawing live on the LH TV Morning News, and the selected student receives a gift certificate to the Lloyd Harbor School Store. The goal of this program is to maintain a respectful and healthy climate for students and teachers alike at Lloyd Harbor. □

You’ve Got Mail

Lloyd Harbor: Sadly, hand-written letters have become a lost art. Fortunately, Mrs. Caputo’s 4th graders held onto tradition for their annual pen-pal project by doing it the old-fashioned way – with paper and pen! Throughout the school year students wrote letters (for the most part to their grandparents) and mailed them out to their pen-pals. In May, the class hosted a celebration with their pen-pals, many of whom traveled from great distances to attend. Together they created a book that contrasted the pen-pal’s lives, with that of the students, comparing favorite books, movies, songs, how they traveled to school, and when they were born. Everyone enjoyed getting together and sharing special memories, along with lots of hugs and kisses! A great time was had by all, and it all started with a few written lines on a small piece of paper. . .Happy Writing! □



Anti-Bullying Day at MSG: On May 24th fifth graders boarded the LIRR, some for the first time, to travel into Penn Station to see the NY Liberty Women’s Basketball Team play at Madison Square Garden. This wasn’t just an ordinary basketball game; the half time presentation was an amazing Anti-Bullying show. Author, Aija Mayrock, of *The Survival Guide to Bullying*, rapped about her experiences with bullying and how she survived the ordeal. Only a teenager when she wrote her book, she impressed and awed the audience of several hundred children and adults. Students also learned how to navigate the LIRR and Penn Station, how to behave and interact as a fan at MSG, and most importantly, they learned there are people who have been bullied, and have risen to overcome it. Students wore special t-shirts that read... *With us, No Bullies Allowed (WNBA)*! □



Mary Poppins: 6th graders at Lloyd Harbor School continue to delight audiences each year during their spring musical performance; this year’s cast of *Mary Poppins*, under the direction of Chris McKee, was amazing - the songs, costumes, set design and overture band were truly enchanting!

Technology Abounds!

At the third annual *Ed Tech Showcase* it is clear that technology is thriving in Cold Spring Harbor and students are showing us the way! Booth after booth of demonstrations by over 120 students and faculty exhibited a myriad of technology-enabled learning, from Robotics, Glogsters, Media, iPad apps and instruction, digital storytelling and videos, 3D printing and more. The event was spearheaded by Director of Technology, John Contess, and supported by The CSH Educational Foundation. Mr. Contess shared, *“Thank you to the CSH community for stopping by on May 17th to experience a small sample of the variety of technology students are using in the classroom. And thank you to the students and teachers for the demonstrations and showing us how it’s done!”* □



SWWAT

Club advisor and health education teacher, Mr. Chris Homer, continues to educate students on good decision making and against the fight on tobacco, alcohol and drug abuse. Many of you may think that SWWAT (Students Waging War Against Tobacco) is a nationwide or state affiliated program. Come to find out... it’s a one of kind program based right here in CSH. Fifteen years ago, Mr. Homer would ask students, *“Why do you smoke?” “What do you think we could do here to make kids stop smoking?”* One student suggested, *“How about starting a club?”* Mr. Homer brainstormed and came up with the acronym SWWAT, and hence a new club was born. The student’s love Mr. Homer, and share his passion in the fight against substance abuse; together they have made an amazing impact on the students of CSHHS. Students in every grade are members, and a select few travel to the elementary schools 5th & 6th grade classes, (as well as the 7th grade health classes) every year to mentor young kids who are the targets of million-dollar advertising campaigns. Thank you to all the SWWAT members! □

Newly Elected Board of Education Member

Please welcome our newest member to the Board of Education, Ms. Lizabeth Squicciarini. Liz and her husband, Robert, have lived in Lloyd Harbor since 2008 and have four children, Robert Jr., Emily, Brian and Alexa. Liz has been an active parent in CSH, having served as co-Vice President and Secretary on the CFA Board, a CPC representative for the Jr./Sr. High and an active supporter and member of the CSH Educational Foundation. Growing up one of six children of a Registered Nurse and NYC Firefighter, Liz shared, *“I watched firsthand the struggles and sacrifices my parents made for us. I understand the responsibility of being a Board Member and I will make sure your money is spent wisely and in the best interest of our students and community.”* □



□

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

www.csh.k12.ny.us

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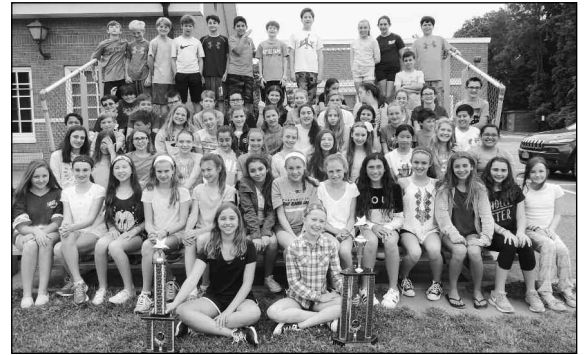
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*The "Lloyd Harbortones"
won best overall elementary
school chorus at Music in the
Parks in Pennsylvania.*



