

# **COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT**

## **ANNUAL REPORT**

**2016-2017**



**September 12, 2017**

# **Cold Spring Harbor Central School District**

## **Section I. 2016-2017 District Goals Update**

- 1. To provide students with “Voice and Choice” in all subject areas and grade levels in an effort to enhance the many efforts of our teaching staff to differentiate instruction for our students**

**To further integrate the ‘Inquiry Model’ of instruction into the social studies program by providing students with opportunities to examine, analyze, and ultimately take action on issues that are of concern to our community, nation and world**

### **“Voice and Choice”**

The goal of providing students with “Voice and Choice” was our first area of focus on Superintendent’s Conference Day in September 2016. The day was carefully planned by our Leadership team to provide professional learning to all our staff members. In support of this goal, the entire elementary staff worked across grade level groups generating ways to expand student voice and choice in their classrooms. Teachers created charts with options for student choice, including small group learning stations across disciplines, choice homework, and leveled materials with choice of print or digital texts.

Throughout the year, teachers implemented these ideas, grounded in strategies to address the diverse learning needs of students. This involved the adaptation of content, process and multiple ways to scaffold teaching for all learners. Across content areas and within the literacy curriculum, students had opportunities to express their voices in persuasive, narrative, and informational writing. Teachers empowered students to choose how to share their work through video documentaries, face-to-face presentations at writing celebrations, or in various digital formats incorporating print, images, music, and voice narration.

### **Promoting Student Agency**

Our principals and leaders in each school led ongoing discussions of this goal at faculty, grade level, and department meetings, Teachers shared their challenges and successes while consistently growing new ideas to promote student agency.

Voice and choice is supported by instructional strategies that utilize student-centered and student self-directed learning, encouraging collaboration and incorporating real-world projects that promote ownership of learning. In this context of promoting student agency, students are at the center of the educational process, empowered to express their opinions, take more responsibility for their learning, and influence their experiences in school.

### **Instructional Technology and Voice and Choice**

At the secondary level, voice and choice intersected with the district's instructional technology goal. With the growing presence of Chromebooks, particularly in 7th grade, there were shifts in both instructional practices and learning. Teachers facilitated many ways to offer students voice and choice through tools that supported digital collaboration and communication. In our district-wide professional development work, teachers chose areas for professional learning through the use of Google forms and surveys. This led to increased leadership of teachers in many areas of instructional technology.

### **Growth Mindset and Voice and Choice**

Promoting student voice and choice affects not only individuals, but also impacts school climate. Student voice and choice offers great potential when viewed through the lens of a growth mindset, a powerful lever for student engagement and voice (Mueller & Dweck, 1998). This year at the National Blue Ribbon Schools Annual Conference, educators from Lloyd Harbor School and West Side School represented Cold Spring Harbor. The West Side team presented on the theme of fostering a growth mindset, highlighting the opportunities teachers provide for students to practice democracy and civic responsibility. Valerie Massimo and Kurt Simon, Lloyd Harbor School and West Side School principals, presented their learning at the February 2017 Board of Education meeting. They emphasized the impact that their attendance as a "team" had on their school cultures. Voice and choice is empowering for students as well as educators and leaders. The opportunity to attend this prestigious conference representing our district gave recognition and voice to our leaders and teachers.

We will continue to pursue this goal of voice and choice, mindful that if we want learners to believe that their voices and thinking matter, we must create meaningful opportunities for them to pursue those ideas in school.

### **Social Studies: Inquiry –Based Instruction**

**To further integrate the ‘Inquiry Model’ of instruction into the social studies program by providing students with opportunities to examine, analyze, and ultimately take action on issues that are of concern to our community, nation, and world.**

The work on this goal was based on the Cold Spring Harbor Social Studies Scope and Sequence developed by our teachers during the 2015-16 year. Our curriculum units reflect the new College, Career, and Civic Life (C3) Framework for State Standards in Social Studies and the Inquiry Design Model (IDM) units provided in the New York State K-12 Social Studies Resource Toolkit. The new materials maintain the learning standards in Social Studies, with its Key Ideas, Conceptual Understandings, and Content Specifications.

To accomplish this goal, during the 2016-17 school year, teachers continued their study of the Inquiry model and selected two additional units to develop at each grade level. Teachers were given support through content materials and focused meetings throughout the year. Content support included digital and print resources from the Putnam/Northern Westchester BOCES Curriculum Council and the digital curriculum from Stanford History Education Group (SHEG). The SHEG curriculum is based on four instructional practices central to inquiry-based history instruction. These include: modeling historical thinking, facilitating classroom discourse, supporting students to develop evidence-based claims, and assessing students’ historical thinking skills

### **Professional Development and Best Practices**

In addition to faculty, grade level meetings, conferences, and department meetings at the secondary level, the elementary teachers participated in workshop experiences on two of the staff development half-days. Because good questioning is at the heart of inquiry, professional development opportunities focused on questioning strategies aligned with the Inquiry design process of the NYS Social Studies C3 Framework. These strategies were designed to support and encourage students to pose questions, pursue answers collaboratively, increase ownership of their learning, and “provide a collaborative civic space for curiosity and wonder” (Grant, Lee, Swan, 2015).

To further support best practices in inquiry-based history instruction and curriculum design, we were honored when Professor Abby Reisman was able to join us to consult and lead a second interactive Inquiry workshop for our entire K-6 faculty. Dr. Reisman is an Assistant Professor of Teacher Education in the [Teaching, Learning, and Leadership Division](#) at the University of Pennsylvania. While at Stanford

University, she directed the “Reading Like a Historian” Project in San Francisco, focused on engaging students in historical inquiry.

Social studies teachers met with Abby in the morning, reviewing their curriculum work and discussing instructional practices. In the afternoon, all K-6 teachers worked with Abby as she modeled and engaged teachers in inquiry-based history instruction. Using the inquiry question, “Did Pocahontas save John Smith’s life?” teachers were guided to question the evidence in readings representing multiple perspectives while using historical reading skills to engage in text-based discussions with their colleagues.

Using this powerful model, teachers will participate in writing their own inquiries in the 2017-18 year as part of our district goal to continue to work with the revised Social Studies Inquiry Standards.

### **Preparing for New Global History Regents**

At the secondary level, the Jr. High School Assistant Principal provided oversight of the Social Studies department and maintained membership in the Social Studies Coordinators’ meetings. This Statewide Professional Development group provides updates regarding Social Studies education.

Social Studies teachers have been preparing for implementation of the new framework and the new Global History Regents format. The new Regents in Global History and Geography II, based on the NYS K–12 Social Studies Framework, will have an Evidence-Centered Design.

The importance of this Social Studies inquiry goal is for teachers at all levels to thoughtfully plan text-based discussions so that students read, write, think, and discuss like historians evaluating multiple sources to gain greater conceptual understanding and draw conclusions from evidence. Students then communicate their understandings in multiple ways from research papers and essays to oral and multimedia presentations. Most important, when inquiries reflect authentic questions, teachers can guide students toward informed action, ultimately opportunities for civic action.

Mueller, Rebecca Glasgow Williams. "Questioning as a Civic Act: An Examination of How Social Studies Teachers Define, Develop, and Cultivate Questions for Inquiry." (2016).

National Council for the Social Studies. C3 Teachers: College, Career & Civic Life. <http://www.c3teachers.org/>

National Council for the Social Studies. College, Career, and Civic Life Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics,

Economics, Geography, and History. Silver Spring, MD: NCSS, 2013.  
<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

Reisman, Abby. "How to Facilitate Discussions in History." *Educational Leadership* 74.5 (2017): 30-34.

**2. To begin the implementation of a 1:1 computing model in all 7<sup>th</sup> grade classes and to expand the model to grades 8 and 9 by the start of the 2017/18 school year and to grades 10-12 by the start of the 2018/19 school year**

This goal is rooted in the mission of the Cold Spring Harbor Board of Education to ensure that all of our students are prepared with the necessary skills to achieve success in a world in which they will be operating in global, technology-based, and collaborative learning and working environments.

The vision of the CSH Board of Education for this goal began with the work of an exploratory group that was formed in the 2015-16 school year. Members of the group included representation from the Cold Spring Harbor Board of Education, the Superintendent, The Assistant Superintendent for Curriculum and Instruction, the Jr. Sr. High School Principal, Jr. High School Assistant Principal, Director of Technology, teachers representing the Jr. Sr. High School, and community members, including the president of the CSH Educational Foundation. Following a year of research, the group, charged with the task of determining the feasibility of a 1:1 model for Junior High School students, unanimously agreed in May 2016 that we were ready to pilot in the late fall.

**Phase 1**

During the 2016-17 school year the 1:1 committee continued to collaborate and plan the communications to students, teachers, and parents to ensure success. The district leadership submitted a grant proposal to the CSH Educational Foundation in August 2016 for Phase 1. This funding made possible the purchase of Chromebooks with custom cases for every 7<sup>th</sup> grade student and their teachers on the first day of school in September 2016. Chromebooks were later distributed to each student for use at home and school in December 2016. Throughout the year, additional grant proposals were submitted to the CSH Educational Foundation to request funding for the district to complete Phase 2, providing Chromebooks for new incoming Grades 7<sup>th</sup> and 9<sup>th</sup> graders available in September 2017 -18 and Phase 3 for students entering 7<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades during the 2018-19 school year.

The generous support from the CSH Educational Foundation, enabled the District to launch the first two phases of our ongoing 1:1 computing model during the 2016-17 school year, with strategic plans for Phases 2 and 3 during the 2017-18 and 2018-19 school years.

### **Professional Development~ Curriculum & Instruction**

Technology is most effective when integrated with curriculum through an authentic and purposeful plan to promote student-centered, goal-directed, and collaborative learning environments that prepare students for high school, college, career, and life success.

During the 2016-2017 school year, multiple levels of support and professional development opportunities were provided for teachers. Many teachers attended a Technology Summit in August 2016 with educators from across the country who shared their experiences implementing 1:1 programs, as well as their knowledge of instructional technology. In-house district opportunities were also offered during the summer of 2016 in the areas of Canvas, the Learning Management System (LMS) chosen by our teachers and Google Educational tools. These summer workshops were led by teachers from our elementary as well as secondary schools.

During the school year, two Superintendent's Conference Days focused on Canvas and further skills development of G Suite using the new Chromebooks. A technology consultant, hired through our affiliation with BOCES, offered focused individual and grade level support. This on-site professional development enabled teachers to sign up for individual or group support through the use of a monthly Google form that gave them choices of three days a week for demonstrations and instructional guidance.

### **Building Capacity of Teacher Leaders**

Through this significant support, teachers continued to grow in their expertise and their capacity to provide teacher-to-teacher professional development to their colleagues.

A team of teacher leaders emerged and they have been an invaluable support facilitating workshops held during faculty and department meetings and designated professional development days. Throughout the year, before and after school drop-in opportunities were offered in cycles and led by our teacher leaders.

### **Student, Teacher, and Parent Surveys**

Through digital tools like Google Forms, students, teachers, and parents completed surveys in the spring of 2017. Results indicated that an improvement in study skills, organization, and engagement was noted by teachers and parents. Students positively

associated using their Chromebooks for homework and to create presentations using a variety of programs. Teachers were able to use the Chromebook with Canvas to deliver resources often through G Suite for Education. We learned that students are ready, willing, and able to take much more responsibility related to the success of the learning environment.

### **Digital Transformation: Redefining the Learning Space**

Cold Spring Harbor had a chance to tell their own story on March 13, 2017, at the 19th Annual ASSET Technology conference in Huntington. The Jr/Sr HS 1:1 Committee shared our experiences and learning from the process of this ambitious endeavor. Many CSH faculty members were also in attendance at this annual conference where Dr. Milton Chen, senior fellow and executive director, emeritus at The George Lucas Educational Foundation (GLEF), was the keynote speaker.

During the 2016-17 school year, we have witnessed the impact of specific and intentional use of technology on the learning environment at our Jr/Sr High School, with the growing presence of Chromebooks. This shift in both instructional practices and learning has marked a turning point in how our students experience school in our Jr.Sr. High School.

We look forward to continued implementation of this work with our students in grades 7-9 using a Chromebook as their primary tool for learning during the 2017-18 school year. By September of 2018, all of our students at the Jr/Sr High School will be making use of this technology to support their readiness for the college and career experiences that await them upon graduation from our high school.

### **3. To reinforce the importance of social and emotional learning as a critical component of our district's efforts to ensure that our schools are inclusive and caring learning communities that are free from the impact of bullying or harassment**

Further enhancement of the RULER program at the elementary and junior high school levels to support our students' need to recognize, understand, label, express, and regulate their emotions in order to develop healthy emotional skills for school, home, and in the workplaces of the future.

Plans to increase PPS staff to further support areas at the Jr/Sr High School level where students who are in need of emotional support can go to speak with PPS professionals.



Expanded efforts to develop an understanding of the concept of a "Growth Mindset" for students so that they can see challenges in their lives as opportunities to demonstrate growth

**4. To address the needs of our physical education, wellness, and athletic programs by exploring the possibility of a bond referendum to construct a facility at the Jr/Sr High School**

This goal was originally presented to the Board of Education on August 30, 2016 at a public board meeting and further discussed in detail by the Capital Projects Committee. The committee, in determining its recommendation to the full board, considered cost implications, project scope, and a time-line for a bond referendum. Two public meetings were held on September 21 and September 27, 2016 to present the plans to construct the physical education center to the community and to seek input on the proposal. On November 8, 2016 a resolution was approved by the Board to present a bond referendum to the community for the construction of a Physical Education center. A series of public presentations by Mr. Fenter, Dr. Bernhard, and Mr. Bongino were made to community groups to discuss the details of the project scope and anticipated bond costs. On January 18, 2017 the referendum to approve the bond referendum was defeated by the community with 474 NO votes to 389 YES votes.

**5. To assess the long term financial implication of the state imposed tax cap on the Cold Spring Harbor School District especially as it relates to possible CPI limits well below the allowable 2%**

The assessment of the long term financial implications of the state imposed tax cap was presented to the Board of Education and community June 16, 2017 on the fiscal implications of the tax cap on the sustainability of the current level of programs and services. The report covered the five year period from 2017-2018 through 2021-2022. The conclusion was that the district, based on current fiscal trends, should be able to maintain these programs for the next several years. However, continued double digit increases in Health Insurance premiums or increases in retirement rate contributions could have a significant impact on the district ability to balance the budget, remain within the tax cap, and sustain the same level of programs currently being offered.

## **Section II. The Schools**

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

The Goosehill School Community continued to work collaboratively to ensure the academic success and social-emotional well-being of all of our students.

Enrollment was 202 students, with five sections of kindergarten and five sections of first grade.

#### **CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT**

The teachers engaged in professional study in the areas of reading and writing, with the support of a literacy consultant. The focus was on rigorous planning for targeted, differentiated instruction. Teachers analyzed texts and planned guided reading lessons collaboratively. They studied reading comprehension strategies and ways to support critical thinking skills. First grade teachers also attended a workshop presented by a leading reading researcher, Ellin Keene, and shared what they learned with their colleagues at grade level meetings. Teachers also refined their work in the area of phonics instruction, using both the Foundations and Words Their Way programs as the basis of the word work component of the literacy program. The Special Education and English as a New Language (ENL) teachers participated in the professional development sessions and adapted the work to meet the needs of their students. Additionally, an ENL consultant worked with teachers to support their efforts to implement the co-teach model for the delivery of instruction for English Language Learners.

Reading and Writing Workshops Teachers continued to differentiate instruction so that students could develop foundational skills at appropriate levels across the year. Teachers delivered rigorous instruction during mini-lessons and supported students' application of their developing skills in guided reading and writing groups, as well as during individual student-teacher conferences. Students were engaged in fiction, non-fiction, and poetry units of study. Their skills were assessed regularly to ensure their consistent progress and their written work was analyzed to determine what skills should be taught next. Kindergarten teachers integrated phonological awareness skills into their lessons on a regular basis. Units on the retelling of familiar stories supported students' developing oral language skills. Foundations and Words Their Way served as the core of the phonics instruction students received. All three components served to strengthen the foundational skills beginning readers and writers need so that they can achieve at high levels. Additional support for individual students was provided by teacher assistants in small group settings.

In first grade, students received support in reading and writing from special education teachers, teacher assistants, the library-media specialist, and ENL teacher during a period called “WIN” (What I Need). The approach was implemented to provide as much support to as many students as possible while reducing the number of pull-outs/ interruptions to the classroom throughout the school day.

An author visit provided another avenue for teaching students about the writing process. The Goosehill library-media specialist invited author/illustrator Lori Richmond to visit our school. Students learned how a published author writes and illustrates a book, from start to finish. Ms. Richmond reinforced the importance of creativity, revision, and perseverance in her presentations.

Voice and Choice a District Goal involved promoting student agency and the differentiation of instruction, resulting in teachers making changes to the process and product components of lesson planning. Teachers provided increased opportunities for students to ask questions, engage with their classmates, and drive their own learning. They were able to choose from a variety of materials and ways to share their ideas with others. The approach was extended to homework, where students were offered choices from a menu of options each night. Teachers engaged students in lessons on how to make effective choices and promoted reflection on the outcomes of choices. Parents reported that Choice Homework had a positive effect on their child’s engagement and enthusiasm for completing home practice and assignments. Students also worked collaboratively in a variety of centers/workstations in the classroom, where they crafted persuasive letters and posters, designed solutions to problems, and presented their work in creative ways. Some children chose to write short plays and performed at Spirit Day assemblies. Others wrote persuasive letters to the principal and their voices were heard! Their efforts resulted in the addition of special days (e.g. Pajama Day), topics for morning announcements, and revisions to policies, such as the one pertaining to the number of library books students are able to sign out each week. The Goosehill Art teacher provided opportunities for students to create artwork and have it be enjoyed by a wider audience. She submitted their work to the Long Island Museum at Stony Brook’s annual student exhibition. She also guided students in the creation of posters for an Earth Day competition and Thanksgiving poster contest, sponsored by Senator Carl Marcellino. Students received certificates from Albany and their work was displayed on the Senator’s website.

Special area teachers organized morning clubs for students where they planned musical performances, designed murals for the school, played basketball or chess, or developed their leadership skills. The Leadership Club, led by the school psychologist, focused on teaching students social-emotional and self-regulation skills. With the support of their teachers, they created activity bins for the school hallways to support students’ abilities to utilize the

strategies. Club members presented their work at assemblies and took great pride in their contributions to our school.

Academic Intervention Services (AIS) were provided for students whose performance fell below established benchmarks at checkpoints throughout the year. Intervention was provided early and often to ensure that students didn't fall behind or experience undue frustration. Kindergarten screening results enabled our classroom and special education/AIS teachers to target instruction for incoming kindergarten students in September, and progress was monitored closely. First grade students were screened in September so that those who experienced summer loss (with regard to reading level) could be supported. Four weeks of early intervention enabled students to regain their decoding and fluency levels. All students were monitored closely throughout the school year through the use of benchmark assessments administered by classroom teachers. AIS sessions, based on assessment results, were conducted in five eight week sessions. The principal provided five parent presentations over the course of the year to support parent's abilities to help their children at home.

The special education/AIS team, along with the school psychologist, worked together to support the development of students' executive functioning skills, which are critical to their success in school. The team attended a workshop on the effects of ADHD and self-regulation skills and then prepared a comprehensive presentation for the faculty. Teachers engaged in inter-classroom visitations to share strategies and learn from each other.

Summer Reading was offered to students reading at or below the established benchmark in June three days per week throughout the month of July. Suggestions for ways to promote summer reading at home were included in a summer reading folder created by the Library-Media Specialist. She also engaged first grade students in writing and presenting book reviews to foster excitement about reading. Students used an app called Flipgrid to record themselves giving book recommendations to their peers which all families could access through the school website during the summer. Students were invited to create their own short videos at home and upload them to the school website to share their summer reading with their friends. The goal of the project was to foster a love of books and promote communication through the use of technology.

Technology was enhanced with the addition of iPads to the kindergarten program this year. Espark, a learning program that aligns instruction with students' skills levels and learning styles, was introduced in the kindergarten classrooms. Espark continued to serve as a tool in the first grade classrooms, where students worked at their own pace on Math and English Language Arts "Quests" and presented their learning through video recordings. Kindergarten and first grade students used iPads during small group sessions and in learning centers. Teachers used the Espark program to monitor students' needs for re-teaching and

learning extensions. Students also used internet-based programs during learning centers, including Raz- Kids, Reading A- to-Z, National Geographic, and others to practice and apply their skills. First graders used “Bee Bots” to learn the basics of coding in the library. They also used the Book Creator app to create books about their school experience, with the support of the school district technology teacher.

Teachers continued to use their websites to communicate with parents and used electronic sign-up systems to invite parents for conferences. Kindergarten screening sign-up was also conducted electronically. School Messenger was used regularly to communicate with parents and share video clips of school events. Two GPFA presentations were recorded and posted on the school website for parents to view from home.

Math Teachers continued to use the Envisions Math Program and created benchmark assessments to ensure that students were learning the requisite skills at checkpoints during the year. They collaborated to create inquiry-based projects that involved the application of math skills. Students used a variety of math tools, iPad apps, and learning games to develop foundational skills. Many practice opportunities enabled students to develop fluency with number facts, which is essential to their ability to use and apply higher level thinking skills.

Science investigations involved a variety of hands-on experiences. The students studied 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. Turtles were “raised” in the science room and released to their natural habitat in the spring.

The science program also included inquiry-based investigations involving the Five Senses, Light and Sound, Magnets, and Forces and Motion. Health units were taught by the classroom teacher and augmented by a six week round of instruction by the elementary Health teacher.

In Social Studies, students continued to learn about diversity and respect for all people. They posed questions about families and communities around the world and learned about holidays, traditions, and other aspects of culture, including language and religion. The music, art, and physical education teachers connected their lessons to the social studies themes.

The students also learned about citizenship and the election process during the November election. They completed voter registration forms and submitted their ballots in a vote for a special school event. The music teacher taught students a number of patriotic songs, which were performed at monthly Spirit Day assemblies.

## **SCHOOL IMPROVEMENT TEAM**

The overarching SIT goal for the year was to foster communication and connections among and between students, staff, teachers, and parents. A Parent Handbook was written by the team, which includes important school information, procedures, parenting topics, and connections to community organizations. It is posted on the Goosehill website. Students were engaged in a community service project. They did chores at home to earn coins to contribute to a Pennies for Puppies Drive, raising over \$1400.00 for the Little Shelter Animal Rescue and Adoption Center in Huntington. Members of our school community volunteered to serve as presenters at Goosehill University- a day of workshops for students with the theme of Lifelong Learning. The emphasis on respect for diversity continued, as students were introduced to a variety of languages, cultural traditions, and interests. They attended nine workshops on topics such as Irish Dance, Orienteering, Cartooning, Music, French, Spanish, Exercise and Fitness, Camping, Art Interpretation, Caring for Dogs, and U.S. Army careers. It was a great day of learning for all. Additionally, two Game Days were held during the year when staff members played board games with groups of four students for 30 minute sessions during the school day. The focus was on turn-taking, encouraging each other, and showing good sportsmanship. Students in all classes composed welcome letters to next year's incoming students, which will be distributed at the Goosehill Open House in August.

## **SOCIAL-EMOTIONAL LEARNING**

The RULER Approach continued to serve as the core of the social-emotional learning program at Goosehill Primary School. All students signed school and classroom charters and learned about the tools of the program during classroom lessons and school-wide assemblies. The school social worker presented weekly classroom lessons to enhance the program and foster its application in all settings. She also provided weekly staff development sessions for lunch and recess teacher aides to help them refine their practice in terms of promoting pro-social behavior and positive interactions in the lunchroom and on the playground. The school psychologist enhanced the school-wide focus on social-emotional learning by teaching students about flexible thinking, grit and perseverance, growth mindset, and the value of making mistakes. Students who exemplified the qualities were recognized at school assemblies and during morning announcements. Parent workshops were provided by the school psychologist and principal to assist parents in using the tools and the language of RULER, promoting pro-social behavior, and positive discipline strategies at home.

## **HOME-SCHOOL CONNECTION**

The teachers and principal continued to communicate regularly with the parent community. Special area and support services teachers, including the Occupational Therapist, 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 continued to hold evening events, including the Welcome Back to School Picnic, Family Fun Science Nights, Kindergarten and First Grade Dances, and Kindergarten Parent Orientation. The Cultural Arts Committee and GPFA sponsored two programs, including the author visit and a storytelling 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 2016-2017 school year, West Side School's enrollment was 229 students. Grades two, three, and five consisted of two sections and grades four and six each had three sections. This year, we continued teaming in grades five and six in the areas of reading, writing, math, science, and social studies. For the third year in a row, 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, a teaming workshop was held for parents of our current fourth graders to help them prepare for the transition. In addition, students presented at a spring PTG meeting which highlighted the work across the content areas with a specific highlight in the area of literacy. Students also ran workshops through our H.E.R.O. Project for their peers. Again, 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**

The affiliation with Teachers College Reading and Writing Project continued this year throughout the grades. Reading and writing curriculum calendars were once again revisited and realigned to compliment and reinforce concepts taught across the content areas. A staff developer met with teachers at scheduled points during the year to provide a layer of support and guidance in the teaching of reading. A major focus continued to be what small group work looks like in the classroom. Teachers observed demonstration lessons in designated classrooms and debriefing time was allotted for teacher findings and clarification. A wide variety of topics were covered. Additionally, West Side teachers had an opportunity to conduct a site visit this year. This visit fostered collaboration amongst West Side colleagues in an ongoing effort to reflect and grow on best reading practices.



This September, the K-6 assessment calendar was again implemented, providing a unified framework for the administration of literacy assessments across the elementary schools. This year the online version of the Degrees of Reading Power (DRP) test was piloted in grades five and six. Student performance reports were generated instantaneously. These reports included performance results on comprehension clusters that were aligned to Common Core State Standards - similar to the way our ELA benchmarks are reported. In January, the Western Suffolk BOCES Regional Benchmarks in English Language Arts were administered to grades three through six. This is a change from previous years, where district-created benchmarks were used for grades three and four. An outside consultant worked again with teachers to facilitate interpretation of the data, with an emphasis on how the data can inform their instruction. Discussions centered on specific areas of concern for each of the grades and how to best address these issues. Second grade teachers administered their ELA benchmarks in both the fall and the spring. Custom reports were generated for both these administrations as well. Since there is no state testing in second grade, individual student profile sheets from the spring ELA benchmark will be passed along to third grade colleagues in the fall.

In reading, our second graders had the opportunity to join non-fiction book clubs to learn about Symbols of America. Students were heterogeneously grouped and read multi-leveled books, focusing specifically on note-taking. At the end of each session, students were able to share their findings and collaboratively create a question sheet for the next group of eager readers. Fourth graders dug deep into history by researching the American Revolution in book clubs. Students chose subtopics of the revolution and began their research by reading various books, watching videos and visiting websites. Each book club created a Google Slides presentation and incorporated a timeline of important events, short paragraphs of the information they learned on their topics, interesting facts and a glossary of new terms they learned. Students across all grades participated in book clubs that concentrated on such topics as social issues, series books, mysteries and fantasy.

In writing, some of the different genres the students explored included writing small moments, personal narratives, realistic fiction, poetry, as well as research reports and literary and persuasive essays just to name a few. This year, West Side teachers had the opportunity to work together to align and memorialize a common vision of reading. Additionally teachers had the opportunity to discuss writing in the content areas and to develop interdisciplinary research projects for the upcoming school year. Teachers, once again, attended one-day workshops offered by Teachers College in order to further their knowledge of the teaching of literacy. Many of these workshops were tailored toward specific grade levels and units of study, which directly correlated with their ELA instruction.

The Little Shelter Program completed its sixth 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. The students loved being able to share their budding reading proficiency with him!

Once again, 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 on such topics and dogs and the Titanic. 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, selected students in kindergarten through grade four, who receive support services in reading during the school year, were invited to attend the “Summer Reading Club Program.” Previously, this program was only available to students through grade three. Students met at Goosehill Primary School for selected sessions, three time a week, during the month of July. Literacy skills will be reinforced, all the while continuing to promote 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 *Fiddler on the Roof* 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 2016-2017. Students at West Side School sang and played in winter and spring concerts as well as various grade level celebrations such as Symbols of America in second grade, International Day in third grade, and Colonial Day in fourth grade. Musical arrangements written by our music staff were performed by students at many events throughout the year

as well. In addition, West Side students performed at district art shows during the year. We look forward to many more performance opportunities next school year.

## **NYSSMA**

This year there was a record number of students who participated in the annual NYSSMA Festivals held at Jericho High School and Lloyd Harbor School. West Side string students also participated in the annual LISFA festival held at Uniondale High School. We also had record numbers of students accepted into the All County Festivals.

## **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 curriculum in the elementary schools is to encourage young artists to realize their own potential, appreciate the arts and create thought-provoking 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. Student artwork was displayed throughout the hallways which gave them an opportunity to display their portfolios of work culminated from a year of skill, creativity and experiences. West Side's fifth graders participated in a hands-on training and cultural workshop with an artist in residency connecting Art and the Social Studies curriculum in Mesoamerican culture. A Brazilian artist worked with our 5<sup>th</sup> grade to produce a cultural mural. A "Buddy Bench" was created by a woodworking artist for our 6<sup>th</sup> grade and the students beautified the bench with images and grit phrases.

Elementary artwork was on display in March 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 with a well-attended reception.

The elementary art teachers ran visual arts workshops for the CSH community during “Night of the Living Museum.” Hawaiian watercolors and Italian marble paper making were designed and run by our elementary team.

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.

## **CULTURE**

### **Grit and Kindness Tickets**

The Kindness and Grit Ticket movement at West Side has been tremendously successful. By highlighting students’ acts of altruism and tenacity, teachers and faculty are able to use interactions throughout the day as teachable moments to emphasize the qualities that we wish to foster and promote in our students. By teachers noticing small acts of kindness, students are appreciated for their good deeds and the powerful impact of those deeds to the ones around them. It gives children a way to shine, and sets examples for their peers. The Kindness Tickets, different than certificates, are handed in to the office, where students get the opportunity to discuss their kind deeds. The main focus is to reinforce the intrinsic satisfaction gained from helping out others, rather than a “prize” being earned.

Carole Dweck’s research on Growth Mindset is put into practice every day in all of classrooms at West Side. Learning occurs in that moment between what is known and what is unknown. It requires the courage to take risks, the tenacity to persevere in the face of challenge and the courage to not give up when failure is met. The use of Grit Tickets is a way to “catch” kids in those moments where they are taking those courageous leaps of faith into the unknown in order to learn and succeed. The Grit Tickets allow teachers to discuss the process of learning, help students understand their own learning styles and recognize what they need in order to be successful. Again, the Tickets, while extrinsic reminders, support the intrinsic satisfaction students feel upon meeting with success.

## **National Blue Ribbon Schools Conference of Excellence**

This year at the National Blue Ribbon Schools Annual Conference, educators from West Side presented on "Fostering a Growth Mindset and Grit in the Elementary School." Last spring we were asked to submit a proposal to present and it seemed most fitting to share the work accomplished over the past two years in building a school culture that promotes a growth mindset and encourages grit. Over the course of the fall, the group prepared a one-hour presentation that highlighted research from the field, shared best practices from West Side, connected these concepts to the curriculum, and showed how ties were made with the community. The presentation was run in a workshop model, and audience participation was encouraged in order to get the most out of the hour. Educators were given the opportunity at the conclusion of the session to take a gallery walk using their mobile devices to take pictures of the ideas shared. Audience members from all over the country including Indiana, Colorado, and Alabama to name a few attended this workshop. It was an invaluable experience for all of our presenters.

Each of the following days consisted of four one-hour sessions plus a one and a half hour keynote during lunch. The sessions varied in content and presentation. Blue Ribbon award-winning schools from around the country shared best practices. Other sessions focused on topics such as STEAM, SEL, and building a positive school climate and culture. What was most impressive about the sessions was that they all supported Cold Spring Harbor initiatives. Practical ideas were shared, and it was an incredible experience to meet educators from around the country and collaborate with them.

By far the most positive experience of all was bringing a team of educators from Cold Spring Harbor to a national conference such as this one. It undoubtedly had a major impact on progress in our school. Our teachers connected with one another in ways that they never had before and gained a deeper understanding for their work.

## **Student Council**

Student Council was busier than ever this year. We began our year with our annual Halloween Costume Drive. During Thanksgiving time we sold pies to raise money for the Salvation Army, specifically for victims of Hurricane Matthew. In December, we had a "hot chocolate and books" morning which raised money for the Veterans. In January, we raised money for the American Guide Dog foundation by decorating West Side Whales that had our pets' names on them. In February, we donated soup cans to the Helping Hands Mission in our annual "Souperbowl" donation. We also sponsored a school wide Pajama Day and donated funds to the Cohen's Children's Hospital. In March we held a Water Bottle Flipping Contest. We raised money in honor of Reverend Rosemarie Gaines for the Helping Hands Mission. At the end of the year we raffled off tickets for Principal of the Day. The ticket

sales raised money for the Brooke Jackman Foundation. We are so proud of all of the efforts this year of the Student Council Representatives and the West Side Senior Staff.

## **COMMUNITY AND COLLABORATION**

### **Camp Crestwood**

This year our students met up with their sixth grade peers from Lloyd Harbor School at Crestwood Day Camp. Students spent their day in mixed groups and participated in swimming, zipline, soccer, beach volleyball, bungee trampoline, and much more. This experience was an incredible opportunity for our oldest students to rekindle old friendships and begin new ones in anticipation of getting together in the fall.

### **School Improvement Team**

This year, the West Side School Improvement Team set two goals:

1. To continue to build on the concept of growth mindset, grit and perseverance by initiating a “speaker series” for the students.
2. To capture and record a permanent history of our community and its members for immigration day.

Our intent with the speaker series was to reinforce the idea that growth happens when challenges are embraced, and that perseverance and errors are part of the learning process, not a judgement of capabilities. For the second and third grade classes, we had parent volunteers come in to the classrooms and read picture books to the classes. The stories dealt with characters who had to overcome frustration, who made mistakes, and who were embarrassed by perceived lack of abilities. Discussion questions were prepared ahead of time, and parents discussed and shared their own times of frustration and perseverance. The fourth grade classes had the privilege of interacting with some High School Students. In a collaboration with student volunteers from the Natural Helpers Club, six CSH High School students came to West Side to share their personal stories of grit...what they did, the value of learning from their failures. We met prior to their presentations, and the students had templates to help them frame their stories which ranged from robotics to martial arts, to facing rejection and finding what you are really good at. This was an important initiative for the SIT team, because it is our hope that with continued exposure, activities, and conversation, this mindset will become an innate part of the West Side student.

Our second project was developed with the idea of enhancing our students’ Immigration Day experience. It involved interviewing community members who immigrated to the United

States. Where did they come from? Why did they come here? What was their journey like? We sent a call out to parents, and we had a great response. With the help of our technology department and some fourth grade student volunteers, we recorded parent/familial stories of immigration from England, Ethiopia, the Czech Republic and Vietnam. Participants immigrated for jobs, as part of diversity programs and for political reasons, fleeing Vietnam after the fall of Saigon. In addition, a sixth grade student interviewed legendary West Side School principal Ted Hilton, recording the history of our building and traditions. These videos streamed as a part our Immigration Day event in June. Having this history permanently captured on video so future generations of West Side students can watch is beneficial as we strengthen our immigration unit with personal connections.

We felt these goals were a great alignment for our team. Both projects necessitated the perspective of faculty, parents and community for support and success.

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

As of June 23, 2017 there were 370 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, Spanish (FLES), Physical Education, and Health.

In the following pages you will read about this year’s highlights in the Core and Encore areas, as well as other building level initiatives.

## **CURRICULUM & INSTRUCTION**

### **HIGHLIGHTS ON LITERACY**

The affiliation with **Teachers College Reading and Writing Project** continued this year throughout the grades. Reading and writing curriculum calendars were once again revisited and realigned to compliment and reinforce concepts taught across the content areas. A staff developer met with teachers at scheduled points during the year to provide a layer of support and guidance in the teaching of reading. A major focus continued to be what small group work looks like in the classroom. Teachers observed demonstration lessons in designated classrooms and debriefing time was allotted for teacher noticings and clarifications. A wide variety of topics were covered. In reading, our second graders became “experts” on a topic of their choice, all the while becoming more proficient in the reading of nonfiction text. Fifth graders focused on analyzing themes and linking ideas to build larger theories and interpretations. Students across the grades participated in book clubs that concentrated on such topics as social issues, series books, mysteries and fantasy. In writing, some of the different genres the students explored included writing small moments, personal narratives, realistic fiction, poetry, as well as research reports and literary and persuasive essays - just to name a few. Teachers once again had the opportunity to attend one day workshops offered by Teachers College in order to further their knowledge of the teaching of reading and writing. Many of these workshops were tailored toward specific grade levels and units of study, which directly correlated with their literacy instruction.

In the fall, the elementary **assessment** calendar was once again distributed to teachers, providing a unified framework for the administration of literacy assessments across the elementary schools. This year the online version of the Degrees of Reading Power (DRP) test was piloted in grades five and six. The online component provided teachers with the ability to perform multiple administrations of the test during the course of the school year. Student performance reports were generated instantaneously. These reports included student performance results on comprehension clusters that were aligned to Common Core State Standards - similar to the way our ELA Benchmarks are reported. In January, the Western Suffolk BOCES Regional Benchmarks in English Language Arts were administered to grades



three through six. This is a change from previous years, where district created benchmarks were used for grades three and four. An outside consultant once again worked with teachers to facilitate interpretation of the data, deciphering the how and why of the testing results. Discussions centered on specific areas of concern for each of the grades and how to best address these issues. Second grade teachers administered their ELA Benchmarks in both the fall and the spring. Custom reports were generated for both these administrations as well. Since there is no state testing in second grade, individual student profile sheet from the Spring ELA Benchmark will be passed along to third grade colleagues in the fall.

The **Little Shelter Program** completed its seventh 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.

During the month of January, we hosted our annual **Spelling Bee**. Classroom representatives competed in a school-wide bee in front of the entire school. The winner earned a spot in the Long Island Regional Spelling Bee.

As part of “**Summer Connections**”, our students are asked to read at least one book from a selected booklist and complete a “Book Review Notes” sheet. When they return to school in the fall students will work with their classroom teachers to enter these reviews on our electronic library system (Destiny). This will allow students to access book recommendations created by Lloyd Harbor School peers.

In addition to our school-wide summer reading initiative, selected students in kindergarten through grade four, who receive support services in reading during the school year were invited to attend the “**Summer Reading Club Program**”. Previously, this program was only available to students through grade three. Students will meet at Goosehill Primary School for selected sessions, three times a week, during the month of July. Literacy skills will be reinforced, all the while continuing to promote the enjoyment of reading a good book!

## **HIGHLIGHTS ON CORE CLASSES**

### **GRADE 2**

Second graders were academic adventurers! Much like the Flat Stanley character they read about, they traveled quite a bit! They explored rural, urban and suburban communities in social studies. They learned about a number of interesting places after writing letters and sending “Flat” versions of themselves out to explore. Their voice and choice also allowed them to create power points about their favorite communities. Additionally, everyone enjoyed a trip to rural Schmitt Farm in the fall and learned about how some root vegetables grow.

Students grew as writers this year and published three important pieces of work: Small Moment, All About Books, and Realistic Fiction. Second graders were reading, reading, reading throughout the year! Their appreciation of non-fiction grew immeasurably especially as we learned about citizenship and symbols of our nation. The research they did to prepare for the Symbols of America performance led to a heightened interest in non-fiction reading. It was also on display in their fabulous “American Hero” research projects.

Bill Nye the Science Guy has a lot of budding competition! Science was THE hot topic in grade 2! Students were all about hands on experiments and working cooperatively. Second graders became well versed in the scientific method and enjoyed sharing their conclusions. All second graders enjoyed access to technology via Espark, Fast Math, Power Point, Word, research sites, as well as educational games.

Finally, what grade school experience is complete without a little travel? Second graders were fortunate enough to visit the Engemann Theatre for a presentation of Flat Stanley, make a trip to the Whaling Museum in Cold Spring Harbor, and have a cultural “stay-cation” with Felix Petre’s “Songs and Stories of Latin America”.

### **GRADE 3**

It was a year of great achievement for our Lloyd Harbor School third graders. The students learned all about multiplication, division, and fractions. Science instruction was delivered by our specialist in a laboratory setting. Music class this year gave students the opportunity to play each instrument, in order to make the best decision possible when choosing which one they want to play. The PTG organized our fifth annual “Third Grade’s Got Talent” day, during which children have the opportunities to share their unique abilities. Students became amazing writers and researchers, working on projects such as personal narratives, persuasive essays, non-fiction books, rain forest animal trading cards and posters about one of the 50 states. The students also learned the keyboard and became experts at Type to Learn. The third graders were so excited to finally learn their cursive letters and write in script.

### **GRADE 4**

This year, fourth graders have learned using technology, including Google slides, Google Forms, Doceri, PowerPoint, Inspiration, Padlet, and Adobe Spark. In the area of literacy, children learn through well-developed mini-lessons and workshops that support our connection with Teacher’s College. Grade 4 has had several field trips, some on campus and some off campus. Hoyt Farm, Philadelphia, and Stony Brook were off campus,

whereas Journeys into American Indian Territories and the varied activities provided on Colonial Day were on campus.

## **GRADE 5**

This year the fifth grade attended the CSH DNA Center. They learned about genes and DNA. Students extracted DNA from wheat germ on their visit to the center and were able take their vile of wheat germ DNA home with them. They also learned about Ötzi the Iceman and read about his mysterious death.

Students had the opportunity to participate in Makerspace during their recess/lunch periods. They had a great time using ordinary materials to make extraordinary creations. Students participated in a STEAM Fair this year. Students utilized the Chromebooks to create, organize, and present their projects. Projects incorporated aspects of science, technology, engineering, arts, and mathematics. Students participated in Robotics at the end of the year. They used the computer to program a robot to make it move.

Students visited The American Museum of Natural History on May 9, 2017. They saw how the ancient civilizations of the Olmecs, Mayas, Aztecs, and Incas lived thousands of years ago. Students also had the opportunity to see an IMAX movie about Humpback Whales and explore the museum after their educational packets were complete. Students also visited The New York Hall of Science on June 9, 2017. They explored the hands-on museum and got creative in the design studio where they participated in a Makerspace-type of activity.

## **GRADE 6**

This past year sixth graders participated in a variety of social and academic experiences to make this their "best year ever" at Lloyd Harbor School, to quote one student!

The students adjusted to their first experience of switching classes and teachers all day long. Outside of the four core topics, math, ELA, social studies, and science, the students learned music, physical education, Spanish, art, and health.

The rigorous math curriculum built upon topics learned in previous grades but also added new adventures with negative integers, graphing on the Cartesian plane, surface area, and algebraic equations. Students reviewed topics introduced in earlier grades and in previous months of the year with weekly "Blast from the Past" activities.

Reading instruction included units in fiction and nonfiction, with a focus on character, theme, text structures, main idea vs. supporting detail, and writers' use of language. Students studied vocabulary words and found relationships across them. They also studied different parts of words to help them determine the meanings of unfamiliar words more

independently. The kids loved participating in book clubs and read different kinds of books by authors such as Jerry Spinelli, Rebecca Stead, Neil Gaiman, and Kwame Alexander, all Newbery-award winners! Sixth graders wrote across the disciplines, completing pieces across a variety of genres, including personal narrative, literary essay, persuasive essay, and information writing.

Social studies learners traveled back to the ancient world to learn about its earliest civilizations in Egypt, Mesopotamia, India, China, Rome, and Greece, to name a few! The students also learned about current events, particularly the past year's presidential election. Kids loved studying subtopics of their choice in order to create presentations and projects to share with peers.

In science, students enjoyed activities, lectures, and labs around topics such as genetics, astronomy, meteorology, and engineering. Many of our field trips helped students link their classroom learning with life outside of school; the children went to Cold Spring Harbor's DNA Learning Center and the Nature Preserve at Eagle Dock. In addition, the students loved their experience with the "indoor planetarium" right in our own Little Theater.

Sixth graders continued to use Google docs, joined a Google classroom, read on the iPads, created book trailers, participated in science simulations, and loved the Chromebooks! Technology is a vital part of a pre-teen's academic life.

In addition to these academic experiences, students went on several field trips, including a final excursion to Crestwood Day Camp where they were able to spend time with their West Side peers.

## **HIGHLIGHTS ON THE ENCORES**

### **PHYSICAL EDUCATION**

One of the highlights of the physical education department was the implementation of the new Sport Court. The PTG generously donated this new area, which allows our students to have a multi-sport surface to play on even in inclement weather. We also were fortunate to acquire renovations to our gymnasium floor, which now sports our lion logo in the center, enhanced by a track that spans the perimeter of the room.

In Physical Education classes, students experienced changes to their curriculum which enriched the overall program. Our annual fitnessgram, turkey trot, and road trip challenge remained in place.

## **MUSIC**

### **Trip to *School of Rock***

In October, the four sixth grade classes traveled into Manhattan on coach buses to see a matinee performance of the musical, *School of Rock*. The trip was a joint effort between administration, LHSPTG sixth grade activities, and the music department. This year, before the performance, the students were taken to a midtown rehearsal studio where they participated in a workshop hosted by the cast of *School of Rock*. The students were taught a song from the production as well as the actual Broadway choreography. When we returned to school, students shared that it was one of their fondest memories of LHS.

### **Musical Theatre**

This year, under the direction of Mr. McKee, sixth grade students performed in the musical *Into The Woods*. The cast performed four shows (two during the day and two in the evening). The performances were recorded using the LHTV system, and students were able to gain a real backstage performance experience having the live show piped into the Smartboards in the dressing rooms.

Also this year, under the co-direction of Mr. McKee and Ms. Engesser, the fifth grade students performed in the musical *Grease*. We are tremendously proud of our children for what they accomplished!

### **Performing Music**

The instrumental music program was very successful this past year. Aside from their annual concerts, instrumental students were assembled and performed for the Elementary Art show opening at the CSH Library. A department member put musical arrangements for our music staff together for Student Council's Winter Festival. Students also performed weekly for the morning announcements and the second grade orientation. Our music staff also prepared small ensembles to perform at the opening ceremonies for Lloyd Harbor's field day, as well as for the LH graduation ceremony.

### **Music Trips**

Our select chorus known as the "Harbortones" participated at the Music in the Parks Festival, which is an adjudicated competition where participants are graded on singing, appearance, and behavior. The Harbortones also performed the "Star Spangled Banner" at a Long Island Ducks baseball game.

## **NYSSMA/All County**

This year the annual NYSSMA festival for levels 1-4 took place at here at Lloyd Harbor School. Lloyd Harbor School opened its doors to over 1400 students from the Huntington area who participated in the NYSSMA festival. Our staff and students came together to provide a great deal of support and the festival was an enormous success. We had over 200 of our own Cold Spring Harbor students participate in the various NYSSMA festivals throughout the county. We also had a record number of students in the All County festivals this year.

## **CULTURAL ARTS**

Cultural Arts programming at Lloyd Harbor School was diverse, engaging and informative for all children during the 2017-2018 school year. With the combined efforts and support of our parent committee we were able to bring a plethora of different programming to the school. Every grade level participated in at least two programs. Our sixth grades experienced a performance of “The Bullying Project” and a “Heart in a Suitcase” as well as participating in the Shakespeare week-long workshop. The fifth grade enjoyed an art project entitled “Story Faces” and viewed an interactive science program entitled “It’s Alive”. Our fourth grade watched an interactive story on immigration of the “New American” and also viewed a performance by Dave Ruch on the “Westward Expansion”. The third grade classes enjoyed an interactive performance called “Math Mania” and “Reading Rampage”. The second grades welcomed back the environmental arts performance entitled “Bash the Trash” and a second event by Felix Pitre called “Stories and Songs of Latin America”. The students were inquisitive and thankful after each performance.

## **ART**

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.

At Lloyd Harbor, an Art Show was held to coincide with the sixth grade play, and a fifth grade Art Show to coincide with the fifth grade play. Lloyd Harbor had a team that created the Lion King props for the fifth/sixth grade concert. The Cultural Arts brought in Chris Agostino, an artist/story teller who created painted faces using students as his canvas.

Elementary artwork was on display in March at the Cold Spring Harbor Public Library. This was an opportunity for selected students to see their work in a professional forum. Each student exhibit included a collection of work from K-6 that remained on display for one month with a well-attended reception.

The elementary art teachers ran visual arts workshops for the CSH community during “Night of the Living Museum.” Hawaiian watercolors and Italian marble paper making were designed and run by our elementary team.

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.

### **FLES (Spanish)**

This year, several of our talented FLES students participated in world language contests. The New York State Association of Foreign Language Teachers (NYSAFLT) hosts a state-wide language contest each year. We had a few participants in this contest. In the category Tongue-Twister recitation, a fifth-grader, placed third. In the category of Vocal Music, two fifth graders received merit certificates.

A similar contest is hosted by the Long Island Language Teachers (LILT) each year. For this contest, students from the Long Island region compete in several categories. In the category of Poetry Recitation, a third grader earned first place. Two other LH students placed second and third.

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 “Creating Links Between the classroom and careers”. Bravo to all of our participants for a job well done!

### **MATHEMATICS ENRICHMENT**

This year was our third year participating in the math enrichment opportunity called **Caribou Contests**. This world-wide math competition was offered to select group of youngsters mainly in grades 4 and 5. 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. At the end of the year, students received certificates for their achievements.

All fourth grade students were 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. Using the guidelines established by the Leagues, students then received personalized certificates.

This year, we were fortunate to be able to begin a **Math Olympiad** club! Early in October, sessions began with an introduction of the types of problems that students would be asked to solve. Students were able to try out the problems and decide if they would like to join the club. Twenty students participated in the initial meeting and fifteen students joined the club. The remaining five students decided that the problems were too challenging.

The meetings took place on Tuesdays, for one hour. During the non-contest meetings, students worked on practice problems from the MOEMS Contest Volumes 1-3. Students worked in pairs. During the instructional portion of the meeting, students learned vocabulary words and strategies pertinent to MOEMS problems. Each meeting concluded with a math riddle.

There were five MOEMS contests held from November through March. Each contest was 30 minutes long and contained five problems. Students managed their time during the 30 minutes without help from the proctor. After each contest, students went over the answers and shared strategies.

The results for the first Math Olympiads Club are very encouraging! Out of 15 students, 7 students finished in the top 50% or better when compared to all students participating in the Olympiads (120,000 students this year). One student finished in the top 25% and one student finished in the top 10%. Seven students won MOEMS patches for correctly answering more than half of the Olympiads questions. One student won the MOEMS Silver Pin for answering 19 questions correctly. (Please see the advisor for the list of students and their specific awards.)

The feedback from students and parents was positive. The students enjoyed the math challenges and the collaborative spirit of the club. The parents appreciated the opportunity for math enrichment.



## **COMMUNITY AND COLLABORATION**

### **STUDENT COUNCIL**

This year, the LHS Student Council worked on providing the school community with projects that supported kindness and giving back to the community. The LHS Student Ambassadors Program began with a new initiative called Thoughtful Thursday. This was created during the month of October, as a result of student discussions of bullying prevention and learning how to be an upstander. This was set up to help build a character-education and service initiative for students at LHS. The goal of the program is to give “spirited” students an opportunity to promote kindness in LHS and our community.

The year’s activities with the creation of a “unity” American flag for 9/11 in the main hallway. The students, faculty, and staff names were written on strips of paper and stars connected to form the flag. The Student Council also helped in the nationwide fundraiser called Socktober, where the school donated socks to the homeless for the Family Service League. Additionally, the Student Ambassadors supported veterans during Veterans Day by writing uplifting messages to the residents at the Long Island State Veterans Home.

As a winter project for the school, the students and teachers had fun with the secret snowman activity. The children had to guess their class’s snowman/women with the clues provided. The student council also had a Wacky Wednesday, which included the students wearing a pair as well as donating a pair of pajamas. All the donated pajamas went the Family Service League on Long Island. Student Council also helped the Little Shelter in Huntington, by donating cat food, toys, and other supplies. The Student Ambassadors created homemade cat toys to be given to the Little Shelter as well.

In the spring, Student Council worked together with the School Improvement Team (SIT) to collect over 600 books for the Book Fairies Organization. In addition, to help promote the Book Drive, LHS student and staff celebrated Dr. Seuss’s birthday by wearing a t-shirt that you can read. Students were also encouraged to wear other Dr. Seuss attire. Additionally, the Student Ambassadors helped Mrs. DiCioccio in the library and created bookmarks for the school as well.

Our last fundraiser was presented by a second grade student council representative. The student council helped animals in a Costa Rican rescue center by bundling them up with a stuffed animal or plush toy. Students brought stuffed animals or stuffed toys to help give monkeys a cozy play toy.

The Student Council officers and representatives helped 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 run the store. This year was a very successful school year for the Student Council and we are very proud of all of the students' hard work!

## **LHTV MORNING NEWS**

LHTV had a very exciting year! Every morning, various students from Lloyd Harbor got the chance to become news anchors or patriotic singers and musicians. The new broadcasting software, *Livestream*, allowed the students to do and see some new and awesome things this year! The green screen was utilized during every broadcast with various graphics. Multiple cameras were in operation to enhance the broadcast when there were several groups of students on LHTV. Additionally, students were taught how to use the new teleprompter software, *Script-Q*. This enabled students to not only take part in LHTV on camera, but also behind the scenes. The LHTV Team also worked closely with Student Council this year to prepare students for special events that were happening at LHS.

Each week, Lloyd Harbor School Peer Mentors came onto LHTV to introduce the weekly Words of Wisdom. We also had some special broadcasts this year, including an interview and Jeopardy game with Mr. Fenter, the Little Apple Fun Run Awards, and the Student Council Elections.

The LHTV Team is looking forward to expanding their knowledge of the new software and adding new features to enhance the broadcast for next year!

## **PEER MENTORS**

This year, the Lloyd Harbor School's two peer mentor programs have witnessed a huge interest and turn-out. 74 students have participated! One group included students in grades 4, 5, and 6. The other group included students in grades 2 and 3, along with a few 4th grade assistants. The students spent the year finding ways to make a difference. The focus was on caring and being altruistic. Students read books on social/emotional topics to students in younger grades, they created posters on friendship, they spoke about SEL topics on LHTV, and they 'caught' adults and peers in acts of kindness and let them know! The students also learned about a variety of topics, including DASA, team-work, and ways to be an upstander!

## **SCHOOL IMPROVEMENT TEAM**

This year, the main focus of SIT was to put together a Career Day for our sixth grade students. Our planning began in October. We worked with our families to recruit over 2-dozen

presenters that were representative of a wide-range of careers. In Social Studies classes, students learned about careers and job opportunities through an interest inventory. They were placed in groups based on results. On the big day, our superintendent served as our keynote speaker. Following his address, students went to three different sessions to see a total of 9 presenters. Their enthusiasm was wonderful to see. The feedback we received from students, parents, and presenters was extremely positive and we are hoping to be able to offer this event again next year.

***D. Cold Spring Harbor Jr/Sr High School***  
***Jay Matuk, Principal***  
***Helen Browne, Ph.D., Assistant Principal***  
***Joseph Monastero, Jr. HS Assistant Principal***

Once again, Cold Spring Harbor High School was recognized in the 2017 edition of the annual ***US News and World Report on America's Best High Schools*** as a ***GOLD*** level school, placing us in the top 1% of all schools in the nation.

The 2016-2017 school year can best be summarized as a year of extensive professional development for the staff along with the integration of new computer technologies into the classroom, specifically the first phase of our 3-Year Chromebook Initiative.

In addition, the leadership team at the junior/senior high school continued to emphasize the need and importance of social/emotional outreach programs in grades 7-12, with strong support and guidance from Student Services. 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 has truly been woven into our student support program. This will be a continued goal in 2017-18.

Below is a detailed summary of each endeavor:

**Curriculum/Instruction**

**Integrating Meaningful Technologies into the Classroom**

- Staff training in all aspects of **G Suite, the Canvas Learning Management System and the use of additional apps** to enhance instruction and learning.
- Training of in-house turn-key trainers in all areas listed above.
- **Additional instructional support with BOCES consultant** for all staff members
- Successfully coordinated the **distribution of Chromebooks to all 7th grade students** and the entire 7th-12th grade instructional staff as well as the development of a user-friendly **Chromebook Manual and FAQ for parents**.
- Successfully established classrooms in each academic discipline with sufficient Chromebook access so students and staff in Chromebook phase-in years 2017-2018 and 2018-2019 will have the opportunity to gain proficiency in using Chromebooks as a regular part of the teaching and learning experience.
- Funding for the purchase of Chromebooks with custom cases through a CSH Educational Foundation grant submitted by the District Leadership

### Expansion of our Marine Science and Science Research Programs

- A committee comprised of teachers and administrators proposed the **creation of a new Science sequence** for 9th graders starting with the 2017-2018 school year. These students would begin 9th grade by taking Chemistry as a starter lab-science in high school, along with a **dedicated daily period of classroom instruction in Science Research**.
- In Marine Science, our school became the home to a **growing colony of genetically-engineered coral reef** with specific DNA characteristics to allow it to thrive where other types of reef have experienced significant decline in numbers. This effort was further supported through our partnership with **the Cold Spring Harbor Laboratory**, as well as outside aquatic specialists in tank design and coral reef aquaculture.

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%.

### Meeting the Social and Emotional Needs of Students

- **Caumsett State Park** was again the site of our third annual 8<sup>th</sup> grade orientation day. Students were divided into groups and spent the day with a nature guide as well as teachers. Students were also led through a series of low-ropes activities, and at the end of the day each group “reported” on how they had broken down barriers during their time together.
- Continuation of our **student drop-in rooms** in Both H-1 and the JHS Library.
- Continuation and evaluation of the **Substance Abuse Prevention Program (SAPP)**, 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 60 students were recognized, with over 100 parents and family members in attendance.
- Creation and training for an ongoing **Student Mentoring program** designed to link staff members with students who might benefit from the 1:1 dialogue.

### School Safety

- Ongoing replacement of older analog security cameras with high resolution digital lenses and upgraded software **to better monitor inside and outside the school grounds**.

### **School Improvement Team**

- The 2016-2017 team was comprised of 22 members:
- 9 students
- 3 administrators
- 6 parents
- 4 teachers
- The **team examined several areas of the school program**, including food services, after-school intramural and individual athletics/health and fitness opportunities, and brainstorming ways to gauge and possibly improve school spirit.

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

#### **Guidance curriculum by grade level:**

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

- 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: Students were administered a career interest inventory using Naviance this year. 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: Classroom visits are conducted in September to go over procedures for applying and requests for letters of recommendation and transcripts. Thereafter all communication is either individual with students/families or in bulk via Naviance emails. Counselors run Common Application workshops in the Counseling Center on a weekly basis throughout the first few months of the school year to assist students in completing their college applications.

\*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.

### **Parent evening meetings**

Mr. Sloan conducts all evening guidance meetings which were well attended by both parents and students. 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.

### **Book Awards**

15 juniors were recognized this year at the June 2017 Board of Education for their outstanding academic achievement. Mr. Sloan added book awards this year for Harvard University and the University of Pennsylvania.