Paying it Forward

The Varsity Baseball team, along with Major League Baseball Players Trust held a school-supply drive. Students in the junior high school cleaned out their lockers and donated all gently used school supplies. The boy's baseball team organized the supplies and packaged them for shipping to a school in need. The team is this years' Action Team that commits itself to community service, the main focus of the Major League Baseball Players Trust. They are part of a national effort that organizes and implements opportunities for classmates to give back to their school and local community. Coach Rich Greeney and Captains Luke Doyle and Austin McCormack rallied the team as they stayed after school on the last day of classes. Donations filled nearly 10 boxes this year! □



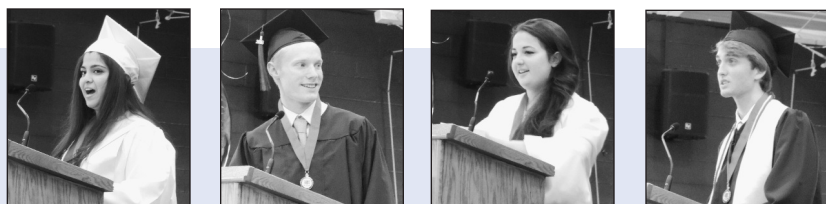
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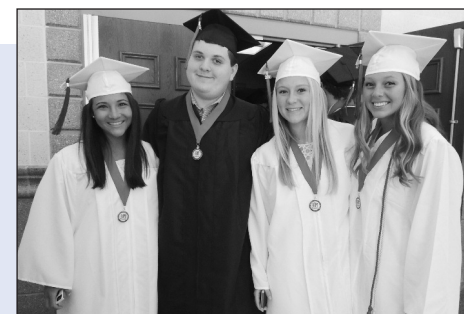
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YouTube: CSH Hawk Talk (Jr./Sr. High Daily Announcements)



The final march...

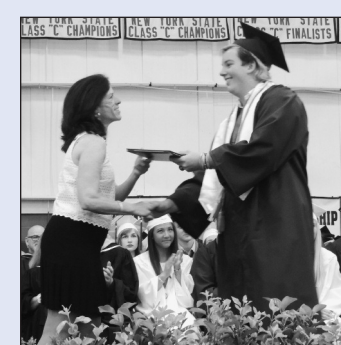


Reflection Speakers: Tamanna Bhatia, Justin Relf, Sophia Kalinowska-Werta and Timothy Sherlock.



The Graduates of 2016

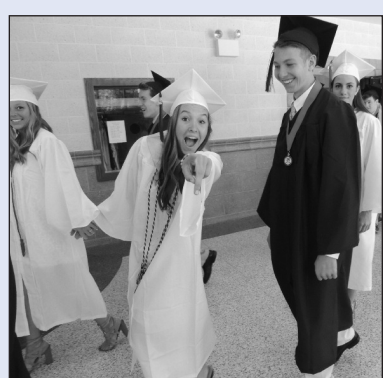
The fifty-third commencement was held on June 12th as the graduates marched to the stage for their final farewell. Principal, Jay Matuk, congratulated the class of 2016 on this crowning achievement in their academic careers, as they look forward to their future hopes and dreams. Following tradition in CSH, there were four *Reflection Speakers* this year. The first was Tamanna Bhatia, who said she entered the “countdown” to graduation on her cell phone in September while enjoying all the perks of being senior; including knowing the best classes to take, the best delis to visit, and realizing soon the comfort and familiarity of home and friends will be left behind. Justin Relf spoke next about what it means to be a student at CSH, “*Expect to work hard, and you will learn a lot.*” He spoke of personal tragedy, and the influence of teachers, the Guidance department, and friends. His wish for his classmates was to “*Stay close to the ones you love; they will always have your back. And, keep up with your wellness, never despair, and always find hope.*” Sophia Kalinowska-Werter looked back at her years in junior high of feeling like a misfit, and longing to escape. She shared, “*It took a tragedy to know what I have, each person here is amazing...they go the extra mile without even having to ask.*” She concluded, “*Wherever I go, I know there will be infinite possibilities.*” The last *Reflection Speaker* was Timothy Sherlock, who noted all students here know how to perform! Be it on the fields, in the classroom, on the stage, or in front of a podium, he quoted Shakespeare “*All the world’s a stage.*” He shared this senior class ensemble will soon be taking a different stage, and asked them to remember, “*Don’t be distracted by the critics. Go off script and try something new! Rely on your supporting cast, they will always be in the front row.*” Superintendent, Judith A. Wilansky, gave her final graduation speech, as her retirement draws near. She spoke of “gratitude” and how wonderful it is here in CSH. Unlike many towns, it is a cultural norm in our community for students to say thank you, so, “*Thank you parents, you have taught your children well.*” She quoted many studies on practicing gratitude, and it is proven that those who do – are much happier in their lives. She asked, “*Learn to look at the world through grateful eyes. It is easy to be distracted, and not a badge of honor to be busy.*” In closing, Dr. Wilansky shared a quote from Maya Angelou, “*This is a wonderful day, I’ve never seen it before.*” Congratulations class of 2016 – and please come back and visit!



The caps of their future....



JT Sepanski performed “Clarinet Sonata”



Brittany McGowan sang the National Anthem



COLD SPRING HARBOR ATHLETICS

IMPORTANT DATES AND INFORMATION

December 29-30

- ◆ Hoops on the Harbor

January 19

- ◆ JH Winter II Sports Starts

January 23

- ◆ Battle at the Harbor

Coming Soon to CSH

- ◆ College Commitments DI-III

February 24

- ◆ Winter Sports Awards- Feb. 24th 2016

2015-2016 HIGHLIGHTS

Crew Adds 2
Mod Squad

Nassau Zone 2
PE Award
Winners

Students Take 2
The Lead

Nassau County 3
Hall Of Fame

West Side Sets 3
The Bar High

Fall Sports 4
Awards



The Seahawk

Highlights from the CSH Athletics, Physical Education and Health Departments

DECEMBER 2015

FALL EDITION

LEAVING A LEGACY

The mere fact that Alex Kaley is a 4-year varsity football player lays the foundation for who AK is and what he means to those around him. The first day of football practice we talked about how, at successful programs, every time a back or receiver touches a ball he scores! It doesn't matter how far away or where on the field, the player doesn't stop until he crosses the goal line. From that day on, Alex did that exact thing. He ran until he crossed the goal line, jogged back, and if he had the ball on the next play he would again run hard to the end zone. By the end of the next practice, each of his teammates did the same. It became the unwritten rule - excelling became habit. As driven as this young man is, there is nothing more important to him than his team and his teammates. He sees each obstacle as a way for him to excel and his team to transcend. There are countless stories of his going beyond; getting teammates to stay longer in the weight room with him; imploring them to run the hill holding nothing back. His desire to achieve and succeed is his pendulum that never stops influencing those who see him attacking life.



TENNIS CLAIMS CONFERENCE CHAMPIONSHIP



The Varsity Girls Tennis team had an excellent season this year. The team finished with a record of 13-1 securing the title of Conference 2A Champions. This placement allowed the team to compete in the new playoff ladder system which allows for an overall county team winner to be crowned. The girls fought their way through three matches against Conference I teams and landed them in the finals against Manhasset, a team that was undefeated throughout conference play. Unfortunately, they lost 5-2 in that final match placing them as the Nassau County Semi-Finalists for the 2015 season.

The team's success can be attributed in part to the addition of some new faces this year. One standout was 8th grader Merri Kelly Hannity. Merri Kelly's conference play of 12-2 gave the team the depth it has been lacking. Miss Hannity went on to represent CSH in the Nassau County tournament placing 2nd overall, securing her a spot to compete in the State Tournament. The State Tournament took place over Halloween weekend and once again Merri Kelly represented CSH with the composure and tenacity of a player much older than her years. She competed in five matches giving her the title of 3rd in New York State.

Crew Adds Mod Squad

This past fall, the Seahawk Crew team churned up some whitecaps in Cold Spring Harbor. Our season started off with our first race being canceled but, even though the team didn't get to race until mid October, we kept busy! This season, we had several 7th and 8th graders try out for the team for our very first middle school rowing program (Modification Team or Mod Squad). In just a few short days, the young rowers were able to show off their new rowing skills at a successful Boathouse Open House, in which parents and families members were able to jump into a coach boat and watch the rowers scrimmage amongst themselves. Parents were excited to get the chance to be up close to their children racing and they captured the moment through pictures and speaking with coaches and other rowing families. It was a beautiful day out on the harbor!

Our season ended with the Head of the Fish regatta in Saratoga on Halloween weekend. Our varsity team did a wonderful job holding off and beating all of their Long Island competition. When asking the girls varsity 4 coxswain, senior Cailey Brogan, about her race she said, "It was powerful, cohesive and a great way to end my last high school fall season." The coaching staff is very proud of the strokes the team took out on the water and are excited to watch the rowers gain strength and power during winter training!



Cross Country strikes a pose after a meet



Camille Roberts preparing for her next dive



Merri Kelly Hannity placed 3rd in the NYS Tennis Tournament

Nassau Zone PE Award Winners



Congratulations to Caroline Kiernan and Spencer Starr on their outstanding Physical Education Awards. Nassau Zone selects one male and one female who demonstrate NYS learning standards for Health and Physical Education. These NYS standards include living a physically active lifestyle, high level of fitness during testing, and exceptional achievement within physical education class. These two students have also shown tremendous leadership, sportsmanship, character and lifelong learning throughout their careers at CSH.