## College Visits

The following colleges plan to visit CSH during the 2017/18 school year (*as of 8/23/17*):

College	Date / Time
Marist College	9/12/17 8:30 AM
Keiser University - *Flagship Campus, FL	9/12/17 10:00 AM
Ithaca College	9/12/17 10:45 AM
Johnson & Wales University (Providence)	9/12/17 1:00 PM
High Point University	9/13/17 10:00 AM
Purchase College State University of New York	9/13/17 10:45 AM
Marymount University	9/13/17 11:30 AM
Rutgers University-New Brunswick	9/13/17 1:00 PM
Salve Regina University	9/14/17 8:30 AM
State University of New York at Albany	9/14/17 10:00 AM
College of the Holy Cross	9/14/17 12:15 PM
Syracuse University	9/14/17 1:00 PM
St. John Fisher College	9/15/17 9:15 AM
Nova Southeastern University	9/15/17 10:00 AM
Columbia University	9/15/17 12:15 PM
Manhattan College	9/15/17 1:00 PM
University of Chicago	9/19/17 8:30 AM
University of Notre Dame	9/19/17 10:00 AM
American University	9/19/17 11:30 AM
University of Connecticut	9/19/17 1:00 PM
Colgate University	9/20/17 10:00 AM
New York Institute of Technology	9/20/17 10:45 AM
University of Rochester	9/20/17 12:15 PM
Lynn University	9/20/17 1:00 PM
Gettysburg College	9/26/17 8:30 AM
University of Pittsburgh	9/26/17 9:15 AM
Yale University	9/26/17 10:00 AM
Skidmore College	9/26/17 1:00 PM
Carnegie Mellon University	9/27/17 8:30 AM
Muhlenberg College	9/27/17 9:15 AM
Dartmouth College	9/27/17 11:30 AM
Fairfield University	9/27/17 1:00 PM
Drew University	9/28/17 8:30 AM
University of Richmond	9/28/17 9:15 AM
James Madison University	9/28/17 1:00 PM
University of Miami	9/29/17 8:30 AM
Providence College	9/29/17 9:15 AM
SUNY Alfred State College	9/29/17 10:45 AM
University of Vermont	9/29/17 11:30 AM
Bentley University	10/3/17 8:30 AM
University of Massachusetts, Amherst	10/3/17 9:15 AM
Syracuse University	10/3/17 10:00 AM
Long Island University, Post	10/3/17 10:45 AM



Emmanuel College	10/4/17 8:30 AM
Goucher College	10/4/17 9:15 AM
Loyola University Maryland	10/4/17 10:00 AM
Franklin & Marshall College	10/4/17 10:45 AM
The University of Tampa	10/5/17 9:15 AM
Wake Forest University	10/5/17 10:45 AM
Rollins College	10/5/17 11:30 AM
Tulane University	10/5/17 1:00 PM
Stony Brook University	10/10/17 9:15 AM
Vaughn College of Aeronautics and Technology	10/10/17 10:00 AM
University at Buffalo The State University of New York	10/10/17 11:30 AM
Towson University	10/10/17 1:00 PM
University of New Haven	10/11/17 8:30 AM
Dickinson College	10/11/17 9:15 AM
Sacred Heart University	10/11/17 10:00 AM
College of Mount Saint Vincent	10/11/17 10:45 AM
New York University	10/12/17 8:30 AM
Bryant University	10/12/17 9:15 AM
University of New Hampshire at Durham	10/12/17 11:30 AM
St. John's University - Queens Campus	10/13/17 1:00 PM
State University of New York at New Paltz	10/17/17 8:30 AM
Alfred University	10/17/17 10:00 AM
The University of Alabama	10/17/17 11:30 AM
Hunter College of the CUNY	10/17/17 1:00 PM
Michigan State University	10/18/17 9:15 AM
Stonehill College	10/18/17 12:15 PM
Binghamton University	10/18/17 1:00 PM
Adelphi University	10/19/17 9:15 AM
SUNY College at Oneonta	10/19/17 10:00 AM
Pace University, New York City	10/19/17 10:45 AM
Wagner College	10/19/17 11:30 AM
University of Rhode Island	10/20/17 8:30 AM
Washington University in St. Louis	10/20/17 10:00 AM
Hobart and William Smith Colleges	10/20/17 11:30 AM
Mount Saint Mary College	10/20/17 12:15 PM
Furman University	10/24/17 8:30 AM
Trinity College	10/24/17 9:15 AM
Union College (New York)	10/24/17 10:00 AM
Lehigh University	10/24/17 10:45 AM
Vanderbilt University	10/25/17 1:00 PM
Ohio Wesleyan University	10/26/17 10:45 AM
Roanoke College	10/27/17 8:30 AM
Monmouth University	10/27/17 9:15 AM
Mount St. Mary's University	10/27/17 11:30 AM
Eckerd College	10/27/17 1:00 PM
Hofstra University	11/9/17 8:30 AM
The Cooper Union for the Advancement of Science & Art	11/9/17 1:00 PM

## ***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: (See Spreadsheet for breakdown by Sport)

- Fall season
  - High School = 58%
  - Junior High = 69%
- Winter season
  - High School = 44%
  - Junior High = 47%
- Spring
  - High School = 51%
  - Junior High = 68%

Mr. Bongino held two Code of Conduct meetings for student-athletes, parents and coaches. The Athletic Vision that was developed over the past several years was presented. The topic of the code of conduct was to outline the expectations of players, coaches and parents at athletic competitions.

Mr. Bongino attended the National and NYS Athletic Directors conferences in 2016-2017. The conferences provide valuable insight to various domains of running an athletic department. Mr. Bongino will be the president of the Council of Administrators organization beginning in September 2017. Mr. Bongino was also selected as the Nassau County Girls Soccer Coordinator and he continues to sit on the Executive and Athletic Councils.

The Athletic Department continues to use various social media outlets to highlight, promote and communicate about the athletic program and all that is going on with Cold Spring Harbor teams and athletes. To highlight our student-athletes, Mr. Bongino produces an Athletic Newsletter called "The Seahawk". Athletics, Health and Physical Education activities and accomplishments are highlighted. Students from Lloyd Harbor, West Side and the Jr/Sr High School were selected as Nassau and Suffolk Zone Physical Education Award winners for 2016-2017.

Mr. Bongino continued with the Varsity Seasonal Awards to highlight the student athletes and the individual and team accomplishments. A seasonal highlight video is put together for the students, parents and coaches to watch. The video is posted on social media as well. The senior varsity recognition dinner was held at the Huntington Crescent Club for the 3<sup>rd</sup> year.

It was extremely well attended. A senior highlight video was put together for the student-athletes that highlighted the entire school and the most outstanding achievements.

## **Varsity Team Highlights**

### **Fall Season:**

#### **Varsity Girls Soccer**

Advanced to Nassau County Playoffs

#### **Varsity Field Hockey**

Advanced to the Nassau County Championship Game

#### **Varsity Girls Tennis**

Conference I Champions

Merri-Kelly Hannity – Nassau County Champion

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

Division IVB Champions

#### **Varsity Cross Country**

Daniela LoCastro - County Champion

#### **Varsity Swimming and Diving**

Camille Roberts – County Champion in Diving and All State

#### **Varsity Boys Soccer**

Advanced to the Nassau County Playoffs

### **Winter Season:**

#### **Varsity Girls Basketball**

Advanced to the Nassau County Playoffs

#### **Varsity Boys Basketball**

Reese Grossman – Co-Conference Player of the Year

Advanced to the Nassau County Playoffs

#### **Wrestling**

Christian Tartaglia – County Champion (12<sup>th</sup> grader)

Joseph Libretti – County Champion (11<sup>th</sup> Grader)

#### **Girls Winter Track**

Conference IV Champions

#### **Gymnastics**

Undefeated Conference II Champions

## **Spring Season:**

### **Varsity Girls Lacrosse**

Advanced to Nassau County Championship Game  
Kate Kotowski – Honorable Mention All-American  
Abbey Ngai – Honorable Mention All - American

### **Varsity Boys Lacrosse**

Nassau County Class C Champions  
Long Island Class C Champions  
New York State Class C Champions – 3x in Row, First Team in Long Island History  
Ian Laviano – All-American and Long Island Player of the Year  
Matt Licciardi – All American and Nassau County Player of the Year  
Taylor Strough – All American and Nassau County Midfielder of the Year  
Dylan Guarneri – All American and Nassau County Defenseman of the Year  
Chris Porzelt – Nassau County Goaltender of the Year  
Dennis Bonn – Long Island Coach of the Year

### **Varsity Girls Golf**

Jenny Rosenberg – Nassau County Champion and 4x All State Golfer

## **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 2016-2017 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 8<sup>th</sup> and 9<sup>th</sup> 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 5 sections and in the 2017-2018 school will have 6 sections. Leisure Activities taught by Chris Phelan will grow from 6 sections to 7

sections as well. This class also took a trip Ice Skating. 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.

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 4<sup>th</sup> through 6<sup>th</sup> grade classes. Mr. Chris Homer and Ms. Christine Parent continued the maturation program with the 6<sup>th</sup> grade classes.

## **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 2016-2017 school year. They were:

- Independent External Audit for year Ended June 30, 2017 (Audit in process)
- Risk Assessment Update for year Ended April 30, 2017
- Internal Audit Report on System to Track and Account for Children (STAC)
- New York State Comptroller's Audit for fiscal years 2014-2015 and 2015-2016

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

Independent External Audit - The Audit Response Plan for the Independent External Audit was prepared by the Business Office and approved by the Board of Education on March 7, 2017. In the audit there were "no current instances of noncompliance findings and no noted deficiencies in internal controls". There were two current recommendations that have been addressed and five prior year recommendations that have been implemented.

Risk Assessment Update Audit - The Business Office is in the process of reviewing the Risk Assessment Update report for the period ending April 30, 2017. A preliminary draft of the report has been received; as of this report date, we are awaiting the final draft. The report identified eighteen financial system areas in which a risk assessment was evaluated. Included in those eighteen areas are fifty-four sub categories. Of the fifty-four categories, all received a risk assessment of "Low". The Audit Response Plan for the Internal Risk Assessment report will be prepared pending the receipt of the final draft.

System to Track and Account for Children Audit - The Audit Response Plan for the System to Track and Account for Children (STAC) Capital Projects was approved by the Board of Education on May 10, 2017. There was one reported recommendations that has been addressed and implemented.

New York State Comptroller's Audit - The Audit Response Plan for the Comptroller's Audit was completed and sent to the state on November 3, 2016. The audit identified one recommendation which has been implemented.

### **Audit Committee**

The audit committee met three times since June 2016. On June 24, 2016 the audit committee reviewed both the Internal Risk Assessment Update for 2015-2016 and the Internal Audit for Capital Projects management with representative of R. S. Abrams. On October 14, 2016 the committee met with representatives of Nawrocki and Smith to discuss the findings and draft report of the independent audit for the 2015-2016 school year. A final meeting during the school year was conducted on June 21, 2017 with Nawrocki Smith to discuss the audit plan and procedures for conducting the 2016-2017 external audit.

### **Bond Rating**

There have been no changes to the school district's AAA/Stable bond rating as determined by Standard & Poor's. This is the highest bond rating category. The AAA bond rating was again reaffirmed in July 2014 when the district refunded bonds.

### **Bond Referendum for Physical Education Center**

On January 18, 2017 the school district presented a bond proposal to the voters for the construction of a \$4.8 million Physical Education Center. The Business Office assisted in developing the bond proposal referendum and the development of public information brochures. Along with the Superintendent of Schools and Athletic Director, the Assistant Superintendent for Business participated in a series of public presentations. The Bond vote was defeated with 474 NO votes to 389 YES votes.

### **Budget Development**

With a tax levy limit of 2.42% the district was able to maintain our class sizes as well as all student programs and services in the adopted 2017-2018 school budget. The levy increase of \$1,452,142, needed to balance the budget was at the limit permitted under the law. Much of the emphasis in preparing this proposed budget had been on academic initiatives in order to enhance our instructional program. There were staffing improvements to provide additional curriculum leadership in the sciences, mathematics, technology, the humanities and LOTE. There was also an emphasis on student preparation for national science competitions for our secondary students as well as additional technology and research support for our elementary students. The continuation of this year's successful 1:1 Chromebook initiative project, with the support of the Cold Spring Harbor Educational Foundation, now includes our incoming seventh graders as well as eighth and ninth graders. These initiatives represented some of the more significant educational priorities contained in the proposed budget. The moderate tax levy increase that remained within the tax cap limit contributed to the budget approval rate of 70%. As part of the effort to encourage participation in the budget vote, Mr. Fenter and Dr. Bernhard presented information regarding the budget and tax cap implications at the Community Budget Forum that was held

on January 31, 2017. In addition, they made various presentations to parents' groups during the Budget Development process. These presentations were well received and parents seemed supportive of the district's efforts to develop a fiscally prudent budget that maintained all student services.

### **Capital Projects Committee**

The Capital Projects Committee met several times during the year with John Grillo, the school architect, and Mark Margolies to develop the project scope for the Capital Reserve Project for 2017-2018. The committee also met with the full board to discuss the failed bond referendum.

The scope of the 2017 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 15, 2017. The funding for the \$2,135,000 capital plan included \$1,425,000 from the Capital Reserve fund and an additional \$700,000 that was approved in regular budget as a transfer to capital appropriation. The approved projects will include bathroom and cafeteria renovations at Goosehill Primary school, bathroom and kitchen renovations and casework at West Side, faculty bathroom renovations and music room renovations at Lloyd Harbor, and student bathroom renovations and drainage system repairs at the Jr./Sr. High School.

### **Capital Reserve Expenditure Vote**

This past year, the school district had a successful vote on the Capital Reserve Program. On May 15, 2017 the voters approved a referendum by a margin of 70% Yes votes to 30% No votes to expend \$1,425,000 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.

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

The school district had been preparing for several years for the full implementation of the Affordable Care Act which went into effect on January 1, 2016. As required under the regulations the district offered a compliant health plan to all employees who work more than 30 hours per week and who were identified as full-time under the law. While most employees are covered under collective bargaining agreements, the district identified 19 additional employees who met the eligibility requirements. These employees were offered a modified HIP plan and 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 June 2017 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 2017-2018 through 2021-2022. The conclusion was that the district, based on current fiscal trends, should be able to maintain these programs for the next several years. However, continued double digit increases in Health Insurance premiums or increases in retirement rate contributions could have a significant impact on the district ability to balance the budget, remain within the tax cap, and sustain the same level of programs currently being offered.

### **Tax Anticipation Notes**

On October 25, 2016, the district completed the sale of Tax Anticipation Notes in the amount of \$4.25 million to fund our cash flow requirements for 2016-2017 school year. The full issue was awarded to JP Morgan Chase at a net interest rate of 1.06%. These notes are necessary to fund our obligations while awaiting the receipt of property tax revenues.

### **The Tax Cap**

New York State law limits tax levy increases for all municipalities including school districts. While the law refers to a 2% limitation or a limit based on the Consumer Price Index (CPI), there are exclusions to these limitations for items such as capital expenses, payments in lieu of taxes, and certain employee pension costs. Furthermore, the legislation allows municipalities to factor in the percent growth in taxable assessments and apply that percent increase over the allowable cap. Therefore, the actual tax cap limit, as permitted under the law, will often be different than the 2% that is used to define the legislation. This year the CPI of 1.26% 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 .44%. 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 .72% to our allowable tax levy. Therefore, the allowable tax levy percent increase was determined to be the sum of the increases in the CPI, the growth factor, and the capital expenditures percentage or 2.42%. The proposed 2017-2018 budget requires a tax levy increase of 2.42%, therefore, the school district is at the allowable limit.

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

The Business Office completed two grant applications under the State and Municipal Facilities Program (SAM). Despite extensive delays on the part of the state to administer the grants, the district persisted and all paperwork and final applications were submitted in July. One grant was initiated in June 2015 for 2015-16 school in the amount of \$50,000 and provides funding for district wide security upgrades. A second grant was initiated in June 2016 for \$119,900 to fund various ADA and safety upgrades.

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

### ***Lydia Bellino, Assistant Superintendent for Curriculum and Instruction***

The Assistant Superintendent for Curriculum and Instruction works with the Superintendent and the District leadership team to implement the goals of the Cold Spring Harbor Board of Education and to ensure cohesive, inclusive, learner-centered instruction reflecting best practices.

All curricula are grounded in the NYS Learning Standards, a consistent set of expectations for what students should know and be able to do. Our goal is for all students to have access to the most effective instruction leading to attainment of these learning standards and on track for success in college, career, and citizenship.

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

During the 2016-2017 academic year, NYS Commissioner MaryEllen Elia established **New High Quality New York Standards** in ELA and Math. Following a two-year process of collaboration and input from local districts, educators, and parents, the new standards were posted and open for public comment on the site, AIMHighNY, and presented to the Board of Regents in May 2017. The standards were **renamed as the Next Generation Learning Standards for English Language Arts and Mathematics** and will be presented for adoption at the September 2017 meeting of the Board of Regents.

**The revisions in Mathematics** maintain the rigor of the standards by balancing the need for conceptual understanding, procedural skill and application. **The revisions in English Language Arts**, include modifying early grade learning standards, ensuring that standards address the needs of unique student populations, including Students with Disabilities and English Language Learners. Parallel to the Social Studies, Science, and Math standards, the new ELA standards include a document addressing **Practices that foster lifelong readers and writers**. In the new documents, **The Social Studies and Science standards are linked to the** Grades 6-12 Literacy in Social Studies and Science Standards.

To ensure a **successful implementation of the new standards**, the Commissioner has stated that the rollout strategy will ensure professional development and curriculum development prior to 2019 when students take new assessments that measure the standards.

### **New York State 3-8 ELA and Math Assessments**

When the Board of Regents moved forward with plans to shorten the ELA and Math assessments, Commissioner MaryEllen Elia acknowledged that one of the goals was to further reduce testing time for students.

Commissioner MaryEllen Elia also invited districts across the state to participate in writing content for the new assessments. During the 2016-17 year, Cold Spring Harbor staff participated in training and item-writing for the new ELA assessment. The inclusion of teachers in assessment development, rather than a third party, was part of the Commissioner's commitment when she was appointed.

### **The Every Student Succeeds Act (ESSA)**

ESSA, which replaced the federal No Child Left Behind Act, takes full effect in the 2017-18 school year. ESSA defines high-quality professional learning as sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Areas of emphasis in ESSA have already been addressed in our district through our CSH Professional Development Committee. The work of the committee on a Needs Assessment survey and revised mentoring and new teacher orientation, emphasized the growth of teacher leadership and a culture of learning.

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

The Board of Regents adopted the next generation of the New York State P-12 Science Learning Standard in December 2016. The Standards were developed by the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve. New York State has been a lead partner in the development of the Next Generation Science Standards.

The New York State Science Learning Standards represent a pedagogical shift, moving from a teacher-centered environment to a student-centered classroom featuring three-dimensional learning. Three-dimensional learning combines content with science and engineering practices and crosscutting concepts.

### **Professional Learning Opportunities**

At the elementary level, **Grades 5-7 science teachers** continued to engage in ongoing articulation of topics and units. Through the year, these science teachers have also participated in our district partnership with the DNA Learning Center who provide on-site instruction in each class. In the spring 2017, teachers from LHS and WSS met with the Assistant Superintendent for C&I and the coordinator of the DNALC to discuss and revise topics for each class and establish dates for the 2017-18 year. Teachers of Grades 5-6 and

special education teachers also attended workshops and conferences during 2016-17 focused on enhancing STEM instruction.

In the primary grades, a team visited the Gribbin Elementary School in Glen Cove to observe their K-2 STREAM program. This class is coupled with iPads used to research topics in the content areas of science or social studies as well as introduction to basic coding.

In CSH, initial implementation of the new science standards started with the purchase of SCIENCE 21, an integrated science curriculum from Putnam/Northern Westchester BOCES which also includes professional development. Extensive curriculum documents and lab kits were purchased for each K-1 class. The plan for transition in all grades will begin with the 2017-18 school year through a three-phase implementation plan outlined by SED.

### **Mathematics**

Elementary Math teachers continued to use the enVision Math Program and administer Regional Benchmark Common Assessments in Grades 3- 6 to ensure that students were meeting standards. Teachers at the primary level used *Exemplar* materials in learning centers and workstations for independent and collaborative work. Secondary teachers use the NYS Modules as well the curriculum materials developed by our CSH teachers.

Personalized learning opportunities continued in grades K-4 and were expanded for students in the area of mathematics in grade 5. The inclusion of eSpark in Grade 5 supported the work in the area of small group differentiated instruction allowing teachers to work flexibly with all their students and address the diverse level of understanding for different units of study in mathematics. Coordinated site-based visits and webinars with eSpark also supported students and teachers.

### **Professional Development**

Professional development work in the area of math at the elementary level also included focused workshops in December 2016 and January 2017.

In December, Educational Mathematics Curriculum consultant from Hofstra University, worked with teachers of Grades 2 -5. The focus was on the progression of Math concepts through the grade levels with an emphasis on differentiating for higher performing students. Grades 2 and 5 focused on place value, addition and subtraction with whole numbers and addition and subtraction with decimals. Grades 3 and 4 focused on multiplication and division.

In January, as part of our staff development half day, Brian Cohen worked with Math and Special Education teachers. The focus of the workshop was instructional design and

decisions that enable mathematical discussions most likely to increase student learning. Professional resources included the work of John Hattie and his research on Visible Learning. Brian Cohen, our presenter, 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 Assessments.

Hattie, J., Fisher, D., Frey, N., Gojak, L. M., Moore, S. D., & Mellman, W. (2016). *Visible Learning for Mathematics, Grades K-12: What Works Best to Optimize Student Learning*. Corwin Press.

At the secondary level, teachers attended conferences in the area of Algebra as well as technology conferences focused on Google Apps and Extensions for Math. Consultants from Instructure, Inc. for Canvas, provided a webinar as well as on-site professional development focused on the use of Canvas to support instruction in Math.

### **Math Curriculum Projects**

In support of curriculum revision and review, at the primary level, teachers created a fall and spring benchmark assessment in math for first grade. These data will be shared with teachers of Grade 2 in LHS and WSS to further inform differentiation of instruction in mathematics.

At the secondary level, Math teachers engaged in curriculum projects during the summer of 2016. Projects included realignment of Algebra 2 to the Common Core standards with advanced statistics lessons; Calculus APBC and AB to analyze AP Calculus exam student-generated responses for instructional improvement; redesign and resequence of Geometry Common Core modules; and curriculum development of basic topics and experiences in Statistics elective.

### **Social Studies - NYS K-12 Social Studies Framework**

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

### **Professional Development**

As noted in the goals on page 3 of this report, initial implementation of the new Social Studies standards was a goal in 2015-16. During 2016-17, our focus deepened through on-site workshops and conferences, emphasizing the development and differentiation of multiple sources and application of historical inquiries. Workshops were provided in the areas of questioning as it relates to the Inquiry Design of the new Social Studies C-3 Framework.

Elementary and secondary teachers attended the Long Island Council for Social Studies conference at Molloy College. Additionally, secondary teachers attended BOCES workshops focused on changes in assessments and Regents in Global History and Geography.

### **New Regents exam expected in Global History and Geography**

Regarding the new Regents exam expected in Global History and Geography, Commissioner Elia noted that the Board of Regents determined that 2018-2020 will be a transition period, providing time for implementation of the new framework. During this time, a Transition Regents Examination in Global History and Geography will be available, maintaining the current test design but only measuring content from the second year of the Global History and Geography course, approximately 1750 to present, reflecting the division articulated in the new Framework. The new Regents Exam in Global History and Geography II will be based on the NYS K–12 Social Studies Framework, with an Evidence-Centered Design (ECD) as its foundation. .

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

Chaired by the Assistant Superintendent for Curriculum and Instruction, the Professional Development Committee expanded this year to twenty-one members. The PDC initiates the planning for annual curriculum updates, revision, and development of new courses and curricula each year.

Through a Needs Assessment Survey, teachers provided feedback on professional development work and district goals. Results of the survey helped identify areas in which teachers requested further support. Teachers' responses when asked to rate staff development opportunities for the last three years (2014-2017), were very positive implications of the survey included continued professional development in the areas of data, differentiation, inquiry, and small group instruction.

The work of the PDC resulted in an expanded Mentoring Program & redesigned New Teacher Orientation Program that have been included in the 2017-18 Goals.

### **Jr HS - 1-1 Chromebook Initiative**

In addition to the summer support, professional development opportunities were provided through on- site consultants from Instructure, Inc. for Canvas, on-site support of BOCES consultant for instructional technology and Chromebooks, and our own teachers at the Jr/Sr High School.

Throughout the year with the focused professional development, the capacity of our teachers increased and by the conclusion of the school year, a cadre of teacher leaders emerged. These teacher leaders are now able to provide in-house staff development for staff on the use of

Canvas and the many tools included in Google suite. Our teacher-led Drop-in Labs continued throughout the year before and after school and through the summer 2017. (See also page 5 for Goals)

### **EDUCATIONAL FOUNDATION**

During the 2016-17 school year the district leadership submitted three grant proposals to the CSH Educational Foundation. The first proposal in August 2016 was for Phase 1. This funding made possible the purchase of Chromebooks with custom cases for every 7th grade student and their teachers on the first day of school in September 2016. Chromebooks were later distributed to each student for use at home and school in December 2016.

Throughout the year, two additional grant proposals were submitted to request funding for the district to complete Phase 2, providing Chromebooks for new incoming Grades 7th and 9th graders available in September 2017 and Phase 3 for students entering 7th, 11th, and 12th grades during the 2018-19 school year.

The generous support from the CSH Educational Foundation, enabled the District to launch the first two phases of our ongoing 1:1 computing model during the 2016-17 school year, with strategic plans for Phases 2 and 3 during the 2017-18 and 2018-19 school years.

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

All K-6 teachers follow the CSH Scope and Sequence with units of study teachers have adapted from Teacher's College Reading Writing Project. Each grade level has a designated pacing calendar that corresponds to the scope and sequence of topics in reading and writing that is revisited annually with all teachers K-6. Topics and genres in each unit of study are highlighted in the individual school reports in this document.

As noted in LHS and WSS reports in this document, the District continued our affiliation with Teachers College and participated in on-site support from staff developers. These opportunities provided time for teachers to meet together for learning and planning five times through the year. On these days, teachers at each grade level worked collaboratively in classrooms with students. These classroom demonstrations included unit content as well as the integration of digital tools for instruction such as Infographics and Padlet. With professional books purchased for all teachers and online materials, teachers have access to a multitude of resources for the teaching of reading and writing.

Teachers from LHS and WSS continued their participation in a TC collegial circle including teachers from Jericho, Great Neck, Hewlett, Amityville, North Shore, and Hauppauge School Districts.

### **Goosehill Primary School:**

In addition to the work with Teachers College, kindergarten teachers at Goosehill Primary School received in-classroom professional development focused on Guided Reading practices and small group work. This was supported through our BOCES affiliation.

### **Conferences:**

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

- National Blue Ribbon Conference
- Leadership members attended Association for Curriculum Development (ASCD) conference on Teaching Excellence
- Long Island Council for Social Studies
- FLACS World Language Conference
- Council for Exceptional Children (CEC) Convention

Additionally, teachers attended seventeen conferences related to G Suite, Google Tools, Apps, and Extensions. Three Sr. High School teachers also visited Google offices in NYC.

### **The District Data Team**

The team meets each year to create a District Assessment Calendar, a roadmap that ensures time for feedback and analysis of assessments and instruction through the year. As noted in the LHS and WSS sections of this Report, an assessment calendar was distributed to teachers, providing a unified framework for the administration of literacy assessments across the elementary schools. Noted on this calendar is the Degrees of Reading Power (DRP) assessment. The online version, piloted Grades 5-6, provided students the experience of working with a computer based test, a current choice for our State assessments. Although districts can choose paper-based or computer-based methods of assessment, Cold Spring Harbor has not participated in Computer Based testing (CBT). Many Assistant Superintendents for Curriculum & Instruction in our Western Suffolk BOCES region have chosen to wait until further clarity related to the technical system and the scoring is provided by the State Education Department.

### **Consortium Memberships**

As in past years, Social Studies, Science, and Math Consortium Memberships were continued for our district leaders to obtain the latest information in their fields and to network with fellow supervisors.



### **APPR**

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

Throughout the year, the Assistant Superintendent for Curriculum and Instruction provided information to teachers and administrators regarding the implementation of the District's Annual Professional Performance Review plan.

As identified in the Commissioner's Regulations, Subpart 30-2.9, the Assistant Superintendent for Curriculum and Instruction organized the required Annual Lead Evaluator training in the summer of 2016.

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

***Denise Campbell, Executive Director***

The 2016-2017 school year continued to create opportunities for enriched student learning in the academic, social, and emotional domains as well as an enhancement of programs through professional growth and learning with our dedicated staff.

Our social emotional wellness program has continued to support our students both in and out of the classroom. On the elementary level, school psychologists and social workers have pushed into classrooms discussing topics such as: DASA, resiliency, mindfulness, empathy/altruism, dealing with anxiety, dealing with conflicts and being an upstander. In addition, peer mentor programs continue to be a fixture at each building, including new initiatives within these programs including the Buddy Bench at Goosehill and The Den in Lloyd Harbor. We continue to explore ways to create safe zones for students in our school buildings, in an attempt to support an increased feeling of acceptance. We continue to utilize and educate students with the RULER approach, and have students building charters with their teacher and peers up into the Junior High School level. We look forward to the continued enhancement of the teacher-student mentoring program as well as new potential collaborations with outside agencies and community members to continue to tackle the topics of DASA and Good Decision Making.

In the area of professional development, special education and student services faculty members attended many different trainings and conferences to enhance their craft and expose them to new strategies when encountering students with challenging needs. Many teachers and support staff members went to conferences as teams in order to turn-key the information and help support each other with implementation strategies and follow-through. These opportunities included working with Teachers College, Self-Regulation, Executive Function, Mindfulness and Resiliency Consortium, DASA Training, Google Docs

and Apps in the classroom, CEC National Conference and the National Blue Ribbon Conference.

The primary and elementary schools have continued to augment strategies and programs to help our students. Our teachers have been creative in exploring alternative and flexible program options in order to maximize our students mainstream classroom experience in response to increased demands placed on student learning. Teachers have worked collaboratively to support these flexible options which has shown great success for the students. In addition, teachers have worked on not only being flexible with program delivery options, but with alternatives for students in the classroom itself. Through enhanced furniture and technology options, students now have a choice in their seating not only in their support classrooms, but in some mainstream classes as well. Teachers will continue to think outside the box and provide opportunities to meet student needs in their classroom settings.

In the high school, our vocational program has reached new heights. In addition to new partnerships in the community including Wild by Nature, we also had the grand opening of our morning Coffee Shop, run by our vocational classroom students. Every Tuesday morning, students serve teachers coffee, scones, and healthy alternatives. This program has helped our students learn not only the vocational skills of taking inventory, handling money, and the set-up and break-down of a store, but the soft skills of customer service interaction and work place appearance and protocols. We are looking forward to the continued enhancement of this program in the 2017-2018 school year. Teacher partnerships have also continued to have great success with our co-teaching classroom options. We are continually looking at new areas in order to support our students in the mainstream setting and will be including an Algebra 2 co-teach class in the 2017-2018 school year. 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.

SEPTA not only increased their activity in the 2016-2017 school year, but they changed their designated classification and are now SEPTO (Special Education Parent Teacher Organization). Through continued collaboration with the school district, SEPTO supported the homework and friendship clubs at the elementary level and offered numerous workshops to support parent knowledge on key hot topics. These topics included *What You Need to Know About Special Education, Homework Strategies, Social Media and your Children, and Executive Functioning*. Successful fundraisers included their annual movie event as well as a "Taste of the Town" evening. These fundraising opportunities helped to support Teacher Wish List purchases, including some of the flexible seating options mentioned above. We continue to expect and are excited about increased initiatives from SEPTO in the upcoming year.

## **D. Technology**

***John Contess, Director***

This has been a highly productive year in the area of technology as it impacts our educational program and management of data. The following represents some of the highlights accomplished this past year:

- Implementation of our Chromebook 1:1 initiative with grade 7 students utilizing the devices on a regular basis since September, then taking the devices home since December. Our grade 8 students then made use of the devices in the classroom from December to June.
  - Significant professional development was provided to our teaching staff over the course of the summer and school year in order to support their use of the Chromebooks, Google Apps for Education (GAPE) and Canvas, our Learning Management System (LMS).
  - Use of Canvas by our teachers and students increased exponentially with the renewed emphasis on the importance of this LMS to our teaching and learning approach at the Jr/Sr High School.
  - Efforts were made to increase our bandwidth, given the increased number and use of 1:1 devices in our school.
  - Upgrades to our network and Wi-Fi systems were completed utilizing funds from the Smart Schools Bond Act.
  - Systems for the repair of Chromebooks were implemented, making use of the high school library for that purpose.
  - Presentation by teachers, building leaders, Assistant Superintendent for Curriculum & Instruction at the annual ASSET technology conference with a workshop entitled, “Getting Your 1:1 Program Off the Ground” which provided teachers and leaders from other districts with a roadmap to a successful 1:1 implementation.
- Implemented Destiny Resource manager to track the distribution of Chromebooks to students as well as to ensure the return of devices when required.
- Sought support from the CSH Educational Foundation who generously funded the cost of Chromebooks for students as well as numerous cars to foster a smooth transition to this new instructional model.
- Conversion of our school lunch program from Horizon to Nutrikids in order to facilitate the entire purchase of food with a better on-line system.
- Upgrade of our Finance Manager system to track purchases, process payroll, etc. that will further our district’s ability to ensure proper procedures in these areas.
- Single Sign-On (SSO) was completed, allowing students to sign-on to multiple programs (Canvas, Achieve 3000, Google, Castle Learning, etc.).

- Enhanced web-site with pictures of students and updated stories highlighting school events and accomplishments of our students.
- Student e-mail accounts provided to our students for use communicating with peers and teachers. This intranet system is expandable for specific web addresses and more should the district look to move in that direction.
- Implementation of a Secure Message Center which encrypts sensitive emails, or those including confidential information, so that their security is greater than is typical.
- Appointment of a new leader to our technology efforts under the title of Executive Director of Instructional and Administrative Technology.

We are looking forward in the 2017-18 school year to continued progress in these areas as we look to enhance our instructional and administrative use of computer technology.

## **E. Food Services**

***Gerri Tiger, Director***

The Nutrition Department had another great year. Our funds once again allow us to complete equipment repairs and make required purchases. These include replacing the High School walk-in refrigerator floor and the walk-in freezer door as well as changing the Goosehill walk-in refrigerator cooling system from water fed to an external unit. At the end of this school year, our high school will get two new salad/deli bars, a second new Panini grill and new double stack ovens will be installed. Goosehill will have a new self-service milk cooler and West Side will have a new double door freezer. All schools will be restocked with daily utensils, cooking and serving equipment.

A portion of the funds we have accrued have also gone directly to our students. This was our first year of serving only grass fed antibiotic free ground 100% beef hamburgers to the students which were a major hit. After meeting with parents several times regarding requests, we have added turkey hot dogs to our menu, which are organic, antibiotic and hormone free. They have been on the menu once a month for most of the year and clearly another student favorite. In collaboration with the nutrition committee, I am still working on locating some organic chicken products that will meet the USDA guidelines for fat, sodium and calories.

Every year, for the past 7 years, the USDA has issued new levels for our nutritional standards for school meals and snacks. Due to the change in administration, many of the new limits for the 2017-2018 school year have been put on hold until further studies are done to determine how standards may impact the amount of students that will still purchase meals. Our district

will continue to serve foods that meet the current standards, along with offering fresh fruits and vegetables that exceed the recommendations.

Our district is part of the Long Island School Nutrition Director's Association, Cooperative Buying Group. Every year this group bids on over 5000 items which meet USDA guidelines. In addition, for the next school year, we will be going forward with a fresh fruit and produce bid. Being part of this group and process helps guarantee the quality and cost of what we serve in our district. Hopefully, this will also lead to more "farm to school" menu items.

On the lighter, fun side, the elementary schools kept up some of their traditions and started some new ones. West Side had another successful tomato harvest which included the parents serving the sauce and fresh bread. The Lloyd Harbor sixth graders had a special class of 2017 lunch on May 17<sup>th</sup>. The menu even included hero's in the shape of 2017.

As always, my team and I are available to talk about any questions or suggestions that you might have. Best wishes for a great summer and I am looking forward to a successful 2017-18 school year.

## **F. Buildings and Grounds**

### ***Mark Margolis, Director***

The 2016-2017 school year was a busy capital projects year for Cold Spring Harbor. Work started long before the summer. The architect delivered his proposed plans in the fall, which were reviewed by district personnel and then sent to Albany for approval by NYSED Office of Facilities Planning. During the winter and early spring, we developed and awarded bids; and created purchase orders to ensure our favorable placement in the contractors' construction schedules for the year.

During the previous year we received new regulations regarding Carbon Monoxide Detectors and Lead in Drinking water regulations

- There was not one instance of alarm, false or otherwise, from any CO Detector.
- Able to comply with the Lead in Drinking Water restrictions with minimal immediate budget impact and we will continue to address those water outlets, not typically used for drinking, on a "as budgets will support" basis, replacing as much hardware as we can afford each year.

Our Capital Reserve construction projects continue to address building conditions, program changes, building usage changes, maintenance of operations, improved comfort levels as

well as some longstanding systems failures. During the 2016-17 school year, the following projects were completed:

- Resurfacing of the running track
- Refinishing of the Field House floor
- Renovation of 2 science classrooms at the Jr/ Sr High School
- Renovation of 2 faculty bathrooms at the Jr/Sr High School
- Continued replacement of old, worn-out classroom casework
- Replacement of the air-conditioning in the Guidance Offices at the Jr/Sr High School
- Replacement of the steam heating equipment at West Side School

The list of current, ongoing and in development capital projects is long and the list of prospective projects as proposed by the architect's building condition survey, principals and day to day operations continues to be addressed. We and the contractors have had to learn to deal with unforeseen conditions, that now been corrected.

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

## **APPENDIX A**

### **STUDENT ACHIEVEMENT DATA**

**COLD SPRING HARBOR SCHOOL DISTRICT**

**State Testing Results**

**Comparison of Results 2012 through 2017**

	<b><u>2012</u></b>	<b><u>2013*</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>
<b>ELA –Grade 3</b>	<b>79</b>	<b>59</b>	<b>47</b>	<b>44</b>	<b>67</b>	<b>75</b>
<b>ELA – Grade 4</b>	<b>85</b>	<b>52</b>	<b>55</b>	<b>57</b>	<b>67</b>	<b>68</b>
<b>ELA – Grade 5</b>	<b>85</b>	<b>54</b>	<b>51</b>	<b>52</b>	<b>45</b>	<b>58</b>
<b>ELA – Grade 6</b>	<b>82</b>	<b>59</b>	<b>48</b>	<b>50</b>	<b>65</b>	<b>58</b>
<b>ELA – Grade 7</b>	<b>81</b>	<b>47</b>	<b>57</b>	<b>56</b>	<b>58</b>	<b>69</b>
<b>ELA – Grade 8</b>	<b>82</b>	<b>61</b>	<b>56</b>	<b>72</b>	<b>75</b>	<b>68</b>
<b>Math –Grade 3</b>	<b>84</b>	<b>59</b>	<b>61</b>	<b>63</b>	<b>78</b>	<b>77</b>
<b>Math – Grade 4</b>	<b>89</b>	<b>63</b>	<b>70</b>	<b>74</b>	<b>76</b>	<b>79</b>
<b>Math – Grade 5</b>	<b>87</b>	<b>50</b>	<b>62</b>	<b>65</b>	<b>67</b>	<b>75</b>
<b>Math – Grade 6</b>	<b>89</b>	<b>55</b>	<b>72</b>	<b>82</b>	<b>84</b>	<b>81</b>
<b>Math – Grade 7</b>	<b>92</b>	<b>45</b>	<b>69</b>	<b>69</b>	<b>67</b>	<b>79</b>
<b>Math – Grade 8</b>	<b>88</b>	<b>54</b>	<b>24**</b>	<b>20**</b>	<b>23**</b>	<b>18**</b>

\* 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**

**2012 - 2017**

<b><u>DISCIPLINE</u></b>	<b><u>Number Tested</u></b>						<b><u>Percentage Passed</u></b>						<b><u>Percentage Mastery*</u></b>					
	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>
Comp. English	165	170	153	158	161	157	98	98	100	100	100	98	70	82	69	84.48	88	85
Integrated Algebra	168	197	162				99	98	99				52	60	73			
Common Core Algebra 1 \$			164	170	172	146			98	97	99	100			18	27	59	60
Geometry	156	171	186	155			95	94	95	98			46	47	58	51		
Common Core Geometry #				153	166	177				93	92	94				29	33	27
Algebra 2/Trig.^	166	145	163	161	141		92	93	90	92	91		63	57	58	48	65	
Algebra 2 CC^					139	161					86	93					1	32
Biology(Living Environment)@	345	269	205	201	167	157	100	99	99	100	99	97	77	63	72	82	66	66
Chemistry	145	180	138	109	121	159	99	98	97	89	98	99	34	34	36	11+	43	50
Earth Science	0	93	145	171	177	153		99	97	98	97	97		48	60	64	77	86
Physics	103	121	158	109	66-	40Δ	75	92	87	88	85	88	40	37	41	44	15	23
Global Studies	169	151	160	165	157	182	99	97	99	96	98	95	67	58	79	78	69	73
U.S. History & Govt.	162	170	154	168	158	158	99	99	99	100	99	99	77	78	88	82	87	84

\*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 chose 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 2017

<u>Grade Range</u>	<u>Number of Students</u>	<u>Percent</u>
100	2	1.3%
91-99	86	54.8%
81-90	54	34.4%
71-80	10	6.4%
65-70	2	1.3%
Below 65%	3	1.9%
Total	157	100%
<b>Mastery Level (85-100%)</b>	141	87.6%

**Statistical/Academic Comparison  
of the Classes  
(2012 through 2017)**

## CLASS PROFILES

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Students	168	164	170	155	158	168
Average GPA	3.419	3.372	3.415	3.448	3.566	3.527
Average SAT 1600	1211	1177	1192	1174	1217	1251
Average SAT 2400	1810	1772	1787	1762	1834	1869
Average ACT	27	26	27	26	27	28
Submitted Applications	1214	1220	1368	1241	1275	1258
Applications per Student	7.2	7.4	8	8	8.1	7.5

# Summary Data for Net Applications (2017)

## CLASS OF 2017: Application Outcome Summary

*Note: Withdraw indicates that the application was withdrawn before the college was able to render a decision.*

<b>College</b>	<b>Withdraw</b>	<b>Net apply</b>	<b>Accept</b>	<b>Attend</b>	<b>Deny</b>	<b>Waitlist</b>
Adelphi University	0	3	3	1	0	0
The University of Alabama	1	4	4	0	0	0
American University	0	9	7	1	1	0
The American University of Paris	0	1	1	0	0	0
Amherst College	1	2	1	0	1	0
Arizona State University	0	2	2	2	0	0
The University of Arizona	0	2	2	1	0	0
Babson College	0	2	0	0	1	1
Bard College	0	2	2	0	0	0
Barnard College	0	1	0	0	1	0
Baruch College of the CUNY	0	5	5	2	0	0
Bates College	1	1	1	1	0	0
Baylor University	0	3	3	0	0	0
Bentley University	1	7	6	2	1	0
Binghamton University	3	34	26	2	7	2
Bloomsburg University of Pennsylvania	0	2	2	0	0	0
Boston College	3	29	14	3	11	6
Boston University	0	22	10	3	11	2
Bowdoin College	1	0	0	0	0	0
Brandeis University	0	4	3	1	1	0
Brooklyn College of the CUNY	0	1	1	0	0	0
Brown University	0	10	1	0	9	0
Bryant University	0	4	4	0	0	0
Bucknell University	2	16	8	3	5	3
California Institute of Technology	0	1	0	0	1	0
California Polytechnic State University	0	1	1	0	0	0
University of California, Berkeley	0	4	2	2	2	1
University of California, Davis	0	1	1	0	0	0
University of California, Irvine	0	1	1	0	0	0
University of California, Los Angeles	0	4	3	2	1	0
University of California, San Diego	0	3	3	1	0	1
University of California, Santa Barbara	1	4	1	0	3	0
Carnegie Mellon University	0	9	3	1	6	2
Case Western Reserve University	0	5	4	0	1	0
The Catholic University of America	0	4	4	0	0	0
University of Central Florida	1	0	0	0	0	0
College of Charleston	1	8	8	0	0	1
University of Chicago	0	3	1	1	1	1
Claremont McKenna College	0	2	0	0	2	1
Clark University	0	1	1	0	0	0
Clemson University	1	15	6	0	6	4
Coastal Carolina University	0	3	3	0	0	0
Colby College	1	0	0	0	0	0

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<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
Colgate University	2	5	2	0	1	2
University of Colorado at Boulder	0	7	6	0	0	0
Columbia University	0	10	3	1	5	1
Connecticut College	0	2	2	0	0	0
University of Connecticut	0	11	7	0	3	2
Cornell University	1	16	4	2	8	3
Curry College	0	1	1	1	0	0
Dartmouth College	0	9	3	3	5	1
University of Dayton	0	3	3	2	0	0
University of Delaware	0	22	19	6	3	0
University of Denver	0	1	0	0	1	0
Dickinson College	0	2	1	0	0	0
Drexel University	0	4	4	0	0	0
Duke University	1	13	2	1	10	2
Duquesne University	0	1	1	1	0	0
Eckerd College	0	1	1	1	0	0
Elon University	3	12	12	3	0	1
Emerson College	0	2	2	0	0	0
Emory University	0	4	3	2	1	0
Fairfield University	1	25	22	5	0	3
Farmingdale State College	0	5	3	0	1	0
Fashion Institute of Technology	0	3	1	1	1	1
Five Towns College	0	1	1	1	0	0
Flagler College	1	0	0	0	0	0
Florida Atlantic University	0	3	2	0	0	0
Florida Gulf Coast University	0	2	0	0	1	0
Florida Southern College	0	1	1	0	0	0
Florida State College at Jacksonville	0	1	1	1	0	0
Florida State University	1	3	1	0	1	0
University of Florida	1	10	5	1	4	0
Fordham University	1	20	7	1	4	9
Franklin & Marshall College	1	5	5	1	0	1
Furman University	1	1	0	0	1	0
The George Washington University	0	12	9	4	2	1
Georgetown University	1	10	3	1	6	2
Georgia Institute of Technology	1	4	0	0	4	0
The University of Georgia	1	6	4	0	2	0
Gettysburg College	2	5	5	0	0	0
Hamilton College - NY	1	0	0	0	0	0
Harvard University	0	12	0	0	9	3
Haverford College	0	2	2	1	0	1
University of Hawaii at Manoa	0	1	1	0	0	0
Hawaii Pacific University	0	1	1	0	0	0

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<b>College</b>	<b>Withdraw</b>	<b>Net apply</b>	<b>Accept</b>	<b>Attend</b>	<b>Deny</b>	<b>Waitlist</b>
High Point University	2	9	9	1	0	0
Hobart and William Smith Colleges	0	2	2	0	0	0
Hofstra University	1	4	4	0	0	0
College of the Holy Cross	0	1	0	0	1	0
Hunter College of the CUNY	0	4	4	0	0	0
University of Illinois at Urbana-Champaign	0	2	1	0	1	0
Indiana University at Bloomington	1	10	10	1	0	0
Institut Paul Bocuse	0	1	1	1	0	0
Ithaca College	0	1	1	0	0	0
James Madison University	1	11	9	0	0	0
John Cabot University	0	1	1	0	0	0
John Jay College of Criminal Justice of the CUNY	0	2	2	0	0	0
Johns Hopkins University	0	3	0	0	3	0
Johnson & Wales University (North Miami)	0	1	1	0	0	0
University of Kansas	0	1	1	1	0	0
Keiser University - Fort Lauderdale	0	1	0	0	0	0
University of Kentucky	0	2	1	0	0	0
Lafayette College	0	3	2	0	1	1
Lehigh University	2	15	3	2	7	6
Lesley University	0	1	0	0	1	0
LIM College	0	1	1	1	0	0
Limestone College	0	1	1	1	0	0
Long Island University, Brooklyn	0	1	1	0	0	0
Long Island University, Post	0	3	3	0	0	0
University of Louisville	0	1	1	0	0	0
Loyola Marymount University	0	1	1	0	0	0
Loyola University Maryland	0	12	12	0	0	0
Lynn University	0	1	1	0	0	0
University of Maine	0	1	1	0	0	0
Manhattan College	0	4	4	2	0	0
Manhattanville College	0	2	2	0	0	0
Marist College	4	13	11	2	1	1
University of Mary Washington	0	1	1	0	0	0
University of Maryland, Eastern Shore	1	0	0	0	0	0
University of Maryland, Baltimore County	0	1	0	0	1	0
University of Maryland, College Park	2	17	10	1	5	1
University of Massachusetts Dartmouth	0	1	1	0	0	0
Massachusetts Institute of Technology	2	2	0	0	2	0
University of Massachusetts, Amherst	0	16	14	0	2	0
McGill University	0	2	0	0	2	0
Mercy College	0	1	1	0	0	0
Mercyhurst University	0	1	1	0	0	0
Miami University, Oxford	0	7	7	2	0	0



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<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
University of Miami	2	14	12	5	1	4
Michigan State University	0	3	3	0	0	0
University of Michigan	1	24	10	5	12	3
Middlebury College	3	0	0	0	0	1
Mitchell College	0	1	1	0	0	0
Monmouth University	0	1	1	0	0	0
Muhlenberg College	0	1	1	1	0	0
Nassau Community College	0	1	1	0	0	0
University of Nevada, Las Vegas	0	1	1	0	0	0
University of New Hampshire at Durham	0	4	3	1	1	0
University of New Orleans	0	1	1	0	0	0
New York University	1	12	6	3	5	4
The University of North Carolina at Chapel Hill	2	13	4	1	8	2
North Carolina State University	1	4	3	0	0	0
Northeastern University	1	23	15	2	7	0
Northwestern University	0	2	0	0	1	0
University of Notre Dame	0	11	4	2	6	0
Oberlin College of Arts and Sciences	1	0	0	0	0	0
Ohio Wesleyan University	0	1	1	0	0	0
Old Dominion University	0	1	0	0	0	0
University of Oregon	0	2	2	0	0	0
Oxford College of Emory University	0	1	0	0	1	0
Pace University, New York City	0	6	5	0	0	1
Pace University, Westchester Campus	0	3	2	1	0	1
Pennsylvania State University	1	16	14	2	1	1
University of Pennsylvania	0	12	2	0	10	0
Pepperdine University	0	2	0	0	1	1
University of Pittsburgh	0	5	5	0	0	0
Pomona College	0	1	0	0	1	0
Pratt Institute	0	2	1	0	0	1
Princeton University	0	9	1	1	8	0
Providence College	0	18	11	2	5	5
Purchase College State University of New York	0	2	2	0	0	0
Purdue University	0	4	4	0	0	0
Quinnipiac University	0	14	13	1	0	0
Rensselaer Polytechnic Institute	0	2	2	1	0	0
Rhode Island School of Design	0	1	1	1	0	0
University of Rhode Island	0	3	1	0	0	1
Rice University	0	4	2	1	2	0
University of Richmond	2	6	2	1	3	2
Rider University	0	1	1	0	0	0
Roanoke College	0	1	1	0	0	0
Rochester Institute of Technology	0	1	1	1	0	0

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College	Withdraw	Net apply	Accept	Attend	Deny	Waitlist
University of Rochester	0	4	3	0	1	1
Roger Williams University	0	1	1	0	0	0
Rollins College	2	4	4	1	0	0
Rutgers University-New Brunswick	0	3	2	0	0	0
Sacred Heart University	1	9	7	0	2	0
San Diego State University	0	1	1	0	0	0
University of San Diego	1	0	0	0	0	1
School of Visual Arts	0	1	1	0	0	0
The University of Scranton	0	4	3	0	1	0
Seton Hall University	0	1	1	0	0	0
Siena College	0	1	1	0	0	0
Simmons College	0	1	1	1	0	0
Skidmore College	0	4	2	1	1	1
Smith College	0	1	1	1	0	0
University of South Carolina	2	7	7	3	0	0
University of Southern California	1	16	5	1	11	0
Southern Methodist University	0	6	5	0	1	1
St. Francis College	0	1	1	1	0	0
St. John's University - Queens Campus	0	3	3	0	0	0
St. Lawrence University	0	1	1	1	0	0
Stanford University	0	4	0	0	4	0
State University of New York - Plattsburgh	0	8	7	2	1	0
State University of New York at Albany	1	9	9	1	0	0
State University of New York at New Paltz	0	3	2	0	1	0
Stetson University	0	1	1	0	0	0
Stevens Institute of Technology	0	3	2	1	0	0
Stonehill College	0	1	1	0	0	0
Stony Brook University	2	7	5	2	2	0
Suffolk County Community College	0	2	2	1	0	0
SUNY Alfred State College	0	1	1	0	0	0
SUNY Buffalo State College	0	1	1	0	0	0
SUNY College at Cortland	1	8	6	0	2	0
SUNY College at Geneseo	1	11	11	2	0	0
SUNY College at Old Westbury	0	1	0	0	1	0
SUNY College at Oneonta	0	7	6	1	1	0
SUNY College at Potsdam	0	4	4	0	0	0
SUNY College of Technology at Canton	0	1	1	0	0	0
SUNY Fredonia	0	1	1	0	0	0
SUNY Maritime College	0	1	1	0	0	0
SUNY Oswego	0	6	5	0	1	0
Susquehanna University	0	1	1	0	0	0
Swarthmore College	0	2	0	0	2	0
Syracuse University	0	10	6	0	2	2

## CLASS OF 2017: Application Outcome Summary

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<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 Tampa	0	3	2	1	0	0
Temple University	1	3	3	0	0	0
Texas Tech University	0	1	1	0	0	0
The University of Texas, Austin	2	7	2	0	4	0
The American University of Rome	0	1	1	1	0	0
The New School - All Divisions	0	4	3	0	0	0
The Ohio State University	0	4	1	0	1	1
Towson University	0	1	1	0	0	0
Trinity College	0	1	1	1	0	0
Tufts University	0	2	0	0	2	0
Tulane University	3	25	11	4	12	8
Union College (New York)	1	1	1	1	0	0
United States Coast Guard Academy	0	1	0	0	1	0
United States Naval Academy	0	1	0	0	0	0
University at Buffalo (SUNY)	0	6	6	0	0	0
University of Oxford	0	1	0	0	1	0
University of St Andrews	0	1	1	0	0	0
UNSW Australia	0	1	1	0	0	0
Vanderbilt University	0	9	2	1	3	4
Vassar College	0	2	1	1	1	0
University of Vermont	0	6	2	0	3	2
Villanova University	1	32	19	3	9	5
Virginia Tech	0	3	3	0	0	0
University of Virginia	6	26	14	3	9	5
Wake Forest University	1	5	1	1	2	4
Washington and Lee University	0	1	1	1	0	0
Washington College	0	1	1	0	0	0
Washington University in St. Louis	1	10	1	1	6	5
University of Washington	0	1	0	0	1	0
Webb Institute	0	1	1	1	0	1
Wellesley College	0	1	0	0	1	0
Wesleyan University	0	7	3	1	3	1
Widener University	0	1	0	0	0	0
College of William and Mary	0	5	0	0	4	1
Williams College	0	2	0	0	1	1
University of Wisconsin, Madison	2	14	11	3	2	1
Worcester Polytechnic Institute	0	2	1	0	0	1
Yale University	0	9	1	1	8	0
York College of Pennsylvania	0	1	0	0	0	0

## **APPENDIX B**

### **DISTRICT NEWSLETTERS**

# COLD SPRING HARBOR



VOLUME 40, NUMBER 1

## A REPORT ON OUR SCHOOLS

FALL 2016

### 1:1 Chromebook Initiative



Last October began the process of setting a goal “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.” The term 1:1 very simply means that each student has their own computer device or tablet. But a meaningful 1:1 experience is much more than just technology. It requires utilizing that technology to its fullest extent so that it becomes a tool of effective teaching and learning and not just an expensive substitute for a notebook and pencil. To achieve a truly successful 1:1 initiative we need to ensure that the widespread use of technology is guided by innovative approaches to teaching, that promote critical thinking and collaboration.

In August of 2016, the Board of Education accepted the generous donation from the Cold Spring Harbor Educational Foundation in the amount of \$100,904 for the purpose of purchasing Chromebooks, cases, and carts for the 1:1 technology pilot initiative beginning fall of the 2016-2017 school year. In order for the roll-out to be the most effective, a three-year plan was set into place after careful planning and thoughtful discussion with administration, the Board of Education, educators in other districts, and the 1:1 Committee. The objective is not to rush the process, but rather



roll it out in a thoughtful manner that supports long term sustainability. First and foremost, teacher staff development has been a priority since last year, continuing over the summer and throughout the year in *Canvas* and *Google Docs*. *Canvas* is a Learning Management System (LMS) that brings all the K-12 classroom tools together. It is a program used by all of the Ivy League schools, and numerous other top tier colleges as well. And, even though the program begins with 7th graders using Chromebook carts in the classroom this fall, all students at the Jr./Sr. High will be introduced to *Canvas* and how to use it within the next three years.

#### Cold Spring Harbor Central School District 1:1 Implementation Timeline 2016-2019

Grade	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019
7	In-Class	1:1	
8		In-Class	1:1
9			1:1
10			
11			
12			



By this December, the 7th graders will be allowed to take their own Chromebook home as a work tool, and the “classroom carts” will then become available to the 8th grade classes. By September of 2017, the incoming 7th, 8th, and 9th grades will all have 1:1 Chromebook devices of their own, and the classroom carts will continue to be placed in other grades until eventually, after three years, students in every grade will have their own device by the fall of 2018. CSHSD is quite fortunate, in that our Superintendent of Schools, Robert C. Fenter, implemented 1:1 technology in his former district, and is excited to do the same in CSH. He shared, “Our students will be better prepared to achieve success in a world where they will be expected to function in global, technology-based, and collaborative learning work environments. Thank you to the Board of Education, the CSH Educational Foundation, the 1:1 implementation committee under the leadership of Jay Matuk, our teachers, and our entire technology and leadership team for their commitment to this important work.” □

*Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .*

## National Merit Scholarship Program



Congratulations to the following students for being named “commended” and “semi-finalists” in the 2017 National Merit Scholarship Program. During the fall of their junior year, students across the nation take the PSAT, and the top scores are then established. The National Merit Scholarship Program, dating back to 1955, holds an annual academic competition identifying and honoring these high school students in the U.S. through recognition and college scholarships. Less than 3% of the 1.6 million students who take this test will become a recipient of the awarded *Letters of Commendation*. Ten of our students received the honor of Commended status: **Justin Antolin, Robert Becker, Ryan Burns, Niall Coffey, Mikayla Hubner, Sarah Hubner, Thomas Jackson, Peter Markotsis, Julianne Russo, and Owen Toomey**. Less than 1% of participants advance as semi-finalists, and five of our students received this distinguished recognition at the high school: **Benjamin Basil, Ezra Brody, Alec Israeli, Katherine Northacker, and William Reed**. Superintendent, Robert C. Fenter shared, “We are very proud of our National Merit Scholarship winners, for this distinction recognizes the hard work and commitment of our students, the support they have received from their parents and teachers, as well as the community support for our fine schools.” Congratulations to all! □



(Superintendent, Robert C. Fenter, Music Teacher, Tim Jenks, Ryan McLaughlin, Alec Israeli, Erwin Li, Harrison Cohen, Catherine Khanamirian, Board of Education President, Amy Brogan and K-12 Music Chairperson, Brent Chiarello.)