Students Take The Lead

In High School Physical Education we have our students teaching our teachers. In Mrs. Castellanes' Dance Movement and Fitness class, the teachers of Cold Spring Harbor went through a step aerobics class that was developed by the students. The students invited the teachers and administrators and most everyone gladly accepted. It was great to see the students create their routines and execute the lessons using the teachers as students.



NASSAU COUNTY HALL OF FAME

Wally Szczerbiak was a two sport star at Cold Spring Harbor High School. By the time he graduated in 1995, everyone knew him. His athleticism and intelligence on the baseball diamond and basketball court paved his way to success. Wally played varsity baseball at Cold Spring Harbor for four years, tearing the cover off the ball. He batted .520 for his career, and finished 18-1 as a pitcher. He led the Cold Spring Harbor Seahawks to the 1994 New York State title. Jay Hegi, who coached Wally in baseball, said that the major league baseball scouts came down to watch Wally play, but he had to inform them that Wally's heart was in basketball. Szczerbiak put up spectacular numbers in baseball, but even those paled in comparison to what he did on the basketball hardwood. Coached by Kevin Culhane, Wally was selected as an All-County, All-State and All-American athlete. He was Newsday's "Basketball Player of the Year", averaging 37 points, 15 rebounds, four assists, and two blocks per game. He led Cold Spring Harbor High School to its only Long Island basketball championship, pouring in 58 points against Center Moriches High School. Szczerbiak put Cold Spring Harbor basketball on the map. He scored 1,709 career points, and held the Nassau County single season scoring mark with 805 points. Coach Culhane said, "Sure, he was a great player, but he was also a great teammate and leader as well." Wally was respected for his outstanding sportsmanship and respect for the game's officials, coaches and players. It's no surprise that his #32 jersey was retired by his high school. Wally continued his basketball career at Miami University (Ohio). As a Redhawk, Wally led his team to a Sweet 16 appearance and was named MAC player of the year. In 1999, he was named a first team All-American by Sports Illustrated. Later that year, Wally achieved his dream and was selected with the 6th overall pick by the Minnesota Timberwolves. In 2002, he was considered one of NBA's elite by being named to the All-Star team. This year, Wally was inducted into the Nassau County High School Athletics Hall of Fame



WESTSIDE SETS THE BAR HIGH



Caitlin Roberts and Christian Insinga on the bar and Carolyn Gavalas and Christina Sabella on the pegs

The new peg board and pull-up bar has been a huge hit. So far the peg board has been dominated by the girls, especially 6th graders Carolyn Gavalas and Christina Sabella, and 3rd graders Ava Joy Coco and Megan Jasinski. The Mazzei boys, Andrew (4th) and Michael (2nd) are nipping at their heels. Our fitness theme for September focused on the Fitnessgram and the always popular PACER. Our grade level leaders were:
 6th grade: Christian Insinga (100 laps) and Gillian Will (60 laps)
 5th grade: CJ Reilly (86 laps) and Nicolette Loeffler (70 laps)
 4th grade: Luke Roberts (78 laps) and Gianna Marino (52 laps)
 The 4th, 5th and 6th grade enjoyed some early fall time outside on our Soccer Golf course (SOLF.) Here at West Side we have a challenging 4 hole par 14 course. On the boys side it came down to two 5th graders, Jack Hinick and Jack Jusko, both playing to a 1 under par. Not to be outdone by her little brothers climbing strength, 6th grader Sara Mazzei put on a skills clinic on the girls side, playing to an even par.

Fall Sports Awards

Congratulations to all of the teams and individuals on their Fall Awards. Good luck to the Winter and Spring teams!

Boys Cross Country

Robert Becker – Coaches
Ryan Burns – Coaches
Connor Lynn – Coaches

Boys Soccer

Matthew Amendola – Coaches
Dante Polsinelli – Coaches
James Schubauer – Coaches
Timothy Sherlock – Sportsmanship

Cheerleading

Amanda Amodeo – Sportsmanship
Lindsay Herling – Coaches
Francesca Polsinelli – Coaches
Carlie Shammah – Coaches
Alexa Spinnato – Coaches

Crew

Martine Brechter – Sportsmanship
India Hamilton – Coaches
Mikayla Hubner – Coaches
John Sepanski – Coaches
William Sepanski – Coaches
Kathleen Tuveson – Coaches
Devin Wenger – Sportsmanship
Spencer Woods – Coaches

Field Hockey

Samantha DeBellis – Coaches
Mikaela Hawkinson – Coaches
Paige Herling – Sportsmanship
Lauren Paolano – Coaches
Kylie Tsotsos – Coaches

Football

Devin Burdo – Coaches
Alexander Kaley – Sportsmanship
Joseph Marascuillo – Coaches
Michael Visconti – Coaches

Girls Cross Country

Fiona Haegeland – Coaches
Daniela LoCastro – Coaches

Swimming and Diving

Kaitlyn Coughlin – Sportsmanship
Emily Krusos – Coaches
Camille Roberts – Coaches
Maya Zaatari – Coaches

Girls Soccer

Caitlin Hooks – Coaches
Sarah Lastig – Coaches
Nicole Lebedin – Coaches
Lauren Spinnato – Coaches

Tennis

Julia Amoruso – Sportsmanship
Molly Bechand – Coaches
Olivia Howell – Coaches
Alexandra Pomper – Coaches

Volleyball

Rebecca Coster – Sportsmanship
Victoria Lizak – Coaches
Tatiana Polsinelli – Coaches
Vera Simmons – Coaches

"One of the most important keys to success is having the discipline to do what you know you should do, even when you don't feel like doing it."



The next issue of THE SEAHAWK will be coming to you in the Winter of 2016

COLD SPRING HARBOR ATHLETICS

IMPORTANT DATES AND INFORMATION

March 7

- ◆ High School Spring Sports begin

March 14

- ◆ Girls Golf and Boys Tennis begin

March 29

- ◆ JH Spring Sports begin

April 9, April 28

- ◆ Seahawk Invitational

April 16

- ◆ Gains for Brains Lacrosse Fundraiser

June 1

- ◆ Spring Varsity Sports Awards

2015-2016 HIGHLIGHTS

A Leisurely Day 2

West Side PE News 2

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Leaps and Bounds 3

Battle for the Belt 3

Big Score 3

Winter Sports Awards 4



The Seahawk

Highlights from the CSH Athletics, Physical Education and Health Departments

MARCH 2016

WINTER EDITION

ANOTHER YEAR OF MATURATION

The Maturation Talk. This is the biggest day of some students' schooling so far! The day awkward mysteries are solved. The day myths are squashed. The day realities seem to make sense. At West Side and Lloyd Harbor schools, knowledge is conveyed to many inquisitive 5th and 6th graders. The Maturation Talk is presented by Ms. Christine Parent and Mr. Chris Homer. Mr. Homer's mother taught Sex Education at Adelphi University for over 34 years and, as he shared, "She was always available to me for answers. I remember growing up and hearing things from my peers and wondering, 'Is that true?' I had a wonderful gift in having a parent I could ask anything. It is great to see the looks of understanding on the students' faces. I let everyone know... accept your body! Whatever is normal for you is normal. Do not judge others."

Ms. Parent has been having "the talks" for the past 30 years. She added, "We continue the conversations about growing up in our Health classes. We discuss friendships, our emotions, new responsibilities and our goals for the future. Part of growing up also involves learning how to manage stress in healthy ways. Good communication skills, breathing exercises, physical activity and talking to trusted adults are encouraged. We urge students to bring the conversation home, too, so that family values and beliefs may be shared. To all of the parents reading this... ask your child, 'What's going on in health class this week?' Let the conversations begin!"

GIVING BACK

The Cold Spring Harbor Boys Varsity Basketball team spent a day giving back to the community before a big week of games. On December 16th, the team went to the Salvation Army in East Northport and prepared gifts for needy families in the community.

The toy drive directly touches 310 families and is responsible for making sure 710 children have a toy on Christmas morning. The Recreation director Ralph Rossetti said "It's refreshing to have CSH basketball take time to demonstrate such good character and help us."

Coach Mercurio and his staff were all in attendance as well. "It was a great afternoon for our kids today. I'm so glad we were able to help. We are building a close basketball family and anytime we have the opportunity to help others in our community, we will jump at the opportunity!"

Senior Center Todd Hindman, who helped organize and wrap hundreds of toys, added "It feels great to be able to pitch in and help out. Today was a lot of fun." Come Support CSH basketball as they try to make the playoffs for the third year in a row.



A LEISURELY DAY

On the 9th of February, Mr. Phelan's leisure time classes went on a field trip to the Dix Hills Park Ice Rink. The students excitedly left the school at around 9:20 in the morning, and once they arrived at the rink, had the opportunity to skate for 3 hours. After the students were done skating, they all went into the back room to eat pizza and garlic knots that Mr. Phelan had kindly ordered for them. There were many boxes of pizza ordered, and many students helped themselves to a second slice. Students then arrived back at school in time for the end of 8th period, at around 1:20 pm. Being the first field trip that a gym class has offered in Cold Spring Harbor High School, this one proved to be a great success. Many students had an enjoyable time ice skating. While it is uncommon for most gym classes to go on field trips, leisure time offered this opportunity to CSH students this year. In addition to going on this field trip, students taking Mr. Phelan's leisure time class are presented with various activities such as biking, roller blading, and even cross country skiing. The class proves to be a unique experience to high schoolers and is an ideal PE class to take. – By Katie Tuveson



CSH Gymnasts
at Individual Championship



County Champion
Christian Tartaglia with
Coach Mike Ferrugiari

WEST SIDE PE NEWS

West Side School wrapped up 2015 with the school-wide Jump Rope Championship of the Universe! Students were given the opportunity to qualify for the championship during Physical Education class, with the top jumpers competing during morning assembly. West Side School's Jump Rope Champion of the Universe 2015 is Kati Cotek. Finishing in 2nd place, for two years in a row, is Hailey Shulsinger, followed by Kaitlyn Jasinski in 3rd place. Finishing 1st among 6th graders was Ava Tighe. Congratulations to all of our Heart Healthy Jumpers!