- **All-State Honors Ensembles:** In September the Board of Education honored five music students; **Harrison Cohen** and **Catherine Khanamirian** were selected for All-State Mixed Chorus. **Ryan McLaughlin** was selected for All-State for trumpet, **Alec Israeli** was selected as an All-State Alternate for jazz piano, and Erwin Li was selected to the NYSMMA Piano Showcase (only 12 in the state are chosen). Harrison, Catherine, and Ryan will perform at the All-State Conference in Rochester this December. This is one of the highest accolades a high school music student can achieve. Congratulations to our students and their teachers, for their guidance and support. □

## Denise Campbell Appointment

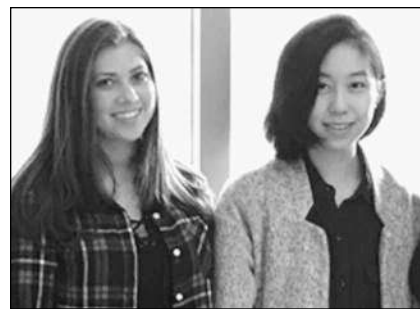
*Assistant Superintendent for Student Services & Human Resources*

At the July 12, 2016 Board of Education meeting Ms. Denise Campbell was appointed to the position of Assistant Superintendent for



Student Services & Human Resources. Superintendent, Robert C. Fenter, shared, “The combination of Ms. Campbell’s talents along

with her extensive preparation for this position will serve as a sound foundation for the next successful stage of her professional career. I look forward to working closely with Ms. Campbell to provide her with support and guidance as she continues this journey.” Congratulations to Ms. Campbell on her new role. □



- **Long Island Art Alliance “Arts Scholar-Artist Award”:** The class of 2016-2017 CSHHS winner for visual arts was **Ava Xu**. The program recognizes students judged to be “the best of the best” on Long Island in both academics and in the arts. In addition, the Award of Merit winner was **Theodora Siegel** for music. This event was held on September 8th in cooperation with Newsday, at Half Hollow Hills High School East.



## A Message from the Superintendent...

Dear Community Member:

Over the past three months I have had the opportunity to learn about the wonderful history, people, and schools of the Cold Spring Harbor community. During that time, I have met with school leaders, teachers, parents, students, political representatives, and a host of others, all of whom speak about the



importance and value of the Cold Spring Harbor schools in their lives and the lives of their children. I am very proud to have been selected as the tenth Superintendent for the Cold Spring Harbor Central School District and look forward to honoring the tradition of excellence and enhancing what is already an outstanding school district.

As part of my efforts to get to know more about the schools and staff in our district, I have established a residency program in which I spend an entire day in each of our four school buildings. During these visits, I spend time in classrooms, talk to leaders, teachers, and support staff, and gain an understanding of the cultures and workings of our schools. In my most recent residency, at the Jr./Sr. High School, I was able to see first-hand the instruction, programs, and facilities that our students enjoy on a daily basis. I look forward to continuing these visits and know that my increased knowledge of our school district will assist me in making a positive impact on the programs that we offer to our students.

As you may be aware, one of my most important responsibilities as Superintendent is to assist the Board of Education in the establishment of goals for the upcoming school year. This year, as in the past, our district goals reflect the areas of instruction, technology, facilities, health and wellness, and finance. In the area of instruction, we look to promote greater student 'voice and choice' in our instruction as a means of supporting student learning and engagement. In the area of technology, we will be building upon work done last year by our leaders and teachers by launching a Chromebook initiative at the Jr./Sr. High School. This initiative will support collaborative and student-centered learning experiences in our classrooms while helping to prepare our students for their future college and career experiences. In the area of facilities, you will see that the Board of Education is exploring the possibility of the construction of a Physical Education and Wellness Center. This facility, if approved, will provide all students at the Jr./Sr. High school with a facility that will support a healthy lifestyle, provide an optimal setting for course offerings such as dance, yoga, aerobics and others, while also helping to meet the needs of our student athletes.

Of course, all of our efforts to enhance our programs and facilities will occur while ensuring that we meet our district goal of long-term financial stability for many years to come. We are grateful to our partners at the Cold Spring Harbor Educational Foundation for their support of the Chromebook initiative as well as a number of other efforts that broaden and enhance the programs we offer our children. We are also grateful for the support of the many parent groups in our community for their efforts to support our programs and facilities. It is through relationships such as this that we can continue to expand offerings for our students while limiting the impact on our district's financial obligations, during a tax cap era.

As you continue to look through this newsletter, you will see the full listing of district goals for the coming year. I hope that you will agree after reading them, that these goals reflect a thoughtful and inspired beginning to a school year that proves to be productive and rewarding for all.

Wishing you the very best in the year ahead!  
Sincerely,

Robert C. Fenter  
*Superintendent of Schools*

## District Goals 2016-2017

### 1. Instruction

To provide students with "Voice and Choice" in all subject areas and grade levels in an effort to enhance the many efforts of our teaching staff to differentiate instruction for our students.

To further integrate the 'Inquiry Model' of instruction into the social studies program by providing students with opportunities to examine, analyze, and ultimately take action on issues that are of concern to our community, nation, and world.

### 2. Technology

To begin the implementation of a 1:1 computing model in all 7th grade classes and to expand the model to grades 8 and 9 by the start of the 2017/18 school year and to grades 10-12 by the start of the 2018/19 school year.

### 3. Health/Wellness/Safety

To reinforce the importance of social and emotional learning as a critical component of our district's efforts to ensure that our schools are inclusive and caring learning communities that are free from the impact of bullying or harassment.

### 4. Facilities

To address the needs of our physical education, wellness, and athletic programs by exploring the possibility of a bond referendum to construct a facility at the Jr./Sr. High School.

### 5. Finance

To assess the long term financial implications of the state imposed tax cap on the Cold Spring Harbor School District especially as it relates to possible CPI limits well below the allowable 2%.



## A Message from the Board...

Dear Residents:

I would like to take this opportunity to thank Dr. Wilansky who retired in July, for her eight years of service as Superintendent. Her tireless efforts and guidance were invaluable. I also want to welcome Mr. Robert C. Fenter as our 10th Superintendent of Schools. We are so excited to start this journey with him to continue the excellence of this district and to build on our successes.

This is the fifth year of the state imposed tax cap. Despite the limitations imposed by this cap, our community supported and successfully passed our school budget. It was through much planning and critical decision-making that we were able to present a balanced budget that contained no loss of programs or staff layoffs. In fact, we were able to include new course offerings, expand music instruction and, thanks to the generous donation of the Cold Spring Harbor Educational Foundation, bring the Coral Reef Project to the Jr./Sr. High School. At the elementary school level, we instituted the utilization of the electronic Grade Book. This will allow parents to view their children's grades on tests, assessments, and homework in real time.

District-wide, we continue to support social emotional learning. Through careful planning, we continue to review and prioritize the improvement and maintenance of district facilities in order to make the most of our capital expenditure dollars. We also have updated our Emergency Response Plan and provided training to our staff pursuant to new regulations adopted by the NYS Board of Regents. This provides reassurance to our community that the district has established guidelines and procedures to respond to threats and hazards efficiently and effectively.

Importantly, we continue to explore the use of technology to increase student engagement and academic achievement. In furtherance of this goal, and thanks to continued support and donated funding of the CSH Educational Foundation, a 1:1 Chromebook initiative will be implemented this year. In preparation for the roll out, our district leaders and 1:1 Committee have worked hard to develop a comprehensive plan to provide professional development to our teachers and staff to ensure successful implementation.

Finally, we are proud of the work done by our entire learning community, from administrators, to teachers, to support staff, to parents and to residents. It is this collaborative effort that brings success. Today's environment is challenging. But with challenge comes opportunity, and from opportunity come solutions and innovation. This year we must continue to strive to make what is good the best, and what was the best last year, even better. We invite you to visit the Board of Education section on the district website, and to attend our meetings and work sessions. As always, community input is invaluable in directing and informing our goals, and we look forward to hearing from you.

I want to thank everyone's tireless efforts in making the Cold Spring Harbor schools the very best they can be. Here is to a great school year!

Sincerely,  
Amelia Walsh Brogan, *President*  
CSH Board of Education



(front row) Janice Elkin,  
Amelia Brogan, *President*,  
Mark McAteer, *Vice*  
*President*, (back row)  
Anthony Paolano, *Lizabeth*  
*Squicciarini*, *Ingrid Wright*,  
*Mark Freidberg*.

## BOND REFERENDUM

### *Proposed* **Physical Education & Wellness Center**

This year, one of the *District Goals* is to address the needs of our physical education, wellness, and athletic programs by exploring the possibility of a bond referendum to construct a facility at the Jr./Sr. High School. The Board of Education held a special meeting and a second public forum in September, where the Board reviewed a specific proposal for the facility and then sought feedback from the community. This potential project would result in the construction of a two-floor 6000 square foot facility attached to the back of the field house. It would include a 3000 square foot facility to be used by all students in grades 7-12 in their regular physical education classes and can support specialized course offerings such as dance, kickboxing, and aerobics. The facility would also provide a much-needed appropriate space to train our Jr./Sr. High athletes. The facility would also include storage space, and athletic training and office space, in close proximity to our field house and playing fields. Potentially, this facility can also provide a community resource for adult education courses. (Please visit the district home page at [csh.k12.ny.us](http://csh.k12.ny.us) and click on the "News" link to view the proposal presentation in detail.)



Join Us at the  
**Homecoming  
Football Game**

Oct. 22nd @ 2 pm  
Seahawk Field

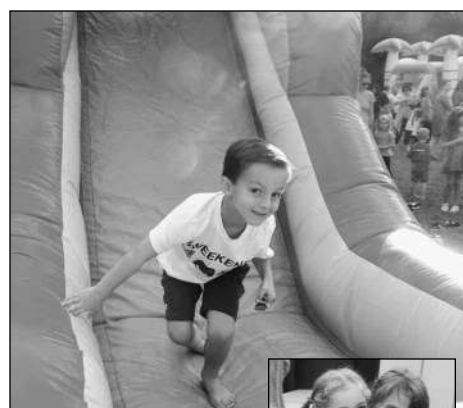


## Back to school reports from Our Principals . . . Back to school reports from Our Principals

### Goosehill Report

*From Lynn Herschlein...*

I am pleased to report it was a remarkably smooth opening at Goosehill Primary School. We welcomed 200 students (including eight new students and two sets of triplets!). The process of preparing our school begins in May with Kindergarten screenings, parent orientations, welcome teas and an Open House for the children to visit their new classrooms and meet their teachers. These activities helped our students and their families feel comfortable and eager to begin the school year. Thank you to all of our teachers who worked over the summer organizing for the new school year and engaging in professional development. All of the children entered prepared, happy, and ready to start the school year. The only tears were in the eyes of the parents! 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. Sharing, making good choices and self-regulation all are part of the learning process for young children. 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, including the annual GPFA Welcome Back Picnic, which is a favorite experience for our families. We are all looking forward to another great year. □



**Goosehill Back to School Picnic:** It was impossible not to have fun at the annual Welcome Back Picnic at Goosehill Primary School. The music had you dancing on the field, which was filled with bounce houses, kids on the playground, pizza for all, Italian ices, and smiles and laughter everywhere you turned. Thank you to the GPFA for another great afternoon of fun on September 16th.



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

### Lloyd Harbor Report

From Valerie Massimo....

It was a magnificent opening day, with our very own mascot *Leo the Lion* greeting returning students from their summer vacation. Lloyd Harbor School welcomed nearly 400 students (including 20 new students). The PTG hosted the New Family Orientation and organized another successful “second grade shadows” program. During the first week of school, grade level assemblies were held with a focus on student safety, appropriate behavior and proper use of technology, along with the development of class charters. Our live morning announcements on LHTV introduced a new segment entitled “Words of Wisdom” supporting district-wide SEL (social emotional learning) initiatives. A “Peace & Unity” flag was created with student name banners in honor of 9/11, and we held an official ribbon-cutting ceremony for the opening of our new sport court, thanks to the generous donation of the LHSPTG. Our opening week concluded with the culmination of our summer reading project, which focused on the theme of tolerance and diversity. 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. I am looking forward to a great year... thank you to the PTG, the Board of Education, and our new Superintendent, Mr. Fenter. □



**Lloyd Harbor Sport Court Ribbon Cutting Ceremony:** Thanks to the generous donation from the LHSPTG, the students at Lloyd Harbor School now have a state-of-the-art “Sport Court” outside next to the playground. The official ribbon-cutting ceremony was held on September 12th and now the students can enjoy activities including volleyball, badminton, four-square, basketball and more. The decision to build a sport court stemmed from a student survey along with year-long lunch meetings with the principal, that concluded with a common theme; “How can we make our recess experience better?” A special thanks to Denise Burns who was instrumental in this initiative, and also the support of the Seahawks Booster Club.

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

### West Side Report

*From Kurt Simon....*

West Side opened its doors to 231 students including six new families, all of whom felt right at home after New Family Orientation and our Summer Reading Celebration, a culminating activity at the end of our first week of school. We were honored to have former principal, Ted Hilton, ring in our 227th year with Student Council President, CJ Reilly. The chimes of the original school bell echoed through our halls, which were lined with carefully crafted school charters. Class jobs have been created, history tours were prepared, growth mindset tickets for “good deeds” are underway, and our sixth graders kicked off the H.E.R.O. (Helping Everyone Reach Out) Project. As always our 6th graders were there helping to answer questions and guiding our newest second graders, taking them under their wings in the morning and on the bus. We also welcomed Ms. Diana Marlow, our new school nurse. A new attraction is the “Make your Mark” bulletin board. This bulletin board, created by art teacher, Ms. McLaughlin, was designed as a community building activity. When classes travel by, they have the opportunity to stop and color, even if it is only for a minute or two, to “make their mark.” This type of creativity from our teachers and students is just one more reason why I am so proud of our learning community. We also now have four new picnic tables with umbrellas, thanks to the PTG, outside the library which accommodate 32 kids per session. Thank you also to the PTG who made sure all the school supplies were delivered, as well as special goodie bags for the teachers and staff on the first day. We are off to a great start! □



### Tomato Sauce Day

*Seconds Please...*

Beginning in 2010, West Side planted its first organic garden and compost station. Six years later, the garden is thriving thanks to the family co-ops who tend the garden on a rotating basis during the year and over the summer. The fruits of their labor prosper each year into a bountiful collection of beans, tomatoes, cucumbers, herbs, peppers and more. The West Side Garden Committee, headed by Suzi Berg, is committed to helping the students at West Side see and taste the rewards of their efforts. Each year, a small army of parents cook up tomato sauce to serve at lunch shortly after returning to school from their summer vacation. The kids dip bread into samples of the tomato sauce and choose garden herbs to mix in. The plants they watched grow, and helped water, have been transformed into a family favorite dish. The consensus was undeniable on Sept. 26th – seconds please! They couldn’t race up fast enough for more... Yum.





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

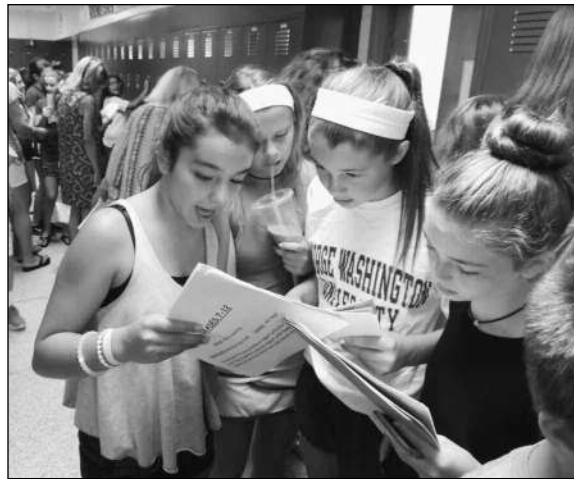
### Jr. High Report

*From Joseph Monastero...*

The junior high opened its doors early in August for the annual "Beautification" days where students in grades 7 and 8 decorated t-shirts, made new friends, and devoured 80 pizzas, 500 ice pops, and 14 cases of water! Next was the annual BBQ and orientation, where students and parents met the faculty, and walked the halls to find their scheduled classrooms with the help of *Seahawk Ambassador* upperclassmen. Students decorated their lockers (aka "apartments") with carpets, mirrors, chandeliers, magnetic chapsticks and wall paper. The new 1:1 Google Chromebooks initiative is underway, all students have their new student portals up and running, and grade level charters have been set as part of the school district Social Emotional Learning (SEL) Program. The 8th graders jumped right into the third annual "Challenge Day" at Caumsett Park; a very special, yet challenging day. Students participated in ice-breaker games and worked together in carefully selected groups meant to take kids out of their comfort zones, breaking down cliques, barriers, and creating new friendships. Students work on team building and problem solving skills. It truly is an amazing day. □



**Junior High 7th graders** attended the annual assembly on "*Journey into American Indian Territory*" exploring the native people of the Eastern Woodlands, their gender roles, songs and dances, tools, weapons, housing and more. Students were separated into female and male groups. Using "talking sticks" like the native Indians, the groups were divided into teams and given tasks of choosing a tribe leader and making laws. This event is sponsored by the Cultural Arts Committee.



### New Staff Orientation

Superintendent, Robert C. Fenter, and Assistant Superintendent of Curriculum and Instruction, Dr. Lydia Bellino, (both far right) welcomed five new teachers/staff who joined the ranks at CSHSD for the 2016-2017 school year. Sheila Mauriello (HS-Earth Science), Carly Bock (HS-Science/Biology Leave Replacement), Kristin Schmid (GH Psychologist), Marisa Schlomo (Speech GH, Leave Replacement), and Meryl Landau (Jr. High-Social Studies). Each were presented with their very own library card, from CSH Library Director, Dr. Roger Podell, (far left with Assistant Director, Diane Scinta).

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

### Jr./Sr. High Report

*From Jay Matuk...*

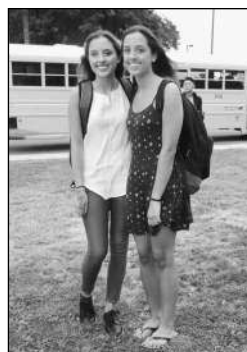
It was a pleasure to welcome 956 students back to school. In what was one of the smoothest openings in recent memory. We welcomed several new teachers this year, renovated several science labs and completed the refinishing and design of a new floor in the field house that could rival that of any college. The 8th grade trip to Caumsett was another huge success, receiving very positive student reviews. Clubs are up and running, plays are underway, the fields are packed with athletes in uniform trying to survive the heat, and the halls are filled with smiles at seeing old friends. 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. The seniors and parents attended the annual *Safe Driving* presentation, because nothing is more important than keeping our senior drivers safe on the road. Distracted driving, as well as driving under the influence were discussed in detail. Teachers continue training and professional development that began last year in Google for Education and in Canvas, our new student management system. Our 7th graders will be piloting a 1:1 initiative this fall, with all students receiving a Chromebook for use at home and in school. This is part of a three-year phase-in that will include all grade levels in this initiative by the 2018-2019 school year. As always, thank you to the clerical, custodial and buildings and grounds crews who worked tirelessly over the summer in preparation for a smooth and seamless transition into the new school year. □

### Mark your calendars

**"Rumors"** by Neil Simon takes the stage for the CSH Senior High Drama Club & Arts Booster Club presentation Nov. 5th – 7th. Then, on December 10th – 11th the **West Side Musical** will perform **"Fiddler on the Roof"** at the Performing Arts Center. Come out and support the arts!



Principal Jay Matuk, with Superintendent Robert C. Fenter.



**Senior Mural:** At the Sept Board of Education meeting, Dr. Browne shared her pride over the senior mural, which is painted and designed by the seniors each year in the cafeteria. Sometimes it takes until December to complete the mural. But this year, the seniors had it almost finished before school even began. A corner of the mural pays tribute to a beloved teacher, Ms. Victoria Terenzi, who passed away this summer after battling breast cancer. Please stop by and take a look ...what a heartfelt way to start the year off for our seniors. Photo inset of some of the many students who took part in the mural: (from left to right) Juliet Insinga, Julie Russo, Tommy Campbell, Jillian Futter, Amanda Lauro, Paige DeNatale, and Katherine Kaye.





## Safe Driving

On September 12th Principal Jay Matuk held the annual Safe Driving Presentation mandatory for all seniors. Assistant Principal, Dr. Browne, shared, *"This presentation is extremely important to Mr. Matuk, and very near and dear to the heart for all the staff here at the high school."* Mr. Matuk believes, *"Academics are secondary to our student's safety, and repeated lessons never get old when it comes to our children getting behind the wheel."* The high school still maintains an open campus policy allowing seniors to drive off campus for lunch or free periods. Mr. Matuk maintains that driving is a privilege, and our students have taken this privilege seriously, and been responsible for throughout the years. Distracted driving has become the number one killer for young drivers, surpassing drunk driving. This night serves as an impetus for dialogue with parents and children, and is the start and continuation of many conversations to keep children safe and responsible on the road. Guest speakers included Suffolk County Legislator Dr. William Spencer, who asked the students to stand and take a pledge with him to not text and drive. He said that, although 98% of students know it's wrong, 80% still do it; a scary fact. Speaker, Shaun McCready (Assistant District Attorney from the Vehicular Crime Bureau) shared, *"Students need to know the law, the penalties, and the risks of bad decision making. The decisions you make effect everyone in a car; no text or distraction is that important. It can wait!"* Mr. McCready showed a very powerful film about a 28-year-old Long Island man who drove his boat drunk from Fire Island killing another local man in a tragic boating accident. The boat driver said, *"I just wanted to get home and sleep in my own bed, now my own bed is in prison."* Thank you to our speakers for the powerful messages and presentation. □

## Caumsett Park Challenge Day

On September 8th, three days into the new school year, eighth graders piled onto buses for the third annual field trip to Caumsett Park. This wasn't an ordinary field trip, but rather an initiative sparked by school leaders to provide all students with a safe and supportive learning environment. Principal, Jay Matuk, explained, *"We took great pains planning this event in 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 they might not necessarily have gotten to know during their 7th grade year at CSH."* Students were placed into teams and were required to engage in a series of activities including **Cooperative Games** "icebreakers," **Initiatives** "problem solving tasks," and **Low Ropes Course** "physical challenge." All groups were facilitated by a BOCES trained teacher as well as co-supervised by a member of the CSH faculty. Barriers were broken as students 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, "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 break down 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 Historic Park, and the Nassau BOCES Environmental Education Center for a fabulous day. □





## Teachers College Columbia University

Twenty-five teachers gathered at West Side School on September 23rd for a day of teaching and learning hosted by Principal Kurt Simon. CSH fourth grade teachers, Katie Dopico and Kristen Sewell, together with educators from neighboring districts of Amityville, Great Neck, Herricks, Hewlett, and North Shore, are members of a study group working in partnership with Teachers College Columbia University. The teachers spent the day engaged collaboratively in planning and working in classrooms on lessons focused on best practices for small group instruction. Last year Valerie Massimo, Lloyd Harbor principal, hosted a day focused on writing instruction and small group work. Dr. Lydia Bellino, Assistant Superintendent for Curriculum and Instruction shared, *"Teachers College staff developers from Columbia University have worked in partnership with Cold Spring Harbor for the past five years, providing on-site classroom demonstration lessons and professional development workshops focused on content and pedagogy."* □

## 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, and cleaned all windows and blinds.

### Junior High

two science rooms renovated • walls and floors in seven classrooms, three offices and the library were repaired after the flood in June

### High School

two faculty restrooms were renovated outside the Guidance office • two new roof top HVAC units for Guidance are complete • two new electric water heaters were installed • thermal pipe insulation were abated • irrigation well renovations and upgrades to the system were done

### Athletics

running track resurfaced • field house floor refinished and painted with Seahawk logos

### West Side

four new steam condensate receivers complete • four classrooms received new casework • new floor tile installed in two classrooms, a corridor and a closet

### District-wide

carbon monoxide detector systems installed • fire alarm systems cleaned and tested • fire extinguishers district-wide inspected  
• CSHSD passed its annual fire safety inspection • septic systems pumped



## Summer Workshops Professional Development

Cold Spring Harbor teachers participated in a number of professional development programs over the summer months. On August 22nd–23rd, instructional technology specialists from LogicWing organized a two-day professional learning experience for teachers, held at the South Huntington School district. Eighty educators from ten districts across Long Island attended the summit, participating in discussions and professional networking, which included nearly thirty of our own CSH teachers. Workshop sessions on the 1:1 classroom, teaching 21st Century skills, and increasing student engagement with technology were well received by the teachers. Educational apps and tools by Google, Microsoft, Goosechase and BreakEdu were highlighted by the presenters through hands-on activities. Various challenges were also held, and the District is happy to report that Mr. Chris Homer and Ms. Jillian Franciscovich (photo insert) tied for first place in a 5-district educational technology competition! They were the only two who completed a 30-task technology challenge, and they were each awarded an educational "break-out" game for their school. Thank you to all of the educators who attended these valuable workshops. □





## COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

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

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### 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.



### Alumni Corner Honor

**Billy Lister Paralympian Rio 2016.** CSH 2002 graduate and former lacrosse player shared his amazing experience with former coach Dennis Bonn on being selected to the 2016 Paralympian cycling team in RIO – Team USA. Billy was one of 18 athletes nominated to the US Cycling Team to compete in September.

He shared, "While I came up a bit short of my personal goal of winning a medal, I left everything out on the race course and I am extremely proud of my performances; as well the team's overall success." □

### Author Visit Richard Torrey

Children's book author, illustrator, and editorial cartoonist, Richard Torrey, visited Lloyd Harbor school on September 22nd to the delight of third graders. He told the students he started to become an author at their age when he began doodling as soon as he could hold a crayon. When Mr. Torrey was in third grade, he showed a picture of a horse he had drawn to the legendary comic strip creator, Charles Schulz. Schulz drew Snoopy on the back of the picture, inspiring Mr. Torrey to follow a similar career path. "You are all budding authors," he told them, "writing is hard, but it is one of the single most important things you learn in life because you will use it in everything you do." □





# COLD SPRING HARBOR



VOLUME 40, NUMBER 2

## A REPORT ON OUR SCHOOLS

WINTER 2016

### Coral Reef Project

An extraordinary initiative is underway in the halls of science at the Jr./Sr. High School. It's called the *Coral Reef Project*, and it all began with the collaboration between 7th grader, Hudson DeRisa, Marine Biology teacher, Ms. Erin Oshan, *Fishlife Aquariums* store owner, Joe Racioppi, (of Huntington Station), and *The CSH Educational Foundation*. Hudson had a love for aquariums and the knowledge that comes with maintaining them for years. He and his mom shared ideas concerning research

*It is the most extensive school program ever done, and perhaps the only one of its kind in the country.*



on coral growth with Mr. Racioppi. Coincidentally, Mr. Racioppi was already working closely with Ms. Oshan and her marine biology course needs. They shared their passion for collaborating with a school district on coral research with Ms. Oshan, and that dream has now become a reality.

Most people probably never consider where coral comes from when you buy an aquarium. Is it real coral, or is it fake coral? Unfortunately, the

need for "real coral" world-wide is a huge market. But, pulling live coral from the ocean to use in aquarium tanks disturbs the oceans and coral reefs. Hence, scientists began researching socially responsible solutions to find environmentally friendly alternatives. The business of coral

*(continued on page 2)*

### Please vote Bond Referendum

January 18, 2017

The Board of Education has approved a resolution to present to the district voters a proposed bond to construct a 9,798 sq. foot Physical Education Center at the Jr./Sr. High School. The proposal will be a \$4.8 million bond to be funded over 20 years. The annual budgetary impact would be approximately \$98 for the average tax payer. This facility will be used primarily for the Jr./Sr. High School physical education program for all students in grades 7 through 12. More detailed information is available on the district website ([www.csh.k12.ny.us](http://www.csh.k12.ny.us)). A Bond Brochure will be mailed to community members prior to the scheduled vote with further details. *(Voting will take place in the high school field house from 7 a.m. to 9 p.m. on January 18, 2017. Residents may vote in person or by absentee ballots.)*

### New Assistant Principal for Counseling

#### *Appointment of Gregory Sloan*



At the November Board of Education meeting, Superintendent, Robert C. Fenter welcomed Mr. Gregory Sloan as the new Assistant Principal for Counseling. Not only will Mr. Sloan provide leadership to our guidance counsellors as they ensure that our students follow the path of success in their learning and a successful entry into the college experience, he will also take on the responsibility of creating the master schedule, as well as other building level responsibilities. Mr. Sloan joins us from Oceanside High School, where he held the title of Director of Guidance and then Associate Principal in

*(continued on page 2)*

## Coral Reef, cont'd

farming was soon born, known as "aquaculture" which is the ability to grow coral in captivity. Facilities are designed to grow live coral, providing a self-sustaining source of a variety of corals as a viable alternative to wild harvested species, leaving them to be preserved in their natural habitat. This is where Joseph Racioppi, president of *FishLife Aquariums*, stepped up in a big way. He teamed up with scientist, Justin Grabel, to produce what has become the third largest coral farm in the U.S. Growing "colonies" of coral starts with fragments of live coral, that keep growing and replicating. Mr. Racioppi had already established a relationship with CSH schools three years earlier, providing both dry and wet goods for the marine biology classes. Now, his participation in the marine biology program has expanded to help educate students about aquaculture. It is the most extensive school program ever done, and perhaps the only one of its kind in the country.

This elaborate undertaking would not have been possible without the generous donation of the Cold Spring Harbor Educational Foundation. The funding, along with partnerships with CSH Labs, and many corporate sponsors, made the possibility of the *Coral Reef Project*, a reality. Beginning in the spring of the 2015-2016 school year, students began learning and experimenting with the genetic differences of wild coral that has already been fused. Once they are grafted together, new coral can be created (similar to crossbreeding in dogs). You can control the outcome of the type of coral you want to make. Research will involve the tolerance of these new coral species to changes in temperature, pH and salinity. It is the hope that the new corals that are created are more resilient to the changes that are occurring in the world's oceans. Students working on this research project will be involved in creating *White Papers* for college. Since there is no data available to study right now, this research is not only very important to the field of coral study, but it's cutting-edge science research. Students have to understand both the chemistry and the biology for what is driving the coral to grow correctly, making it grow healthier, and keeping it alive! Stay tuned...coral farming updates to follow. Good luck to our young scientists! □

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



## Tri-M Music Honor Society

The 8th annual induction ceremony for the Tri-M Music Honor Society was held at the CSH Public Library on Oct 19th. 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 20 talented seniors (our largest group ever!) who were recognized for their achievement. Thank you to K-12 Music Department Chair, Brent Chiarello, and Tri-M Advisor, Dr. Matthew Marullo, for a beautiful ceremony. Thank you also, to the six seniors who performed that evening, and to Guidance Counselor, Dr. Purrone, who accompanied three of those performances on the piano.

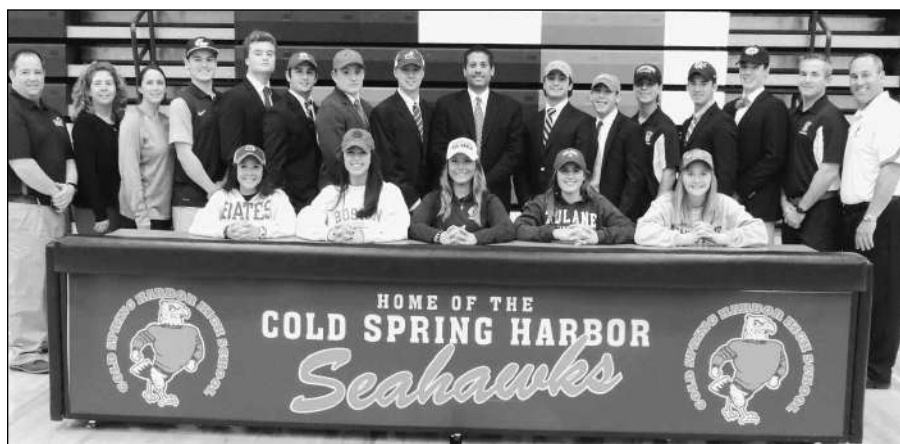
*Tri-M advisor, Dr. Matthew Marullo and Superintendent Robert C. Fenter (far left), and K-12 Music Department Chair, Brent Chiarello (back far right), Tri-M recipients: (front row) Theodora Siegel, Codie Collins, Matthew Rossman, Antonio Kasper, Alec Israeli, Henry Arvans, Anthony Rosato, Niall Coffey, William Sepanski, Robert Becker (back row) Katherine Northacker, Catherine Khanamirian, Shannon Gallagher, Colleen Curry, Thomas Campbell, Jack Douglas, Benjamin Basil, Owen Toomey, Daniel Battillo (missing Erwin Li) □*

## Appointment of Gregory Sloan, cont'd

charge of Guidance over the past five years. Prior to that, he was a Guidance Counselor for eight years in Oceanside. He was an English major with an undergraduate degree from Elon University, and holds two Masters in Education degrees, the first from Hofstra University for School Counseling, and the second at North Adams College in Educational Administration. He and his wife, Kim, are residents of Northport and have three children. Mr. Fenter shared, "I have known Mr. Sloan for more than 13 years, as a colleague in my previous district. In that time, Mr. Sloan demonstrated a work ethic, judgment, character, and a leadership style that proved to be very successful for him and the district for whom he has worked. It is our good fortune to have Mr. Sloan continue his career in Cold Spring Harbor to take on the role of Assistant Principal for Counseling at the Jr./Sr. High School. I can assure you that Mr. Sloan will be a valuable and well respected member of our team, one that compliments the already strong leadership team we possess in our school district. I would personally like to congratulate Mr. Sloan and wish him the very best of luck in his new position." □



*Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .*



## National Letters of Intent

2016 – 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 ten (10) athletes who earned this recognition: **Harrison Cohen** (Baseball-George Washington University), **Dylan Guarneri** (Lacrosse-Manhattan College), **Taylor Strough** (Lacrosse-Fairfield University), **Jennifer Rosenberg** (Golf-Tulane University), **Mikaela Hawkinson** (Field hockey-Limestone College), **Kate Kotowski** (Lacrosse-Univ. of North Carolina), **Abbey Ngai** (Lacrosse-Boston College), **Ian Laviano** (Lacrosse-Univ. of Virginia), **Matt Licciardi** (Lacrosse, Cornell University), and **Sean Rush** (Lacrosse-Adelphi University).

The following five student-athletes will also be continuing their athletic careers at the Division III level: **Kane Jaklitsch** (Lacrosse-Union College), **Jack Gatto** (Lacrosse-Franklin and Marshall), **Jack Reilly** (Lacrosse-Muhlenberg College), **Jillian Fuller** (Lacrosse-Bates College), and **Will Reed** (Lacrosse-Stevens Tech). Athletic Director, Michael Bongino, congratulated the student-athletes, along with their coaches, Danielle Castellane (girls Lacrosse), Dennis Bonn and Christian Lynch (boys Lacrosse), Cynthia Scudieri (golf) and Richard Greeney (baseball). Congratulations to the largest group of committed college athletes Mr. Bongino can remember honoring. More athletes to come at a later date, lots of pride to share for our Seahawks! □

### • Embracing Our Differences Art Competition Winners:

Congratulations to **Molly Tuohy**, **Peter Licciardi**, **Jack Vavassis**, **Matt Fleming** and **Julia Wilcox**, all of whom were honored with their teachers on October 27th on the Plaza at the Suffolk County Community College Ammerman Campus. All the art work was on display for an exhibition from Oct. 4th through Nov. 4th.

Each winning work of art was enlarged to 12 x 16 feet, and exhibited on outdoor banners. The competition is run by the Suffolk Center on the Holocaust, Diversity & Human Understanding. Congratulations on your outstanding artwork.



### • US NEWS & WORLD REPORT 2016 Best High Schools ranked

Cold Spring Harbor High School #34 within New York state, and #185



nationally, earning a gold medal. The Best High Schools rankings evaluate data on more than 21,500

public high schools to

identify which schools are best at preparing students for college and careers. CSH also ranked #250 in STEM High Schools, had an average of 100% for English Proficiency and an average of 94% for Mathematics Proficiency. Congratulations to the leadership, faculty and staff for this outstanding achievement!

- **NY State Outstanding Physical Education Student Award** winners, (seniors) **Abbey Ngai** and **Colin Burdo**, won for outstanding character, teamwork, commitment and achievement in Physical Education. They will be honored at the Nassau Zone Physical Education Award Dinner in December.



- **October is National School Board Recognition Month** and at the Board of Education meeting on Oct. 18th Central Parent Council (CPC) president, Sarah Trust, recognized the Board with gifts and words of thanks acknowledging the countless hours of time and dedication to our students. Superintendent, Robert C. Fenter, also extended his thanks. He shared, *"I would like to thank a very important group of people who are volunteers who serve our community to ensure that our students receive the very best education possible, our Board of Education. As a wise person once said, and it holds true for our Board, 'Volunteers do not necessarily have the time; they just have the heart.'"* □

## Google Me

Author Josh Ochs

**Social Media Awareness:** Do you worry about what your kids are “putting out there” on Social Media? Additionally, how can students begin to impress colleges and employers using social media? Josh Ochs, best-selling author of *Light, Bright and Polite*, traveled from California and spoke to parents and students at multiple school districts on Long Island to address this topic. He gave a special presentation to CSH students only on Oct. 25th thanks to the CFA, and the CSH Educational Foundation. Students learned how to analyze results of a Google search of your name, examples of good and bad posts that colleges may find, and how to help you *shine* online with posts that are “positive and grateful.” He noted that silly selfies are part of a teenager’s life, but beware, both colleges and employers now have dedicated teams to find, review, and make selections for hire based on Google search results. Everything students post, be it on Instagram, Twitter,



Facebook, etc., can and will be found. The bottom line is “**THINK** before you post.” You can never take it back, it’s permanent, and it will follow you for the rest of your life. Mr. Ochs encouraged students to make better decisions online, to clean up their profile, and even join professional sites like LinkedIn, to help in the recruitment or hiring review process. Thank you Mr. Ochs for many valuable tips and techniques to not only stay out of trouble using social media, but to impress others and shine online using social media to your advantage. □



## Character Recognition Awards

**Jr./Sr. High School:** Recognizing good character in students is something to be celebrated. Principal, Jay Matuk, shared, “*This is one of my favorite ceremonies here at CSH, because what matters most is a student’s character. Their contributions can’t be quantified on a state assessment.... these students are making an impact well beyond exams.*” 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 17th students were recognized for the attribute of *conscientiousness*; a tendency to show self-discipline, act dutifully, and aim for achievement. Congratulations to the first quarters 21 winning role models. The heartfelt stories told by the teachers, spoke volumes about the character of our student body. Perhaps Mahatma Gandhi said it best, “*There is a higher court than courts of justice, and that is the court of conscience. It supersedes all other courts.*” □



## Presidential Debate

On October 28th, the CSH High School **Speech and Debate Team** held a mock presidential debate on which of the two major presidential candidates offer better policy proposals for the U.S. economy and for U.S. national security. Contrasting policy speeches were offered by Raffi Sanna, Georgeanna Manos, Avery Pusey, Izzy Igelesias, Owen Toomey, and Dana Krauss. Rebuttals were offered by Sophie Stein and Matt Fleming. Three exciting cross-examinations were exchanged among Sam Gelberg, Eric Wang, Matt Beroza, Owen Toomey, Alex Robins, Matt Fleming, and Sophie Stein. The team is coached by Dr. Michael Andrews and Ms. Jeanne Glynn. Dr. Andrews expressed, “*I am very proud that the debaters focused on analyzing the issues rather than on contrasting personalities. My compliments to the student audience, which filled the Performing Arts Center to capacity, for their polite and attentive civility throughout the entire debate.*” □



**Teacher Training - Professional Development:** While the students had the day off on Election Day, teachers at the Jr./Sr. High were continuing their training on “Canvas” supporting the 1:1 initiative. Superintendent, Robert C. Fenter expressed his thanks at the November Board of Education meeting, for the level of engagement that took place in the classroom training sessions. Teachers took on the leadership role of training fellow colleagues; it was an amazing effort of true team success!



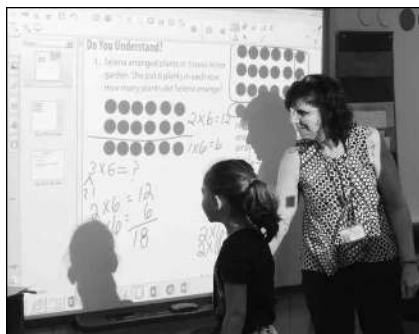
## Day in Residency at Lloyd Harbor

### Superintendent Robert Fenter

Principal Massimo was thrilled to host Superintendent, Robert C. Fenter, for his first "Day in Residency." Mr. Fenter spent the entire day at Lloyd Harbor School, arriving bright and early just in time for a live Interview on LHTV Morning News. Mr. Fenter shared his background and love of learning (in particular his passion for Social Studies, as a former teacher). The day included visits to a variety of core classrooms in every grade level, observing reading workshops, math lessons, a DNA science lab, interactive iPad lessons, team Social Studies classes, art, music and FLES classes. He experienced an SEL lesson with Dr. Moss in a fourth grade classroom, where Mr. Fenter participated in an activity for students who learned how to calm themselves before taking a meta-moment. The day ended with a "question and answer" session with student council officers and Mr. Fenter that was recorded on LHTV and aired the next morning for the students to watch. Not only were there welcoming signs decoratively hung in the entrance hall for Mr. Fenter to see upon arrival, but every student wrote a little individual thank you message inside their homeroom's card. Mrs. Massimo shared, "What they all wanted to know, was if he would come back and be with us again soon!" Mr. Fenter shared, "I am grateful to Mrs. Massimo and the entire staff for their tremendous welcome and for their hard work on a daily basis to enrich the lives of our students." □



Fourth grader, Teddy Hastava, demonstrates a reading lesson on the iPad for Mr. Fenter.



Math lessons on the SMARTBoard in Ms. Levesque third grade classrooms.



LHTV's live morning news interview with student council members and Mr. Fenter.



Superintendent, Robert C. Fenter, is surprised and humbled to find the entrance hall lined with welcoming notes from all the classrooms on his Day of Residency at Lloyd Harbor.

## DNA Making Molecules

**Lloyd Harbor:** 5th Grade science classes were privileged to have educator, Ms. McAuley, from the DNA Learning Center teach a lesson on building models of DNA molecules. Students learned about the six-part structure of the DNA molecule, including the four bases, a sugar called deoxyribose and a phosphate group.



They carefully connected the pieces knowing that "bases stick to sugar-not the phosphates!" They were extremely proud of their DNA models.

## Makerspace

**Lloyd Harbor:** A new and exciting initiative called *MakerSpace* has been launched at Lloyd Harbor for the fifth grade. The guiding principle is that "Everyone is a Maker." If you deconstruct the words "maker" and "space," you might guess that it is a place to *create, assemble, manufacture, achieve,*

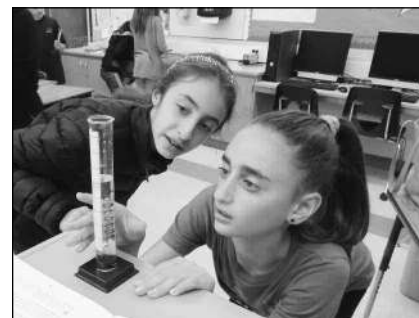


*invent, generate, produce, craft, build, or construct...* and that is exactly what happens. A MakerSpace is an environment where you are limited only by your imagination. It mixes all aspects of STREAM – Science, Technology, Research, Engineering, Art, and Math – and sprinkles it with imagination. They begin by coming up with an idea and writing it their MakerSpace journal. Students receive help and guidance from our teacher team, which includes our technology teacher (Ms. Diehl), art teacher (Ms. McLam), Library Media Center teacher (Ms. DiCioccio), and other support teachers including Ms. Battiloro. MakerSpace is a unique approach to hands-on discovery, and the students have embraced it with great inspiration and open minded collaboration. West Side fifth graders began their MakerSpace initiative as well in October. □

## Day in Residency at West Side

### Superintendent Robert Fenter

Mr. Simon was honored to host Superintendent, Robert Fenter, for his *Day in Residency* at West Side. It began at the morning assembly, where Mr. Fenter introduced himself to the sea of students in the gym, who gather together every morning like one big family. And that's exactly how Mr. Fenter felt, as he walked the halls of West Side, getting a private history tour from 6th graders Bryce Kipnes and James Tucker. The depth of knowledge these students have about their school is amazing! Not many schools can tout secret compartments, fireplaces, an airplane wing and the original bell and desk parts dating back to 1790! Mr. Fenter continued to be impressed as he visited classrooms, many of which had him jump right in and participate. He played "fraction basketball" with Ms. Gerver's 6th graders, and logged onto an iPad with Mr. Simon to solve math equations on "Kahoot" with Ms. Manning's 4th graders. He was interviewed by third graders in Dr. Dawkin's class, observed a saxophone lesson, viewed reduction prints in art class, and kept his distance during a science experiment making green gooey slime with Ms. Baratta! He joined "open-circle" in Ms. Dudek's class where being a good listener and making eye contact were practiced. There were interviews, buddy reading, and numerous fascinating lessons to observe throughout the day. Sixth grade ambassadors kept him on schedule, leading the way with a smile. Mr. Fenter shared, *"I am grateful to Mr. Simon and the entire staff at West Side for their tremendous welcome. I enjoyed learning about the history of our community as well as the supportive and dynamic learning environment enjoyed by our students at the West Side School."* □



## That's the Ticket!

**West Side:** Last year the 6th grade participated in a project to teach students about "mindset" and the positive impact of challenging one's brain. Amazing videos were made highlighting "famous failures" including the likes of Bill Gates, Albert Einstein, and Walt Disney. The lessons were about *"How can I overcome failure?"* The project soon expanded to all grades last year due to its popularity. The project was so impactful, Principal, Kurt Simon, extended it this year to every month and every grade for the entire school year. Growth mindset tickets and a monthly bulletin board track recognition for showing grit, perseverance and resilience. It is a way for teachers to recognize the many good choices students in all grades make on a daily basis. Failing is a hard lesson, but, in the words of Albert Einstein, *"If you've never failed, you've never tried anything new."* □

## Collage Artist

### Michael Albert

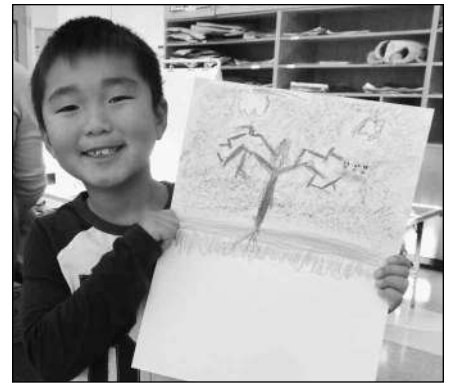
Empty cereal and snack boxes may look like garbage to most, but collage artist, Michael Albert, turns them into works of art! Students at West Side dug through heaps of empty boxes choosing carefully to find their initials, slogans, and colorful branding all in the name of art. Thanks to the Cultural Arts Committee, wonderful programs like this allowed our students to discover and create "self-portrait" cut-outs by incorporating letters to their names along with imagery with which they have made personal connections. Art Department Chair, Ms. McLaughlin continued the work with the 6th grade to complete their recycled masterpieces in art class. □





## Day in Residency at Goosehill

Superintendent, Robert C. Fenter, concluded his *Days in Residency* rotation program during the month of October with a visit to Goosehill Primary. Principal, Lynn Herschlein, toured the building with him, visiting classrooms and observing instruction in reading, science, art, writing, music, math and more. He had a chance to read a favorite story in Ms. DeRop's class about a tortoise, witness a science experiment on mixing colors with food dye and shaving cream (to the student's delight), and watch a lesson on how to draw a tree in Ms. Beneville's art class. By the end of the day, Mr. Fenter admitted Goosehill was definitely the most exhausting day of all the schools! These young students have a lot of energy and questions! Learning the culture of each school has proved to be an amazing journey for Mr. Fenter, and he plans on continuing his *Days in Residency* program. □



*Drawing trees in Ms. Beneville's art class.*



*Mixing colors: Science experiment.*



**Esparm Lessons:** Goosehill students enjoy learning on their iPads. They log on to eSparm, a program that provides instruction through the use of engaging apps, videos, and quizzes. Using the apps, students learn and practice math skills and then create a short video to teach others about their learning. Students write the script for their own videos and work with partners to record them. This is an enjoyable way to develop students' reading, writing, listening, and speaking skills while deepening their understanding of math concepts.

## COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

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

### BOARD OF EDUCATION

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## ECRWSS POSTAL CUSTOMER

**POSTMASTER:  
DATED MATERIAL  
DO NOT DELAY**

### Community Budget Forum

*Save the date! January 31, 2017 @ 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

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## Make Your Mark

**West Side:** Coloring books and the fresh smell of a box of Crayola crayons were certainly a part of most everyone's childhood. However, in recent years the trend of adult coloring books are all the rage; touted by researchers and art therapists for their calming benefits and an alternative to meditation. Art Department Chair, Andria McLaughlin, brought the brilliance of coloring to life in the halls of West Side. A 14-foot line drawing started out as a black and white template, and slowly it was transformed into an amazing work of art! During the first two months of school, students and entire classrooms were encouraged to stop and "Make Your Mark." Ms. McLaughlin noted, *"It is proven that coloring, at any age, can shift one's focus and reduce stress. Coloring is also calming and therapeutic for kids, especially if they have no other outlet for unpleasant or confusing emotions."* This collaborative effort has extended to not only the students, but teachers, parents, and even Mr. Simon have been spotted making their mark too. The collage will be laminated and placed in the hallway



by the art room, and more than likely students will soon spot another "Make Your Mark" empty canvas...happy coloring! □

## Kindergarten Registration

Please register your child the  
week of Feb 6-10th  
If you have a child who is  
5 years of age on or before  
December 1, 2016  
*Any questions, please call District  
Office 631-367-5910*

## 2017-2018 School Budget Schedule

**Tuesday, January 31st  
7:30 PM**

Community Budget Forum

**Tuesday, March 14th  
8 PM**

Board of Education  
Adoption of Resolution for  
May 16th Budget Vote

**Thursday, March 16th  
8:30 AM**

Board of Education Budget Workshop  
Meeting

**Tuesday, March 21st  
6:30 PM to 9 PM**

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

**Tuesday, March 28th  
6:30 PM to 9:30 PM**

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

**Monday, April 17th  
5 PM**

Petition due for Candidates for Board  
of Education

**Tuesday, April 18th  
8 PM**

Regular Meeting of the  
Board of Education  
Adoption of Proposed Budget

**Monday, May 1st  
8 PM**

"Meet the Candidates Night"

**Tuesday, May 9th  
8 PM**

Board of Education  
Annual Budget Meeting and Hearing  
Presentation of Proposed 2017-2018  
Budget

**Tuesday, May 16th  
6 AM to 10 PM**

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



# COLD SPRING HARBOR



40, NUMBER 3

A REPORT ON OUR SCHOOLS

WINTER 2016-17

## Chromebooks Distributed

It was hard to find a student without a smile on Thursday evening, December 15th, when seventh grade students each received their new Chromebook to begin taking home each evening as their work tool. This concept is called a 1:1 model of instruction – one device for one student. Superintendent, Robert C. Fenter, shared, “We have prepared mightily for this effort, both in infrastructure, professional development, and thought-

*It was hard to find a student without a smile on Thursday evening, December 15th, when seventh grade students each received their new Chromebook to begin taking home each evening as their work tool.*

ful planning. We thank the Board of Education for their vision, our leaders for their guidance, our teachers for their significant contributions both in the classroom and as a support for the professional development of their colleagues, our 1:1 Implementation Committee chaired by Mr. Matuk, and, of course, the Cold Spring Harbor Educational Foundation for their tremendous support of this effort.” The Chromebook carts used in the classrooms for 7th Graders, will now be

*continued*



## Dr. William Bernhard Retiring



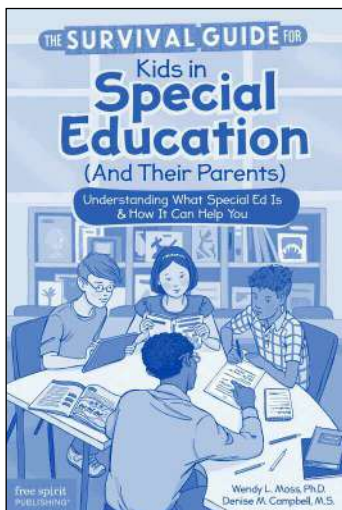
After ten years as our district Interim Assistant Superintendent of Business, Dr. William Bernhard will retire this coming August. Superintendent, Robert C. Fenter, shared, “I would like to take this opportunity to inform you that Dr. Bill Bernhard has made the difficult decision to retire as our Assistant Superintendent for Business at the end of August. For those of you who have had the opportunity to get to know Bill, you know that he is not only a talented school leader, but also a wonderful person. We will miss him greatly and thank him for his 10 years of outstanding service to the students and staff of the CSH School District.” Board of Education President, Amelia Brogan, shared, “It has been a privilege and honor for the Board of Education to work with Dr. Bill Bernhard who has faithfully served our district for the last 10 years. Always a gentleman, Bill treats everyone with dignity and respect. Bill’s integrity, wisdom and guidance have been invaluable. He has kept the district on a steady path of fiscal health despite very challenging times. We truly thank him for his service to the Cold Spring Harbor Central School District. Although we will miss Bill as he retires, we wish him the best as he starts this next journey.” Dr. Bernhard will be honored for his service to public education at the March SCOPE awards dinner, where he will receive the Administrator Service Award for his forty years in public education. Best of luck from the entire community Dr. Bernhard, you will be missed!

**Cover nameplate: High School Musical Mary Poppins:** This mini-Broadway production was (in the words of Mary Poppins....) “Practically Perfect in every way!” Bravo to the cast and crew, who delighted audiences with brilliant performances of song and dance and even flying kites and acrobatics! It truly was amazing, and our hats are off to Director, Ms. Andrea Galeno, Musical Director, Brent Chiarello and the pit orchestra, and choreography by Ms. Bailey Whitney. To everyone who was involved, thank you for a magical night of theater. □

*Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .*

## Chromebooks, cont'd

used for the 8th Graders. By Sept 2018, grades 7-9 will all have Chromebooks, and by 2018 all grades will have the Chromebooks. The night the Chromebooks were distributed, all parents and students were given Policy Handbooks, and asked to support and be a partner in this initiative. They were given reminders in the care, intention, and goals, along with instructions for the repair/replacement help center set up in the HS library. Best of luck with your Chromebooks, and the amazing learning opportunities that will continue to take place with the 1:1 initiative. □



**Book Published:** *The Survival Guide for Kids in Special Education (And Their Parents): Understanding What Special Ed Is & How It Can Help You*, by authors **Wendy Moss** Ph.D. (Lloyd Harbor School Psychologist) and **Denise Campbell** M.S. (Assistant Superintendent for Student Services & Human Resources). When kids learn they might receive special education, they often have questions and worries. This book gives kids tools and strategies they can use to deal with their concerns, whether they are in the process of being evaluated for special education or already receiving services. Readers will learn to cope with their challenges, understand reasons for testing, and see the benefits of accepting special education support. □



*Congratulations to: Dominique McLymont, Cole Smith, Elijah Gordon, Jessica Schaffer, Jacob Bruno, Annika Lacroze, Julia Bavaro, Liam Kaley, Samantha Paris, Anna Sbarro, Davey Shammah, Lauren Bavaro, Gabby Rivadeneira, Sianna Monti, Georgia Gleusner, Juliet Quaglia, Makayla Read, Melissa Schaffer, Mia Naccarato, Matt Rossman, Benjamin Bruno, Emma Solis, Isabelle Weiss, Colleen Curry, Hunter Guarneri, Will Shepard, Eric Wang, Mimi Monti, and Cricket Cope.*

## Character Recognition Awards

**Jr./Sr. High School:** Recognizing good character in students is something to be celebrated, and Principal, Jay Matuk, makes sure students are honored in a big way. He shared, *"This is one of my favorite ceremonies here at CSH, because what matters most is a student's character. Their contributions 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 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 January 26th twenty-nine students were recognized for the attribute of *compassion*. Ms. Sihksnel was one of the first teachers to express, *"Beautiful people do not just happen."*

Ms. Waters shared, *"As teachers, we don't remember test scores after graduation, we remember these moments."* It is an emotional day, of teachers shedding tears of heart-

warming stories. Mr. Matuk said, *"We are a family here, and this ceremony shows a side of teacher/student relationships and bonding that parents don't have the opportunity to see."*

The heartfelt stories told by the teachers, spoke volumes about the character of our student body. Thank you to these special students for being role models, and sharing their compassion towards others. □

*"As teachers, we don't remember test scores after graduation, we remember these moments."*



*Extraordinary artwork was on display both in the gallery of the Jr./Sr. High School and at the Public Library during the month of February. Here is one example of "scratch art" by Camille Roberts.*

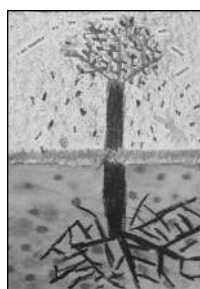


*Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .*



## Blue Ribbon Presentation

**West Side** Principal, Mr. Kurt Simon, had the distinct pleasure of presenting at the National Blue Ribbon Schools Conference with teachers, Ms. Manning, Ms. Ryan, and Ms. Wojcik. As a recognized 2013 Blue Ribbon School, West Side was asked to submit a proposal which was accepted last summer. After preparing throughout the fall, West Side presented on "Fostering a Growth Mindset and Grit in the Elementary School." They shared what has been accomplished in the West Side school community over the past eighteen months. The workshop highlighted the importance of recognizing failure as an attempt to be successful, acknowledging students for showing perseverance, and creating a culture that understands the positive impact this can have on our students and their learning. Mr. Simon shared, *"What an honor it was to represent our school at this national conference!"* □



### Goosehill

**Art:** Senator Carl Marcellino invited students to submit a piece of artwork to his office in response to the question, *"What are you most thankful for?"* Goosehill

first graders responded thoughtfully to the question and illustrated their ideas in art class. Art teacher, Mrs. Beneville, selected one piece from each first grade class to submit to the *NYS Senate Thanksgiving Showcase*. The art and writing of **Julie Choi, Kyle Benson, Sadie Flynn, Tyler Altholtz, and Christopher Coco** can be found on the Senator's website.

**Music Honors:** Brent Chiarello, K-12 Music Coordinator, congratulated this year's 65 students (grades 5-12) selected for the January **2017 All County Honors Music Festival** at the Tilles Center.

### West Side Geography Bee:

Congratulations to 2017 champion, Molly McHale and runner-up, Bennett Vitagliano. And thank you to all the 5th and 6th grade participants.

### Jr. High Geography Bee:

Congratulations to 2017 champion **Tyler DeShutter**, runner up, **Theodore Packert**, and third place **Andrew Johnson**.