Our 6th graders recently competed in a grade-wide hockey tournament. After playing a round robin style tournament during class, the grade was split into a Monday Championship bracket and a Tuesday Championship bracket. The Monday Champion was team "Ladies Man" made up of Will DiMaio, Logan Vitagliano, Mackenzie Murray, Heather Baxter and Paige Thompson. Our Tuesday Champion was team "Dabbers" made up of Peter Moynihan, Paola Jimbo, Ashley Ecker, Christian Insinga, Fraser Lincott, and Jennifer Papa. Congrats!!

CARTWHEEL FOR A CURE



On January 18th, the Cold Spring Harbor Girls Varsity Gymnastics team hosted the 2nd Annual Cartwheel For A Cure Competition. Cold Spring Harbor along with Bethpage, Plainview - Old Bethpage, Great Neck South, and North Shore Varsity Gymnastics teams participated in this fun event. All gymnasts raised money. At the conclusion of the competition, participants were timed for three minutes to see how many cartwheels they could do. A total of \$5,500 was raised for the Cystic Fibrosis Foundation.

LEAPS AND BOUNDS

The Cold Spring Harbor Boys Varsity Winter Track Team has made huge leaps and bounds both in participation and performance. Just a few years ago, the team averaged a half dozen boys and placed at the bottom of conference standings. In 2015-16, the team is currently challenging for the Conference Championship with thirty boys participating. This season the team has posted five new school records in the 55 meter hurdles (Ezra Brody), 600 meter (Daniel Battillo), 1000 meter (Connor Lynn), 4x400 relay (Tyler Seccafico, Spencer Starr, Max Harouche, Gus Kasper) and the 4x800 relay (Daniel Battillo, Justin Relf, Robert Becker, Connor Lynn). Nine boys received All-Conference honors with Ezra Brody (Pole Vault) and the 4x400 and 4x800 relay teams being named Conference Champions. Due to their excellent performances throughout the season, many of the boys are now awaiting their selection to the County and State Championships. With attendance and performances improving every season, the Varsity Boys Track Team is a force to be reckoned with in future Conference and County competitions.



BATTLE FOR THE BELT

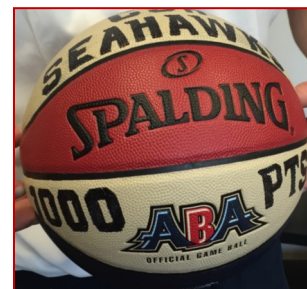
The Seahawks Wrestling Team entered twelve wrestlers in the Syosset tournament "Battle for the Belt" and had four finalists and three champions. It is the first time Cold Spring Harbor has had more than one champion. The team finished third and missed first by only eighteen points. Not bad for a team that had half the amount of guys competing in the tournament. Everyone is very happy with the results. It is the best finish ever for the team at Syosset. Hewlett and Manhasset beat us out for first and second place. Christian Tartaglia also knocked off the third ranked wrestler in the state, Owen Bachelder of Hewlett, in the final seconds of the match with a take-down. He finished with four wins and three pins. Eric Hansen also gave up no points in the tournament and finished with a technical fall and two pins. Jack DiMaio had the most exciting match bringing the crowd to their feet the entire match. Christian Hansen was the first ever 7th grader for Cold Spring Harbor in the finals.

- 99 Christian Hansen 2nd
- 106 Gaven Bell 4th
- 113 Raymond Costa 3rd
- 145 Christian Tartaglia 1st
- 160 Jack DiMaio 1st
- 170 Eric Hansen 1st
- 182 Joe Libretti 4th
- 195 Joe Marasciullo 6th

BIG SCORE



Senior Varsity basketball player Caroline Kiernan scored the 1,000th point of her four-year varsity career against East Rockaway. The game was stopped and her parents joined her on the court to celebrate this milestone. Director of Athletics, Michael Bongino said, "This is a remarkable accomplishment, and we are all so excited for her."



Winter Sports Awards

Congratulations to all of the teams and individuals on their Winter Awards. Good luck to the Spring teams!