### Spelling Bee West Side:

Congratulations to champion Jonathan Brown (6th grade), and runner-up James Tucker (6th grade). Jonathan went on to compete in the Scripps National Regional Bee at Hofstra in February, advancing to the final round. On February 12th, he competed against 48 students from the LI region.

### Spelling Bee Lloyd Harbor:

Congratulations to champion Henry Dam (6th grade), and runner up, Kathleen Engel (5th grade). Henry competed in the Regional Bee at Hofstra in February.



### ASSET Award: Jessica Ranieri

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. Jessica, who teaches English Language Arts at the Jr./Sr. high school, was honored at the ASSET luncheon on January 19th accompanied by John Contess, the district's Director of Technology.



### CSH junior student, Eli

**Gordon**, kicker for the Seahawks Varsity Football team, presented a check on December 7th for \$1,000.00 for breast cancer research, as part of his "Kick Cancer" fundraising initiative, to Dr. David Spector, Director of Research and Professor at Cold Spring Harbor Laboratory. Gordon pledged \$25 for every extra point he made this season; with matching funds the total contribution came to \$1,000.00. Gordon came up with the idea for his "Kick Cancer" fund after participating earlier this year in the Carolina Panthers' "Keep Pounding" 5K. Gordon coordinated his efforts through Cold Spring Harbor Laboratory cancer research facilities, and in memory of former CSH High School teacher, Victoria Terenzi, who passed away earlier this year from breast cancer. Great job Eli! □

## News Literacy

**High school:** The proliferation of fake news has led to a global discussion of the power of false and inaccurate news and the ease with which news consumers, all of us, succumb to what we immediately read, hear, and see. Students at CSH High School have been at the forefront of battling this issue for years with the course titled *News Literacy*. Senior Dana Krauss said, “*News Literacy is a class that inspires students to involve themselves in their local, national, and international communities. Walking into the room with Ms. Waters posing the question, “What’s going on in the world?” opens the door to discussions not offered in other classes; it’s an opportunity to re-invent our own opinions and see the perspectives of others.*”

Recently, the importance of courses such as *News Literacy* have hit the pages of the *Wall Street Journal*, *New York Times*, *Newsday*, and numerous mainstream media sites, blogs and websites. Stanford University recently published “*Evaluating Information: The Cornerstone of Civic Online Reasoning*,” examining and exposing what adolescents know and



don’t know about how to determine the veracity of what comes across their Facebook feeds and hits their eyes on the screens and pages they are exposed to. In 2011, Ms. Waters spent part of the summer at Stony Brook University enrolled in the News Literacy Summer Institute for High School Teachers. She then took what she learned and implemented the News Literacy course that has since hosted guest lecturers from NBC, 60 Minutes, *Newsday*, Talking Points Memo, and more, and through which many CSHHS students have honed their critical thinking skills, logical reasoning prowess, awareness of news outlets, and under-

standing of the role news and information plays in the lives of individuals around the world.

Moreover, CSHHS students are able to take the course for college level credit through Stony Brook University’s Accelerated College Education program. Ms. Waters expressed, “*Over the years, students have*

*shared with me that this class helps them understand more about the world and allows them to feel smart during dinner time conversation. Other students have said this course was a talking point during college admissions interviews, helped them on their SAT essay, or, what most excites me, really gave them some additional thoughts and directions for their own potential future.*” This elective is open to students in grades 9-12 and can be taken for a semester or for a full year. The district is also offering a “News Literacy” adult education class beginning March 16th modeled after the Stony Brook University curriculum. □



## On the Stage!

**West Side Fiddler on the Roof:** Students put on an amazing performance of *Fiddler on the Roof* in December. This musical tells the life-affirming story of a poor milkman and his five daughters, whose love, pride and faith help him face the oppression of turn-of-the century czarist Russia. Bravo to the cast and crew, and Director, Ms. Eliana Lichtman and Musical Accompanist, Mr. Chris McKee. Additional thanks to Mr. Ellis Adler and the entire Theater Arts Committee. Dance numbers to famous tunes like “Tradition!” and “Matchmaker” were spellbinding...Bravo!



## Manuary 2017 Winner Mr. Natale

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 1100+ donations totaling 6,006 units of food collected, WOW! Donations were sent to Long Island Cares, and several others. The teacher who collected the most and this year’s winner was Mr. Natale, with Mr. Topping close behind in second place, and Mr. Pesca in third. Many thanks to all the contestants for joining the race for the most donations and growing a beard in support of this initiative. 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, Ms. Alison Halloran and her Leadership Class for organizing this drive. □



## Discoveries Revealed

### with Bacteria and DNA...

**Lloyd Harbor:** 6th graders were privileged to visit the Cold Spring Harbor Laboratory at the DNA Learning Center for science workshops in their continued year-long collaboration with CSHL. Educators, Ms. Gottlieb and Mr. Thomas, led two sessions. One lab involved *"Making Glowing Bacteria" using the GFP gene found in Jellyfish added to E.coli bacteria cells* which when exposed produces an ultra-violet light. The second workshop was a forensic investigation of the famous Romanov dynasty in Russia. Based on DNA evidence, students had to determine the *Mystery of Princess Anastasia*, revealing if she was the real princess or an impostor! Both West Side and Lloyd Harbor participate in classroom and DNA Learning Center visits throughout the year for fifth and sixth graders. Thank you to Cold Spring Harbor Laboratory for these amazing opportunities in education. □



## Discovery Chests

**Lloyd Harbor:** Sixth graders in Ms. Mathews class learned, *"While the internet may be one source of research, it's not always factual. There is nothing quite like 'an artifact' to hold and learn from."* True life replicas were strewn out on the floor for students to hold, choose, and use in

their research unit of study on Egypt. A treasure chest of hieroglyphic kits, pottery fragments, stones, granite, sand, and more, were shared. One student said, *"It feels like Christmas!"* This is the District's second year participating in the *Journey Arts in Education* program with the Huntington Arts Council. Teachers can request "Discovery Chests" provided for free to their classrooms to coincide with a curriculum unit of study. Thank you to Assistant Superintendent of Curriculum and Instruction, Dr. Bellino, for bringing the program to life two years ago, and to Art Department Chair, Andria McLaughlin for facilitating in its success.. □

## Small Moments

**Lloyd Harbor:** Third graders in both Lloyd Harbor and West Side worked creatively on a unit of writing which was part of the *Columbia University Teacher's College Education Program*. They were challenged to think of spectacular small moments, and then "zoom" in those moments and "stretch" them out with details. These personal narratives helped students learn how to capture readers' attention by using action, dialogue and descriptive details in writing. Ms. Terry's third graders are pictured here in front of their bulletin board of "Small Moments" that included phrases like, *"Sizzle, Sizzle, I could hear the heat"* and *"Swoosh, Splash, Thump, my heart was racing!"* Thank you for sharing your small moments with us. □



## The Amazing KAP!

**Lloyd Harbor:** Catching "acts of kindness" is an initiative that LH School Psychologist, Dr. Moss, has expanded upon this year, in collaboration with Ms. Fuller, Ms. Massimo,

and Mr. Gray. Based on the acronym KAP (*Kindness, Altruism, and the Power of a smile*), students in the entire school had the opportunity to create and draw a



KAP Superhero! The winning entry (inset) was designed by Brody Reim, a third grader. Staff members award certificates when they catch students doing an act of kindness. If a student receives five certificates, then they can select one of five fun "brag-tags." If a student collects all five brag-tags, then a special honor is awarded to that student for being a role model of exemplary character. Lloyd Harbor School has adopted this superhero as part of their SEL (social-emotional learning) program. Dr. Moss, along with LH Social Worker, Ms. Fuller, and West Side Psychologist, Ms. Latham, also coordinate their efforts designing monthly class lessons for both West Side and Lloyd Harbor SEL learning. □

## WOW Words of Wisdom

**Lloyd Harbor:** Principal, Valerie Massimo, introduced a program this year entitled WOW, which stands for Words of Wisdom. With the help of Social Worker, Ms. El Fuller, a monthly theme is chosen along with a corresponding weekly quote. The student *Peer Mentors* group (led by Dr. Moss) takes a turn each Monday introducing the new quote of the week on the LHTV Morning News live broadcast. They read a short passage that relates the quote to our daily lives. Our monthly theme for February was Diversity. The Words of Wisdom are also sent home in the Friday notes so parents can continue the conversations and learning opportunities at home. What a wonderful way to start the day! □

## Libraries

### *In the Palm of our Hands...*

#### **West Side and Lloyd Harbor**

Schools are continuing their efforts with LightSail and learning about the app's capability. When LightSail was introduced by elementary principals, Valerie Massimo and Kurt Simon, it was launched using iPads and mini iPads provided with the support of the CSH Educational Foundation. The app, now in its second year of use, supports the goal of creating lifelong learners with a love of reading.

Teachers in grades four, five, and six have worked with their students to build an understanding behind this powerful reading tool. The beauty of this technology is that it gives teachers real time feedback from the student's independent reading, and teachers use this information to personalize student learning and improve instruction. Having the ability to address the needs of the individual learner is paramount. The library of books the students can choose from is vast and, as in the past, we will look to them for book suggestions. Power Challenges also help students with their book selections. In January, students at both elementary schools participated in both a school-wide as well as a Nationwide LightSail 25 Reading Challenge. Grades four through six competed against each other testing their reading stamina. Students hoped to set a new record this year, beating the overall total of minutes last year. This year's combined total of reading minutes at the end of the challenge on Feb. 10th was 80,000 minutes. The overall grade level winners for each school were 5th grade at Lloyd Harbor, and 4th grade at West Side. Great job! □



## Science

### *Epigenetics*

#### **West Side:**

Scientist, Dr. Gingeras, from Cold Spring Harbor Laboratory, visited



the 6th graders at West Side to present information about *Epigenetics*, his field of study. The 6th graders were learning about genetics in science, and he focused on the epigenetics of identical twins. The insight scientists gain from studying identical twins helps them better understand how nature and nurture work together. Identical twins share identical genomes, but their environments become more different as they age. This unique aspect makes identical genes an excellent model for understanding how genes and the environment contribute to certain traits, especially complex behaviors and diseases. CSH School District is grateful for the continued collaboration between the District and our neighbor, CSH Laboratory. □



## Author Todd Strasser

**West Side:** Students at West Side were entertained while being educated about the life of an author. Todd Strasser's joyful and comedic approach, had students laughing and eager to ask questions. He spoke of rejection and failure, "All successful people have one thing in common, they all keep trying." He told them, "I was a kid once too! Write about things you experience, what you see, smell, hear and write out the scene so others can imagine it." The kids were amazed to hear his books still get rejected, one book has been rejected twelve times! One student asked, "What motivated you to be a writer?" Strasser explained he couldn't read by third grade, yet his mom was a journalist and grandfather a song writer. They all loved to read, so why wasn't he able to? He wanted to be like his family and prove he could do it, that motivated him, and he simply worked very hard. What a great lesson to share...never give up! □



## Persuasive Writing

**West Side:** As part of the third grade "persuasive writing" unit, students were encouraged to select an idea for a need in their school that they could present to the parent group PTG to implement change. Third graders brainstormed ideas, and agreed that indoor recess needed a boost (after 25 days of indoor recess already this year!). Art supplies were very low, and students wanted to be more creative during recess time. All the students drafted letters, and the strongest drafts were chosen to be presented at the PTG meeting in February. Dr. Dawkins' and Mr. Farmer's classes attended, and the parents listened. They had no idea art supplies needed replenishing, and they thanked the students for bringing this to their attention. This was truly district writing in action! □





## Lights, Camera...Action! *The Nutcracker*...

**Goosehill:** At the December *Spirit Day Assembly* students and parents enjoyed a performance of *The Nutcracker*, composed and directed by first grader **Christopher Coco!** He and his friends: Anthi Tsafos, Zoey Eisenegger, Ben Neri, Molly Yulico, Mia Damast, Aeryn O'Rourke, Ava McKean, Colbie Canty, Julia Cortese, Anthony Duke, Beckett Bertsch, and Owen Zarboutis created scenery, made props and rehearsed during many recess periods to prepare for the performance. Principal, Lynn Herschlein, shared, *"They all did a terrific job and delighted the audience! It was wonderful to see children show such initiative and commitment to a creative project."* These students all hail from Mrs. DeRop's class, and they all love reading and acting out plays. She shared, *"They put together a play about a turkey and a farmer and performed it for our class right before Thanksgiving. They wanted to do another one for the holidays for the whole school this time. Christopher asked if anyone has seen the Nutcracker, and then Molly said that she has a nutcracker at home. Molly brought her Nutcracker to school and the idea came to life!"* Ms. Kotsky brought it to life with music, ...adorable! □



## You got this!

**Goosehill:** Physical Education teacher, Mr. Rory Malone, leads our youngest students on the path to fitness, encouraging them as they challenge themselves with indoor rock wall climbing. Using their strength, confidence, and agility, they strive to earn different levels of achievement based on the amount of times they don't fall off. The kids love the challenge, and those small hands and feet, along with great perseverance, tackle this mighty wall! □



## Building the White House

*Goosehill students have been reading Scholastic News and learning about the Presidency and the White House. After watching a few minutes of the Presidential Inauguration, students were so interested in the topic that it spilled over into their play. Take a look at what they built with their blocks – The White House!* □



**Goosehill scientists** are learning about the States of Matter. After experimenting with solids and liquids, they had a chance to create gases using household materials. (vinegar and baking soda) They worked together to set up their experiment, made predictions about what would happen when they mixed the two together, and absolutely delighted in the results! □



## Forces in Motion

**Goosehill:** Kindergarten started a new unit on "Forces and Motion" in science. Ms. Francovich's class was learning all about pushing and pulling with some hands-on fun. One station was comparing pushing different types of vehicles. The children made predictions and discussed the effects of friction and force. Fun! □

**Goosehill students experiment and collaborate to solve problems in the science room.** What boat design will hold the greatest number of pennies without sinking? How can we build a bridge that will hold a toy car? What is the strongest design for a paper cup tower? Students brainstorm ideas, make their plans, and work together to complete their designs, which they proudly share with their classmates. Their excitement about engineering spilled over into recess one day! After spotting what they thought might be a deer out in the woods surrounding the school, a group of students designed and built their own "deer trap." When asked what they would do with the deer they catch, they replied, "Set him free out in the big forest!" □

## COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

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

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***Furry Friends Donation – Lloyd Harbor:*** The primary focus of Student Ambassadors is to inspire students to think beyond themselves and give back to others in the school and community. Lloyd Harbor Student Ambassadors had the opportunity to make a super cool cat toy to donate to a local animal shelter. The Student Ambassadors created the cat toy from recycled t-shirts. By braiding strips of fabric, the children were able to transform what was once a used good, and put it to good use! A local animal shelter, Little Shelter fell in love with the idea: cats and kittens will have their very own handmade toy.



## Community Service:



***West Side School Community Service:*** On January 23rd West Side Student Council was delighted to present a check in the amount of \$439, along with donated items, to Mr. Fred Sganga, the Executive Director for the Veteran's Home in Stony Brook (an organization that provides skilled nursing care, adult day health care and short term rehabilitation to the 250,000 veterans who reside on Long Island). Mr. Sganga spoke to the children at morning assembly; he is also a Cold Spring Harbor resident. Student Council held a fundraiser: "Hot Chocolate and a Good Book" morning event in December. Thank you also to student council co-advisors Ms. Santoro-Goldberg and Ms. Ryan for this wonderful collaboration! □

## Cartwheels for A Great Cause

On January 17th at CSH Jr./Sr. High School, the *Cartwheels for a Cure* gymnastics meet produced plenty of memorable moments. Eight schools participated in the event which helped raise thousands of dollars for the Cystic Fibrosis Foundation. The teams received a heartfelt message from CSH coach Teri Kindelmann's 6-year-old daughter, Matison. She and her 4-year-old sister, Charlotte, have cystic fibrosis, a genetic disorder that affects the lungs and other organs. Matison took to the microphone and thanked the gymnasts. "It's truly something very special to me and this year that my daughter was able to speak and thank the girls," Kindelmann said. The meet has grown from two teams three years ago to eight teams. Last year, with five teams present, the event raised \$6,000. This year, it was expected to reach close to \$10,000. This connection with the coach's daughters makes the fundraising event more special to the athletes. "Sometimes if you don't know people, you're not really sure what you're raising it for, but when you have a connection with them, it means a lot more," said Lily Hetherington, a CSH eighth-grader. After the competition, the teams gathered together and did cartwheels for three minutes. In the middle of the excitement were Matison and Charlotte, reminding the gymnasts one more time about the difference they were trying to make. □



***Animal Rescue Club Jr./Sr. High School:*** Spanish Teacher and Animal Rescue Club (ARC) Advisor, Ms. Merritt Monck-Rowley, introduced her daughter, Riley, and her service dog, Kaya, to talk to the Club. She explained how to obtain and register for an emotional support animal while away at college. College students are permitted to have service dogs live with them in the dorms as well as off campus. The students were very excited to pet the dogs and ask questions regarding rescuing animals. Thank you Riley! □



# COLD SPRING HARBOR



VOLUME 40, No. 1

## A REPORT ON OUR SCHOOLS

SPRING 2017

### Literary Luncheon

*Author Regina Calcaterra*

Each year, the CFA (Jr./Sr. High School parent/teacher organization) sponsors their largest fundraiser, the "Literary Luncheon." Funds raised support the Cultural Arts Programs brought in for the school. This year, the CFA was pleased to welcome, Regina Calcaterra, who spoke about her book, *Etched in Sand*, on March 29th at the Huntington Country Club. It is a true story of five siblings who survived an unspeakable childhood. She shared her courageous story of surviving domestic abuse as a child, emancipating herself as a teenager, and then becoming a successful attorney. Her honest account of tragedy and perseverance were heartfelt and inspiring. She was able to also share her story with a select group of English classes prior to the luncheon, where students learned of her courage, tenacity, and optimism and had a chance to ask questions about her journey, the foster care system, and how education was the key to breaking the cycle of homelessness. Ms. Calcaterra acknowledged that the public library was the one safe haven her siblings spent hours visiting... devouring books, while being blessed with working electricity, clean water, warmth of heat in the winter, and working bathrooms. Teachers, Ms. Waters and Ms. Glynn, also selected the story for their book club students, who unanimously agreed, it was one of the best book discussions they shared to date. Thank you to this year's Literary Luncheon committee, and chairpersons, Claire Costa and Monica Stingi, for an amazing afternoon. □



### Principal Jay Matuk Retires

Mr. Matuk came to Cold Spring Harbor as a seasoned administrator and educational leader who has worked in the field of education for over 30 years. After more than ten years in the classroom as a Social Studies teacher, he served as an Assistant Principal at both Long Beach and Shoreham-Wading River High Schools before serving as Principal at Western



*"The past 11 years here at CSH have been the highlight of my 34 years in public education. . . . 'The Harbor' is a very special place"*

Suffolk BOCES, Walt Whitman Alternative High School, Connetquot High School and Patchogue-Medford High School. Mr. Matuk continues to be a hands-on educator, contributing his skill set to programs at Queens College, College of St. Rose and Long Island University. Board of Education President, Amelia Brogan, said, "Under Mr. Matuk's guidance, the education of the students

*continued page 4*

*Cover photos: Students loved posing for the photo booth at International Night (story on page 5)*



## French Club

### Visits Montreal

French student, Caroline Ambiano, (10th grade) summed up the field trip beautifully! *"Bonjour de Montréal! This year, 23 members of the French Club went on a trip to the largest city in Canada's Québec province, Montréal! We started our trip by visiting Old Montréal and going ice skating at the Amphithéâtre de Glace. The next day, we enjoyed a typical Canadian breakfast before touring the city. We explored the underground city with miles of shops and afterward, visited Montréal's Museum of Fine Arts which is the oldest art museum in Canada. That evening, we departed for the Sugar Shack where we enjoyed a hearty Canadian meal followed by learning traditional dances and folk songs. We also enjoyed lots of delicious maple syrup! We toured the beautiful Notre Dame Basilica, the shops of Old Montréal and ended the evening with a lesson in curling. On our final day, we saw the Olympic Stadium where the Olympic water polo team was practicing. After, we visited the Biodome museum which houses animals and species from around the world. It was a perfect mix of Canadian culture and fun!"* French Club Advisor, Madame Gozelski, noted the students also visited elementary schools to teach a mini French lesson about vocabulary and culture. Fantastique! □

*Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .*

## National Merit Finalists

**National Merit Finalist 2017: Seniors Benjamin Basil, Ezra Brody, Alec Israeli, and Katherine Northacker** 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!



**SCOPE Award: Dr. William Bernhard**, Assistant Superintendent of Business, was presented with the SCOPE Education Service Award on March 20th. Recipients are chosen based on exemplary records which shine brightly as models of educational excellence. Dr. Bernhard received the *Administrator Service Award* for his forty years in public education; the last ten of which were faithfully served in our district with integrity, wisdom and invaluable guidance. Superintendent, Robert C. Fenter, shared, *"Dr. Bernhard has provided the CSH School District with outstanding leadership that has resulted in supporting and developing the many programs that provide us with tremendous pride. Upon this year of his retirement, we believe that the award will help to properly acknowledge his contributions to the field of education as well as in the specific districts in which he has worked over his illustrious career."*

## ROBOTICS

CSHHS Cyberhawks Robotics Team #2875 participated in the FIRST Robotics Competition (FRC) Hudson Valley and the SBPLI Regionals, held at Rockland Community College and Hofstra University respectively. In January, the team attended the livestream of the



2017 FIRST Challenge Reveal at Stony Brook University, detailing this year's game, titled *"Steamworks."* From that day, teams have six weeks to design and build a competition-ready robot that can navigate the challenges of the game FIRST presents each year. At the Hudson Valley Regional from March 24-26, the Cyberhawks' run ended in the quarterfinals. The following weekend at Hofstra, the Cyberhawks finished qualifying matches as 3rd seed out of 55! The 25 robotics team members, are supported by Club Advisors, Robert Platt and James Thompson, and mentors Hans Nordemann, Stephen Jay, and Kevin Merola. Mentor, Kevin Merola, commented, *"The teamwork and dedication that our students demonstrated during competition season propelled our robot into the Quarterfinal rounds at both regional events we attended this year. Unfortunately, we were unable to advance to the Semifinals due to technical difficulties. We will learn from our mistakes and return as a better and stronger team next year. Let's Go Cyberhawks!"* The team makes an arduous commitment each season, devoting countless hours after school and on weekends, demonstrating true teamwork. The Cyberhawks are looking forwards to the next season to improve themselves and compete once again. □



*Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . . Honors . . .*

## CSHL Partners for the Future

Science Research Teacher, Mr. Jaak Raudsepp was proud to acknowledge, Anand Subudhi, who was chosen to participate in the CSH Laboratory *Partners for the Future*



Program for the 2016-2017 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. Students are nominated by the science faculty from their respective high schools. The nominees must submit a written application and are chosen by a CSH Laboratory mentor after a personal interview process. Students accepted into this very selective program get the opportunity to work with a world class scientist doing cutting edge research in the field of Molecular and Genomic Biology. This year, 15 students were selected from Long Island. Congratulations to Anand, who presented his research at the CSHL Grace Auditorium on March 27th. His research was on "using a mouse behavioral protocol to study how predictive cues improve performance." □

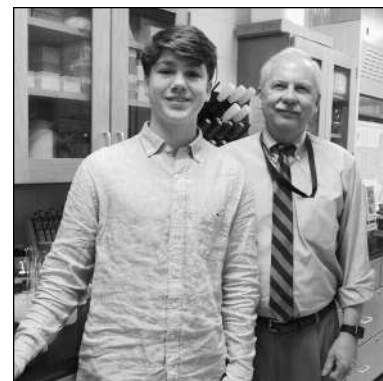


**Science honor – 10 students competed at Long Island Science Congress:** The adjudicated exhibit of science projects by students in Nassau and Suffolk County was hosted by St. Anthony's High School on April 5th and sponsored by STANYS (Science Teachers Association of NY State).

## The Next Phase *Science Research Program Expanded*

CSH School District continues to build upon its successes, and it is with great pride we have now expanded the science research program for the 2017-2018 school year. This fall, a new phase of the Science Research Program has been established to support students planning to compete in national science competitions, with a new 9th grade course "Advanced Science Research Honors." Board of Education President, Amelia Brogan, explained, "With the leadership of the building Principal, our Assistant Principal and Director of Counseling, our new Director of STEM, and Science Research Teacher, Mr. Raudsepp, we have been able to establish a new pathway for our students who are interested in competing at the highest levels of science research competitions. This enhancement to our current program is an effort to build upon the important work over the last several years that has provided our students with meaningful experiences in science research." The original track for Science Research still exists (with courses "Intro to Research I & II" along with Independent Research study) for those interested in the Research Program, preserving the opportunity for all students to engage in research at a level of commitment that matches their interests. The new 4-year elective, will be a rigorous preparation for projects worthy of successful advancement in prestigious science competitions. Currently, 24 eighth graders have registered for this new elective in the fall, and we look forward to following the progress in this next phase of the Science Research Program at CSH High School. □

**Science Honor:** Junior, **Thomas McGee**, has been accepted by the *Simons Summer Research Program* at Stony Brook University. This program attracts the best science students from all over the country and has an acceptance rate of around ten percent. This distinguished award reflects the quality of the application, a strong academic record, commitment to independent research, and teacher recommendations. In addition, the program pays a stipend of one thousand dollars. Thomas is the first student from CSH to be accepted by this program. Science Research Teacher, Jaak Raudsepp, acknowledged that this fellowship is in itself an honor and an indication of exceptional promise. Thomas will be working in Joshua Plotkin's lab and will be studying the neural mechanisms in the striatum that contribute to certain neurological disorders. In his independent research class, Thomas is currently conducting research on sensory adaptation in fruit flies. Last summer Thomas studied Neurobiology at the University of Colorado, Boulder campus, where he presented an independent project on serotonin at the end. □



## Matuk Retires, cont'd

has remained paramount. As principal, Mr. Matuk assisted in reviving business elective courses, expanding opportunities for the performing and fine arts, as well as introduced many new clubs, including Robotics. In addition, Mr. Matuk supported programs such as Rachel's Challenge, the Special Olympics and Natural Helpers to improve the quality of student life. He also has been "vigilant" in addressing issues related to safety and security. Under his leadership, he instituted a mandatory meeting for campus drivers highlighting safety issues for both students and parents when behind the wheel, and was instrumental in implementing programs addressing substance abuse prevention. The leadership Mr. Matuk has provided our district has supported students, parents, and teachers. Although we whole heartedly wish him well as he starts this new chapter in his life, we will miss the guidance and support he has provided our district." Superintendent, Robert C. Fenter, shared, "I am profoundly grateful to Mr. Matuk, not only for his years of service to our school district, but also for his knowledge, wisdom, and assistance that he has shared with me in my transition as a new superintendent. I thank Mr. Matuk and wish him a happy, restful, and well-deserved retirement." Mr. Matuk, also wanted to express his parting thoughts, "The past 11 years here at CSH have been the highlight of my 34 years in public education. I am so proud of the many initiatives and accomplishments by our students and staff. 'The Harbor' is a very special place because of the wonderful and caring folks who live and work here, and I will greatly miss all of them." □

**The 25th Anniversary**  
of the Annual  
**West Side Run**  
5K & 1 Mile Run  
Sunday  
May 21, 2017

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

### Technology Leadership

#### Joseph Monastero

**Joe Monastero** will take on a new leadership role for our district as **Executive Director of Instructional and Administrative Technology**. Superintendent, Robert C. Fenter, explained, "This position will provide K-12 staff with continued guidance as we thoughtfully infuse instructional technology into the learning experiences of our students. I want to wish Joe great success in his new position and know that he will do an outstanding job." As part of Mr. Monastero's new role, he will be coordinating our 1:1 Chromebook initiative at the Jr./Sr. High School as well as guiding our use of technology in our libraries, computer labs, and classrooms in grades K-12. Assuming Mr. Monastero's role as the Assistant Principal in charge of the Junior High, will be Dr. Helen Browne. □



#### Social Worker of the Year:

Jr./Sr. High School Social Worker, **Robin DeLuca-Aconi** was chosen as the NASW Suffolk Division's 2017, "Social Worker of the Year." The NASW (National Association of Social Workers) award night was held on April 22nd at the Brentwood Country Club



where Ms. Aconi was honored for her outstanding contributions to her students and school district.

#### FLES Poster Contest Winners:

"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 "Creating Links Between the classroom and careers." **Lloyd Harbor winners: 1st place: Casandra Reilly, 2nd place: Maggie Spehr and 3rd place: Katherine Guirguis. West Side Winners: 1st place: Andrew Shammah, 2nd place: Ava Hurtes, 3rd place: Kamila Cotek.** □

#### Jazz Music Award: Michael Davis,

an outstanding high school band student, was selected to participate on the trumpet in the statewide High School Honors Jazz Ensemble, NYSBDA 36th Annual Symposium, at Syracuse in early March. Music teacher and Band Director, Dr. Felker, attended as a chaperone and is extremely proud of his accomplishment.



**Art Honors: Goosehill first grade students: Ainsley Dircks (left) and Lillian Katz** were chosen to have their art work displayed at the Long Island Museum at Stony Brook for the annual K-12 student exhibition "Colors of Long Island." The show ran from Feb 24- April 2, showcasing the participation of 179 schools across Long Island. Goosehill students painted autumn trees reflected in water under the direction of art teacher Colleen Beneville. Congratulations!