Boys Basketball

Matthew Iacone – Coaches
Matthew Taglich – Coaches
Thomas Vavassis – Coaches
Andrew Weld – Sportsmanship

Girls Basketball

Hailey Albers – Sportsmanship
Caroline Kiernan – Coaches
Nicole Mormile – Coaches
Chloe Seccafico – Sportsmanship

Cheerleading

Brooke Mohr – Sportsmanship
Darby Cassidy – Coaches
Claudia Glassman – Coaches
Kristen Jaspers – Coaches
Gianina Nappi – Coaches

Fencing

Colleen Curry – Coaches
Katherine Davis – Coaches
Katherine Davis – Sportsmanship
Maxx Kippnes – Coaches
Zachary Martin – Coaches
Madison Ugan – Coaches
Tyler Varacchi – Coaches
Tyler Varacchi – Sportsmanship

Gymnastics

Grace Costa – Coaches
Shannon Fay – Coaches
Lindsay Herling – Sportsmanship
Lily Hetherington – Coaches

Ice Hockey

Jeffrey Colon – Coaches
Griffin Iglesias – Coaches
Matthew Rossman – Coaches

Swimming and Diving

Henry Hubbell – Coaches
Peter Markotsis – Coaches
Kevin Yao – Coaches

Boys Winter Track

Daniel Battillo – Coaches
Ezra Brody – Coaches
Connor Lynn – Coaches
Spenser Starr – Sportsmanship

Girls Winter Track

Ellie Fox – Coaches
Bethany Hodgson – Coaches
Gianna Missano – Coaches

Wrestling

Jacob Bruno – Sportsmanship
Raymond Costa – Coaches
Jack DiMaio – Coaches
Eric Hansen – Coaches
Christian Tartaglia – Coaches

"Relationships are what it is all about. You have to make players realize you care about them and they have to care about each other". -Greg Popovich



The next issue of THE SEAHAWK will be coming to you in the Spring of 2016

COLD SPRING HARBOR ATHLETICS

IMPORTANT DATES AND INFORMATION

Aug. 11, 18 & Sept. 6

- ◆ Sports Physicals
7:45am - Nurse's Office

August 15

- ◆ Varsity and JV Football begin

August 22

- ◆ All other Varsity and JV sports begin

September 6

- ◆ JH sports begin

October 22

- ◆ Homecoming

2015-2016 HIGHLIGHTS

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PE Awards	3
Spring Sports Awards	4



The Seahawk

Highlights from the CSH Athletics, Physical Education and Health Departments

SPRING 2016

SPRING EDITION

WE ARE TOO GOOD FOR DRUGS



Our fourth, fifth and sixth graders have been practicing skills that will prepare them to make healthy choices and resist unhealthy behaviors. Learning the facts about the dangers of tobacco and alcohol use reminds students to keep their goals and values within sight. Frequent discussions and activities about the importance of making smart choices help students to visualize bright futures for themselves. Our conversations often involve discussing current events and stories students have heard. We talk about choosing good friends and being strong when a peer tries to engage us in risky behaviors. We share stories about people in the news whose dreams

have been sidetracked or even destroyed because they have made poor choices. Drug addiction is a real problem here on Long Island, and students learn that addiction can happen to anyone. Once the decision to try a drug is made, the risk of abuse and addiction increases. The importance of family, good role models and good friends cannot be measured. As a school and community, we must continue to set clear rules, standards and discipline regarding tobacco, alcohol, and other drug use. Through the use of discussion, games, role play, home assignments, etc., we are practicing and learning about the ways that we can keep ourselves safe, happy and healthy!

GIVING BACK

The seniors on the girls Varsity Lacrosse team spent the afternoon in NYC at the Stephen D. Hassenfeld Children's Center. This visit was set up by the Making Headway Foundation which is an organization that supports children with brain and spinal cord cancers. Our varsity girls hosted a showcase in April to raise money for Making Headway. The founders thought it was a great idea for our students to visit the center and spend time with some of the children. It was an arts and crafts kind of day and our girls got creative with some of the patients while they were receiving their treatments. Coach Castellane said, "Our team plans to host this showcase called 'Gains for Brains' again next year. We are excited to build a relationship with this center so our athletes can continue to visit and show support for this great cause."



FORE SCORE



The Girls Varsity Golf Team, led by Jenny Rosenberg (Jr), Hailey Albers (Jr), and Eliza Noesen (Sr), qualified as a team for the Nassau County Girls Tournament at Bethpage State park for the first time this season. The qualifying team was rounded out with Julie Russo (Jr), Julia Amoruso (Jr), and Kathryn Kaye (Jr). Ella Warren (Fr) was an alternate. The girls' team took fourth place in Nassau County out of seventeen teams competing. For individual play, Hailey Albers tied for tenth in the county tournament. Jenny Rosenberg took first place in the county tournament with a record low score of 144 for two days. In the state tournament, also at Bethpage State Park, Jenny placed sixteenth out of eighty four of the best players in the state. Congratulations on a successful season!



CSH Students Learning CPR



Varsity Golf Practicing In Our Very Own Sand Pit

SUPER HERO TRAINING

Super Hero trainer to the stars Don Saladino came to Lloyd Harbor to work with students in grades 2-6. Super Hero posters were displayed prominently in the hallways and school staff proudly wore Super Hero t-shirts. Saladino, who has worked with Hollywood stars like Ryan Reynolds, Hugh Jackman, and Scarlett Johansson, talked to students about his experiences and the importance of sleep, food in moderation, and activity. He also emphasized drinking water first thing in the morning. Students were then put through a physical workout and finished the class with a question and answer period.



ACTION TEAM

The Varsity Baseball team, along with the Major League Baseball Players Trust, held a school-supply drive. Students in the junior high school cleaned out their lockers and donated all gently used school supplies. The boy's baseball team organized the supplies and packaged them for shipping to a school in need. Donations filled nearly ten boxes this year. The baseball team is a Major League Players Trust Action Team. They are part of a national effort that organizes and implements opportunities for classmates to give back to their school and local community. Coach Rich Greeney and Captains Luke Doyle and Austin McCormack rallied the team as they stayed after school on the last day of classes.



BACK TO BACK

Back-to-back state titles is an unbelievable accomplishment! It is something that is challenging to do on any level. The CSH Varsity Boys Lacrosse Team did just that! The team put Cold Spring Harbor lacrosse in elite company. These boys accomplished this unbelievable championship with hard work, determination, teamwork and sense of pride. This team set their sights on greatness and accomplished it as a complete team. They came at their opponents in many ways and made it extremely difficult to game plan for the Seahawks. On June 11, 2016 vs Penn Yan Academy, the Seahawks put a complete team game together. This team thrives off pressure and expectation. Each time their backs were up against the wall, they found a way to bounce back. Offensively and defensively, the Seahawks were nearly perfect and captured the second straight NYS Championship. This was the third championship in school history and puts the program in an elite category. The coaches are so well prepared and detailed in the game plans. Each of them brings strength to the program and they are masterful at motivating these young men .

**Congratulations to the 2016 NYS Class
"C" State Champions**



PROJECT ADVENTURE

Project Adventure is a full year elective course taught through the Physical Education Department. Students have the opportunity to select this class as their physical requirement in grades 9 – 12. The curriculum is designed to challenge our students' minds. Project Adventure develops problem solving skills, teamwork, leadership, and most of all, develops confidence. Mr. Cacioppo usually teaches two to three sections of this class. The students culminate the curriculum with rock climbing, using the ropes course and learning how to put on a harness and belay while their classmates are climbing. Students have commented on how their self-esteem has grown through activities in this class. Students have the opportunity to use their minds, create ideas and challenge their physical ability. Project Adventure creates a positive learning environment and the students gain knowledge and confidence through ac-



PE AWARDS



**Congratulations to our 6th grade students
Nassau and Suffolk Zone Award Winners.**

Lloyd Harbor School (left)
Charles Tauckus, Jessica Wang,
Ethan Kobus and Kate Posillico
West Side School (right)
Caitlin Roberts, Nicholas DiScala,
Sara Mazzei and Michael Degnan



These awards are presented to students who demonstrate citizenship, sportsmanship, civility, good character and positive influence on his or her peers. These students value a healthy lifestyle and have a passion for learning through activities.

Spring Sports Awards

Congratulations to all of the teams and individuals on their Spring Awards. Good luck to the Fall teams!

Boys Baseball

David Avallone – Coaches
Michael Harkins – Coaches
John Schuman – Coaches

Crew

Morgan Cody – Coaches
Daniel Marino – Coaches
Spencer Woods – Sportsmanship

Boys Golf

Daniel Crosson – Sportsmanship
Max Van Son – Coaches

Girls Golf

Katherine Kaye – Coaches
Eliza Noesen – Sportsmanship
Ella Warren – Coaches

Boys Lacrosse

Matthew Amendola – Coaches
Edward Fox – Coaches
James Kessler – Coaches
Mason Marion – Coaches
Tommy Vavassis – Coaches
Michael Visconti – Coaches

Girls Lacrosse

Caroline Atkinson – Coaches
Caroline DeBellis – Coaches
Sophia DeRosa – Coaches
Jillian Futter – Sportsmanship

Softball

Wendy Logan – Sportsmanship
Sabrina Odierno – Coaches
Sophia Patti – Coaches

Tennis

Thomas Campbell – Coaches
Oscar Como – Coaches
Sean Mullins – Coaches
Nicholas Sica – Coaches

Boys Track

Daniel Battillo – Coaches
Ezra Brody – Coaches
Connor Lynn – Coaches
Joseph Marascuillo – Coaches

Girls Track

Alexia Insinga – Coaches
Daniela LoCastro – Coaches
Gianna Missano – Coaches

"He who is not courageous enough to take risks will accomplish nothing in life". —Muhammad Ali



The next issue of THE SEAHAWK will be coming to you in the Fall of 2016