## International Night

It was an international success the night of March 2nd for the CSH Jr./Sr. High School first ever "International Night." Students in grades 7-12 took pride in their heritage showcasing their talents and diverse cultures from around the world. Club advisors, Ms. Monck-Rowley and Ms. Koob, orchestrated the event, presenting cultural booths, food stations, a fashion show, and performances. Students loved the photo booth, the lines were endless for henna tattoos, belly dancers and jazz ensembles performed, and staff members led the crowd in the Greek national anthem. But most impressive of all, thanks to the parent and student chefs, were the endless assortments of international cuisine. There was a crepe station from France, Argentinian Dulce de leche, Costa Rican gallo pinto rice, Israeli latkes, Italian meringues, South Korean kimchi, Trinidad roti, Japanese dumplings, Greek pastitsio and baklava, and more! All in all, there were 16 food stations represented. So if you missed it this year, come next year, and come hungry! (see photos on cover nameplate). □

## Your Wish is Granted

### SEPTA donations

The CSH Special Education Parent Teacher Association (SEPTA) is a district-wide organization dedicated to support parents/caregivers of students who have learning needs and require the support of district-wide services. SEPTA provides parents and teachers of special education students with the ability to obtain information, discuss issues, and improve academic and social experiences of our special education students. The district is grateful to SEPTA, along with the many parent organizations in our district, who continue to support and donate funds toward many needed items beyond budgetary allowances. SEPTA held two events this past fall to help raise funds to use toward a "teacher wish list" in each school, that would benefit students for years to come. Remarkably, nearly twenty requests were granted and have been delivered. Some of these unique donations included specialty items like office balance ball chairs, back jack floor chairs, fuzzy feet glide chairs, a karaoke system, Hokki stools, reading carpets, and many other specialty games, books and supplies. Many of these items not only benefit special education needs, but are wonderful resources for all students. Thank you SEPTA! □

## Baking for a Cause

**Junior High Baking Club** member Giovanna Ciampa and club co-founder Kaya Cohen organized a bake sale on January 30th to support the **Jack and Jill Late Stage Cancer Foundation**. Through the efforts of the club the bake sale raised \$224.00. The Junior High Baking Club was founded by four determined 7th grade students last year. Club advisors, Myra Georgiou and Jennifer Pickering, focus on providing students with an opportunity to learn baking techniques, healthy baking options, working collaboratively with peers, and the importance of kitchen safety. Club members are responsible for selecting recipes, calculating the ingredients needed, preparing and cleaning the kitchen, and of course, tasting the final products! Proceeds from monthly bake sales are donated to charitable organizations identified by club members. □



## INTO THE WOODS, Jr.

**Lloyd Harbor Musical: "Into the Woods, Jr."** is a modern twist on the beloved Brothers Grimm fairy tales in a musical format that follows the classic tales of Cinderella, Little Red Riding Hood, Jack and the Beanstalk, and Rapunzel, all tied together by an original story involving a baker and his wife, their wish to begin a family and their interaction with the witch who has put a curse on them. This intricate tale was no easy task for Director, Chris McKee, who delighted the audience in March with song, dance, costumes, and set design, with a very talented cast, crew, staff and many parent volunteers! Another remarkable feat of entertainment at such a young age. Bravo to all! □



**Prom Boutique Dress Drive:** Senior, Isabelle Morris, her sister Juliette (sophomore) along with Art Teacher, Ms. Bailey Whitney, recognize how important it is to give to those who cannot afford to buy prom gowns. Isabelle shared, "I would love to continue the 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 an Annual Prom Boutique with Nassau Community College, where girls in need come to pick any dress of their choice free. □

## Lincoln Center Education



CSH elementary schools have long enjoyed the unique partnership with Lincoln Center Education (LCE) for the arts in education. We are the only Suffolk County school district associated with the program. Our affiliation with this highly respected and world renowned Institute has benefited our students in a very intimate approach, enhancing their education through the arts. Working in partnership with K-12 educators, LCE develops experiential studies focusing on works of art, dance, theater, film, and architecture. By actively engaging students in the arts, the programs demonstrate the integral role the arts play in education. A teaching artist from LCE teams up with the school educators, designing classroom activities that immerse the students in the specific works of study, culminating with a final theater performance. Classroom activities prior to and after the performance continue to engage the students to make connections across the curriculum. Another wonderful benefit associated with this program, is that at the end of each year, Lincoln Center offers a "family day" in July at the Julliard School, only for those schools involved in this unique partnership program. Music teacher, Heather Daniels-Rosenblatt is the elementary liaison for both West Side and Lloyd Harbor Schools. We are grateful to LCE for continuing this partnership for over 20 years! This long standing relationship began in 1996 with Lloyd Harbor principal, Dr. Ellen Best-Laimit, who learned of this "new program" opportunity which became her personal mission, devoting her entire career into fostering its legacy. When a "distance restriction" policy from NYC was enforced years ago by LCE, many schools had to drop out of the program. Luckily, due to the efforts of Dr. Best-Laimet, CSH remained the only Suffolk County school allowed to stay. With the support of Mrs. Valerie Massimo, Mr. Kurt Simon, and Dr. Lydia Bellino, the students and teachers will continue to experience the arts in a very special way through Lincoln Center Education. Ms. Daniels-Rosenblatt, shared, *"I love being a part of the program since I began teaching at CSH. I will be going to study/take classes at Lincoln Center Education for the 11th time this summer!"* □

*"CSH elementary schools have long enjoyed the unique partnership with Lincoln Center Education . . . We are the only Suffolk County school district associated with the program. "*



## Helping the Homeless

### 6th Grade Get Together

**Lloyd Harbor & West Side:** Instead of the annual gathering at "Bounce" or a picnic at the beach, sixth graders decided to pool their energy and community spirit to help others in need this year. On March 24th the sixth graders assembled to make 136 lunch bags and 46 snack bags after school. JoAnn Polichetti, the Director at HiHi (Huntington Interfaith Homeless Initiative) came to the event to give a brief description of what HiHi is all about and explain who will be on the receiving end of the children's generosity. What a great opportunity for the 6th graders! 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 also volunteer helping the sites set up, serving dinner, and hanging out with the guests. Thanks to all of our students who make this possible and for being positive role models and leading the way! And thank you to parents, Nicole Pultz and Aviva Franz for making the day such a success. □

## Stories of Grit

**West Side:** As part of the continued "Growth Mindset" theme at West Side School, the School Improvement Team (SIT) set a goal to initiate a growth mindset/grit speaker series for the students. Grades 2-3 enjoyed having parent "guest readers" come in and read a book that highlights stories and characters dealing with issues requiring perseverance, resiliency and grit. How to overcome mistakes, frustrations, and feelings of embarrassment. Parent, Mrs. Reilly, read *The Most Magnificent Thing* to Dr. Dawkins' class, and the students shared their continued experiences at West Side of grit and personal growth. Following discussions, students were given a word search puzzle filled with key "growth mindset" terms to work on (thanks to student Ryoma Furukawa, who helped to create the word search puzzle!). □





## Tell Me Your Story

### Immigration interviews

**West Side:** In preparation for the 4th grade unit of social studies on *Ellis Island Day*, SIT (School Improvement Team) decided to take a new approach this year, by having students film immigration interviews of relatives. Rather than focusing solely on the immigrants of Ellis Island long ago, students are learning about modern real-life experiences from residents in our own neighborhood. Principal, Kurt Simon, thanked each family for sharing their stories; Vicky Roberts (from England), Hampo and Marie Ghazarossian (from Ethiopia), Karolina Cotek (from the Czech Republic), and Cathy Louie (from Vietnam). Both Ms. Roberts and the Ghazarossian's came to the US due to job transfers, and fortunately, both families knew the English language, and had help from their companies transitioning to America. Of course, it is always difficult to leave friends and family behind, and even favorite foods and customs. Ms. Cotek immigrated here twenty years ago with her husband, after winning a green card in a lottery sponsored by the Diversity Immigrant Program. One heartbreaking and brave story, was told by Ms. Cathy Louie (Rachel's mom) who was born in Vietnam in 1976, where she lived a comfortable life with a thriving family business. But, when Saigon was overtaken by the communist government, her family was forced to flee. They hid unlawfully, always in fear of capture and execution. Eventually they arranged for passage on a boat in 1978, which sadly capsized and drowned 350 passengers, including Ms. Louie's grandmother and uncle. A short time later, a larger boat was able to transport over 2,000 refugees, only to be refused entry and turned away from many ports while at sea. The United Nations stepped in to secure resettlement and funding pledges in the Philippines, where the refugees were taken to a deserted island to live for approximately one year. Ms. Louie's family was eventually accepted for resettlement in the U.S. in 1980, from Port Washington's St. Stephen's Episcopal Church. Her parents studied English, worked, and went to a local college, where her father obtained his bachelor's degree after 8 years. Ms. Louie concluded her story, by sharing, *"To this day, I am so*



*Clockwise from above: Karolina Cotek, Cathy Louie, Vicky Roberts, Hampo & Marie Ghazarossian.*

*thankful to America, for all the opportunities this country has given me. Although I was very young living in the refugee camps, what I remember most is fear, and people fighting for their lives. When we reached the United States, I remember feeling tremendous hope."* Each interview

was captured on video, so future 4th grade generations can watch them for years to come. Thank you to Ms. Diehl, for her editing and film assistance in the newsroom with the students and families. What a wonderful collaboration and learning experience! □

## Flip it!

### Water bottle challenge

**West Side:** March Madness took on a special meaning at West Side School, with a water bottle flipping contest! This fundraiser was spearheaded by student council members to raise money for the *Helping Hands Rescue Mission* in honor of the passing of Rev. Rose Marie Gaines, who worked so closely with West Side school for years. Families pledged donations for every successful landing after flipping a water bottle. Teacher Dr. Dawkins made a pledge to donate money on behalf of the class for every student who could "outflip" her in the two-minute contest. Students worked hard to surpass their teacher (so many did!) and loved the challenge. Kudos to all the students and families who helped support this wonderful fundraiser which raised over \$2,000 for the *Helping Hands Mission*. □



## Breakout Boxes

**Lloyd Harbor:** It was “Game Day” for the LHS faculty at their March meeting where Principal, Valerie Massimo, led them in a team building event. While researching STEAM (science, technology, engineering, art and math) education for the students, Ms. Massimo came upon an interdisciplinary puzzle opportunity entitled *Breakout EDU* which incorporates problem solving activities for team play. Breakout EDU is an immersive learning-game platform, where players and teams work collaboratively to solve a series of critical thinking puzzles in order to open a locked box. Although geared for students, Ms. Massimo wanted to try it with the faculty first so everyone would have an understanding of its purpose and how it could be implemented. Each starter kit can be used to play hundreds of games, and “*The Spyder Heist*” math puzzle was the first chosen by Ms. Massimo for their faculty meeting challenge. First, they all watched a crime scene video, which described their undercover mission. Working together in teams of 8 members, they had to find clues and crack secret codes that led them to solutions which began opening a series of locks. The goal was to unlock the final 4 padlocks to the main box



*“Most of the staff agreed, It was the best faculty meeting ever!”*

within the allotted 45 minutes. Teachers were scrambling to beat the clock, and share co-worker strengths in mathematics, deductive reasoning, and problem solving. Four staff members trained rigorously prior to the event to become facilitators to aid the teams in times of trouble. The facilitators

were Ms. Massimo, Ms. Diehl, Ms. Vigilo, and Ms. Glass. Most of the staff agreed, “*It was the best faculty meeting ever!*” School Social Worker, El Solch-Fuller exclaimed, “*It was so energizing and working together with my colleagues, in a play like structure, was truly gratifying and has inspired me to want to do more collaborative exercises with students.*” The first student challenge is next, when the 6th graders try their hand at *The Spyder Heist*...let’s see if they can outdo the staff and “breakout” faster! □

## Full STEAM Ahead!

**Lloyd Harbor School’s** fifth graders took bold steps into the future as the innovators, learners, educators and leaders of the 21st Century. In place of the traditional “Science Fair” which encouraged use of the scientific method to investigate or build an engineering project, students participated in a STEAM fair this year. The STEAM Fair is an opportunity for students to plan and carry out investigations or design projects related to the fields of STEAM; Science, Technology, Engineering, Art, or Mathematics. Utilizing Chromebooks and student Google Drive accounts, fifth graders in Ms. Barrese and Ms. Wetzel’s science classes shared their ongoing research, designs, and progress of their projects over the past two months. The STEAM Fair gave students the opportunity to use the Chromebooks to share their presentations as well as their completed projects. Topics investigated and explored ranged from plate tectonics and volcanoes to electromagnetism to crystal formation to the intricacies of combustion chambers. Also on display were investigations into animal behavior, archery, hot air balloons, drawing techniques, and motors. Teachers, parents, and students agreed...this was an awesome way to show what kids can do when they are given the tools and encouragement to explore new ways to learn. Full STEAM ahead! □



## The New American

**Lloyd Harbor:** Elementary 4th graders learn about immigration as part of their school curriculum. Thanks to Cultural Arts, a wonderful program called the *New American* came to Lloyd Harbor on March 16th. The presentation of “Ellis Island – Island of Hope” was enacted by a storyteller, Leah, who tells the tale of a Russian Jewish girl and how her family escaped oppression and sailed to a new life in America. Through her, students were taken back on a journey and experienced the struggles at Ellis Island during its busiest years, and the fears and dreams of every hopeful American immigrant. Thank you to Cultural Arts for bringing in these fabulous programs. □



## Holy Cow Brains!

**Goosehill:** The annual *CSH Laboratory Science Fair* for Goosehill is truly a family favorite and one event you don't want to miss! As part of our school district's partnership with the Laboratory, first graders participated in six exciting science activities, on a rotating basis taught by the scientists. They examined their fingerprints and explored the properties of a mystery substance. They learned about the brain and even held a sheep and cow brain! They experimented with magnets and learned how DNA is a code for the proteins that make up the human body. Principal, Lynn Herschlein, shared, "How amazing it is that our students have the opportunity to learn from 'real' scientists in our very own community. Students see themselves as scientists and thoroughly enjoy their weekly investigations in the science room. First graders love learning and caring for their turtles and Kindergarteners have their own earthworms! (Both thanks to the collaboration with the CSH Fish hatchery). The goal of science in primary school is to build students' understandings about how the world works and how science is practiced. Hands-on experiences help our students form theories to explain "how" and "why" things happen. They use magnifying glasses, eye droppers, measuring cups, rulers and scales to gather information, make predictions and record conclusions. We encourage a sense of wonder...science is all around us!" □



## Happy Birthday Dr. Seuss

**Goosehill:** On March 2nd Goosehill students and staff honored *Read Across America Day* celebrating Dr. Seuss's birthday by "dropping and reading" for twenty uninterrupted minutes. All students were invited to wear "read a t-shirt" and they were very proud to display them! In the words of Dr. Seuss, "The more that you read, the more things you will know. The more that you learn, the more places you'll go." Thank you to librarian, Ms. Erica Fraiberg, and the Cultural Art Committee for arranging a wonderful and energetic assembly by award winning storyteller, Ms. LuAnn Adams. □



## Hip Hop They Don't Stop

**Goosehill** holds annual dances for both grades K-1, and if you think these kids are too shy to dance, well, think again! They know the words, and they've got the moves! WOW, from Conga lines, to flying boa feathers, to non-stop jumping...these kids have boundless energy. A huge thank you to Ms. Renaldo, who leads the charge on stage. A favorite night of family fun! □



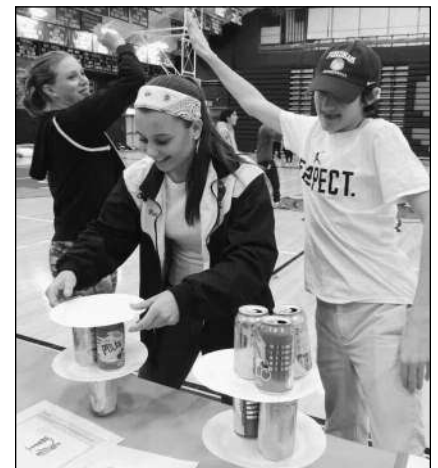
## Book Nook Mural

**Goosehill:** The *Book Nook* is a quiet, cozy spot created for Goosehill students to come during recess for reading and games. Art teachers, Colleen Beneville and Christine Oswald, collaborated and came up with the idea of having the high school students design and create a beautiful mural wall for this special spot. Individual panels were painted by our older students, and installed to create this beautiful new addition! Thank you to our high school art students for this wonderful gift of talent, the Goosehill students love the story panels of beloved book characters! □



## Class Olympics

Let the games begin! The Class Olympics has been a favorite tradition at the high school for many years now. It is a student council run event, where half the proceeds go to the class with the most points at the end of the evening, and the other half to charity. Advisors, Senora Segura, and Chris Phelan, had kids participating in activities with stacking cups, balancing dice, toilet paper toss, pong cups, and tug of war. An Oreo cookie challenge is always a favorite, trying to wiggle a cookie from your forehead into your mouth, and Mr. Phelan held the crowd with “fact or fiction flashcards” about fellow teachers. The games are fun and non-sport related for all. The winning class...the seniors! □



## Goosehill University

**Goosehill:** The April 7th event “Goosehill University for Kids” celebrated lifelong learning with workshops provided by parents, teachers, and community members on topics they love. Students rotated by class to mini-workshops, each one unique and exciting, but more importantly, they each brought with them a strong home-school connection and the spirited commitment of parents. Physical Education teacher, Mr. Malone, introduced compasses used to trace students steps along an obstacle course; the concentration on the students faces was priceless! Ms. Power and Ms. Foley taught Irish Step Dancing, and from there traveled to Spain and France learning foreign language with Ms. Malu, Ms. Siegel and Madame Caracciolo (Adeline’s Grand-Mère). Librarian, Ms. Fraiberg, had them drawing cartoons, and a music lesson was given by Ms. Lin (Sophie’s mom). An adorable collection of stuffed dogs were used to show proper “dog care” by Ms. Monaco (Luca’s mom); the kids loved cuddling and petting these furry friends. A giant tent was erected in the Community Room, where kids learned about camping with Mr. Cortese (Julia’s dad), and fun and games were played with Ms. McNamara and Ms. Wallace. The students had non-stop questions about the US Army for Lieutenant Colonel Melendez (Gunner’s dad), and his travels in remote areas building bridges, roads, and schools. One student wanted to know if his bed (a cot) was made out of cotton balls! There were fitness workshops for yoga with Ms. Shalley and Ms. Schmid, (their warrior poses were fierce!) as well as fitness with Ms. Mullin (Riley’s mom). A wonderful Art Interpretation workshop was given by Ms. Katz (Lillian’s mom), explaining how the first camera’s worked, and how artists used tracing paper with early camera’s to sketch and duplicate reality for paintings. Principal, Ms. Herschlein, expressed, “Thank you to our SIT members for organizing a terrific day for the children and a special thanks to all of our workshop presenters for providing such an enriching educational experience for our students.” □





## SWWAT

Club advisor and health education teacher, Mr. Chris Homer, has attracted 100+ students every year to join him in the fight against tobacco. 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?" and, "What do you think we could do here to make kids stop smoking?" One student suggested starting a club. Mr. Homer brainstormed and came up with the acronym SWWAT, and hence a new club was born. The student's respect for Mr. Homer, along with their passion for his fight against tobacco, has had an amazing impact on the students. 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. The message is powerful – and the club continues to mentor students on the dangers of not only smoking, but on drugs, alcoholism, e-cigarettes, and how to respond in situations of risk. □

## Giving Back

**Jolie Nemshin** CSH 9th grader organized *Camp Loyaltown's Third Annual Fundraiser* in January raising \$4,000 this year, with a three-year total of \$18,000! 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 six years. She shared, "I wanted to

*continue because I saw what an impact it makes on the kids that go to the camp"* Jolie assembled a committee of 20 CSH classmates to promote the event bringing in approximately 70 CSH seventh and eighth graders to the event. Local businesses contributed raffles and prizes bringing the community together to support this organization. Jolie shared, "This year's funds are being used towards an indoor sensory garden. Organizing these fundraisers and supporting Camp Loyaltown is an amazing feeling. I'm helping so many people in many different ways. I plan on continuing my fundraising for Camp Loyaltown next year and throughout my high school years." □



## Professional Development

Dr. Abby Reisman, Assistant Professor of Teacher Education at University of Pennsylvania in the Teaching, Learning, and Leadership Division, was the guest speaker on April 7th for the elementary staff

development half day workshop. Dr. Reisman directed the "Reading Like a Historian" Project in San Francisco and she has been honored by the National Council for the Social Studies. From Kindergarten



to 6th grade, teachers and district leaders met together to learn from Dr. Reisman and from one another, about how to facilitate discussions in history and focus on cross-disciplinary practices. Dr. Bellino stated, "We have been prioritizing Social Studies as a District goal as we implement the updated New York State Social Studies Standards. Through demonstration lessons, Dr. Reisman coached us to think about the complexity of Social Studies as adult learners and engage in high level discussions that were quite illuminating." □



## COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

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

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***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 winter from students in grades 7-12, then elementary grades K-6. Thank you to Art Department chair, Andria McLaughlin, and art teachers Colleen Beneville, Ann McLam, Samantha Hayes, Christine Oswald, Laura Cirino, and Bailey Whitney. □*



## HS Coffee Shop

“Thank you for your order!”

New this year, every Tuesday morning the cafeteria hosts a coffee shop. It's an extension of the Vocational Program taught by Special Education teacher, Ms. Denise Engel, to educate and provide skill sets for students with disabilities. The Coffee Shop provides students with the social skills and life-skills necessary to become active participants in the community when they transition from the district. Students do the inventory of supplies, ordering of materials, are taught to understand and implement the steps necessary to complete job tasks, shop for merchandise, and set-up and break-down the Coffee Shop.

It is run by the students (Isabel Quaglia, Nicky Melillo, Erick Avelar, and Marc Paverman), Ms. Engel, and support staff, Lauren Blackburn and Giuseppe Alviano. Students tally the orders ahead of time through drop-off forms, and then bake and package each Monday. A variety of items are offered like chocolate chip and mixed berry scones, fruit, oatmeal, kind bars and hot beverages. “One coffee and scone to go please!” □



***BYE BYE BIRDIE:** What a fabulous night of entertainment at the Jr. High performance of Bye Bye Birdie. The cast told the story of Conrad Birdie, a rock-singer who travels to a small Ohio town to make his farewell television performance, and kiss his biggest fan before he is drafted into the army. The story was inspired by the phenomenon of Elvis Presley and his draft notice in 1957. Hits like “Put on a Happy Face” kept the audience smiling. Thanks to Director and Choreographer, Ms. Jessica Raniere, Vocal Director, Chris McKee, Orchestra Pit Director, Brent Chiarello, costumes by Kathy Raniere and Cathy Ball, set design by Ms. Cirino and Mr. Zachariah, and lighting by JT Thompson ... it was a magical night! □*

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## Important Dates To Remember

### Meet the Candidates

Monday May 1, 8 PM

### Budget Hearing

Tuesday, May 9, 8 PM

### Voter Registration

Wednesday, May 10  
9 AM – 9 PM

Francis Roberts Community Center

### School Budget Vote & Board Election

Tuesday, May 16, 2017

6 AM – 10 PM

Ralph Whitney Field House  
Cold Spring Harbor High School

# COLD SPRING HARBOR SCHOOL BUDGET 2017-2018

## 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 10, 2017  
9 AM – 9 PM  
Or any business day prior to  
May 10th – 9 AM – 3 PM  
Francis Roberts Community  
Center, 75 Goose Hill Road, CSH

### ✓ Absentee Ballots:

In order to vote by absentee ballot, voters must first obtain an application form from the District Clerk at the District Office, Monday through Friday, 9 AM – 3 PM. It is also available on the district web site, [www.csh.k12.ny.us](http://www.csh.k12.ny.us). The completed application must be returned to the District Clerk in order for the absentee ballot to be issued to the voter. Applications must be received at least 7 days before the referendum, if the absentee ballot is to be mailed to the voter, or the day before the referendum, if the absentee ballot is to be hand delivered. The absentee ballot must be completed and returned to the District Clerk by 5 PM on May 16th. Absentee ballots may also be hand delivered to the polling place by 5 PM

on May 16th. 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. Three positions for 3-Year Terms on the Board of Education, commencing July 1, 2017

## 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

CENTRAL SCHOOL DISTRICT

**Proposed School Budget 2017-2018**



**Tax Levy  
Increase  
within the Tax Cap**



## **WHEN:**

**Tuesday, May 16  
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**

## Points of Pride

- ★ **US NEWS & WORLD REPORT 2016 Best High Schools** ranked Cold Spring Harbor High School within the top 1% nationally, earning a gold medal. Also ranked #250 in STEM High Schools, had an average of 100% for English Proficiency and an average of 94% for Mathematics Proficiency.



- ★ **Graduation Rate Data CSH #1 High School in Suffolk County (2016):** from the NY State Education Department, 86% of our students earned a Regents Diploma with Advanced Designation, which indicates college and career readiness, the highest rate in Suffolk County (#1), and the fourth highest rate on Long Island. CSH also has a graduation rate of 99.4% in total.
- ★ **National Merit Scholarship Awarded 4 Finalists, 5 Semi-Finalists, 10 Commended status.** Finalist distinctions represent about half of the top 1% of American high school seniors.



- ★ **West Side Elementary recognized as a 2013 National Blue Ribbon School.**
- ★ **CSH Jr./Sr. High School & West Side Elementary receive "Reward School Certificate" 2015-2016.**
- ★ **Chromebooks for every student:** The 1:1 model of instruction (one device for one student) rolled out fall of 2016 for 7th graders. By next year, Sept 2017, grades 7-9 will all have Chromebooks, and by 2018 grades 7-12 will have the Chromebooks.
- ★ **High School Speech and Debate Team** qualifies each year for the New York State Forensic League (NYSFL) Championships.
- ★ **SCIENCE - CSH students selected for or participated in the following science competitions:**
  - *Simmons Summers Research Program, Stony Brook University*
  - *CSH Laboratory Partners for the Future Program*
  - *10 student Research Projects: Long Island Science Congress*
- ★ **ART - CSH enjoyed one or more honors or awards in the following art competitions:**
  - *Long Island Art Alliance "Scholar-Artist Award"*



- *Long Island Art Alliance "Award of Merit"*
- *Embracing Our Differences Art Competition*
- *Long Island's Best Young Artists Heckscher Museum*

- *Long Island Museum Stony Brook Annual K-12 student exhibition*

- ★ **MUSIC - CSH enjoyed one or more honors or awards in the following music competitions:**

- *5 All-State Honors Music Ensembles*
- *65 All County Honors Music Festival Tilles Center*
- *State Jazz Ensemble Award*
- *20 Tri-M Music Honor Society program inductees*

- ★ **Lincoln Center Institute:** CSH elementary schools unique partnership with Lincoln Center Institute (LSI) for art in education. We are the only Suffolk County school district associated with the program. Our affiliation with this world renowned Institute has focused on works of art, dance, theater, film, and architecture for over 20 years!

- ★ **High School Cyberhawks Robotics Program** reached the Quarterfinals in this year's FIRST Robotics Competition (FRC) regional event at Hofstra University placing 3rd seed out of 55 teams.

- ★ **Coral Reef Project:** CSH Jr./Sr. High School extraordinary collaboration between *The CSH Educational Foundation*, the Marine Biology course, and a partnership with *CSH Laboratory* to research socially responsible alternatives of coral farming.

- ★ **DNA Learning Center, CSH Laboratory, CSH Whaling Museum and CSH Fish Hatchery:** CSH K-12 School District continues its collaboration with our distinguished neighbors.

- ★ **Athletic Achievements**

- *All Varsity Teams have qualified for "Scholar Athlete Teams" for the past 4 years*
- *Boys Lacrosse – Back-to-Back NY State Class "C" Champions*
- *Girls Golf –Nassau County Golf Champion*
- *Girls Diving –2x Nassau County Diving Champion*
- *Girls Tennis –Nassau County Singles Tennis Champion*
- *Field Hockey –1 player "All State" Field Hockey*
- *Gymnastics – 1 player "All State" Gymnastics*
- *Wrestling –2x Nassau County Wrestling Champion and 1x "All State" Wrestler*
- *National Letters of Intent – 9 athletes sign Division I 2016-2017*
- *Additional 17 athletes selected to compete at the Division III collegiate level*

Jr./Sr. High School campus has **2 Turf Athletic Fields** surrounded by well-maintained grass fields which accommodate 20 programs, including varsity, junior varsity, junior high, interscholastic, youth and travel programs.



Dear Residents:

The Board of Education wants to thank you for the support you have given to our school budgets over the years. That support is a recognition of the value that you, as a community, place on education. In developing our budget, we are always mindful that our primary goal is to provide our students with the best opportunities for a successful educational program, while remaining fiscally responsible. Since the inception of the legislated tax cap five years ago, the school district has always remained within the limits imposed by the law, and this coming year is no exception. Our projected tax levy increase will be 2.42%. There is more information on page 6 of this newsletter explaining how that cap is calculated.

Much of the emphasis in preparing this proposed budget has been on academic initiatives that we believe will enhance our instructional program. There are staffing improvements that will provide additional curriculum leadership in the sciences, mathematics, technology, and the humanities. There will also be an emphasis on student preparation for national science competitions for our secondary students, as well as additional technology and research support for our elementary students. The continuation of this year's successful 1:1 Chromebook initiative project, with the support of the Cold Spring Harbor Educational Foundation, will now include our incoming seventh graders as well as eighth and ninth graders. These initiatives represent some of the more significant educational priorities contained in the proposed budget. A complete listing of the budget highlights can be found on page 5. We urge you to review these highlights, demonstrating our commitment to educational excellence.

Although there have been some reductions in our teaching staff due to declining enrollments, we have, nevertheless, maintained our current class sizes within the established board guidelines. In addition, we will continue to offer the same level of co-curricular and interscholastic opportunities for our students. The participation by our students in these programs has been exceptional, and we are pleased that our students will continue to benefit from these opportunities.

As part of our continued long-term capital improvement plan, there will be a proposition on the ballot to authorize an expenditure of \$1.435 million from our existing Capital Reserve Fund. This proposition is not a request to increase taxes, as the funds for this proposed capital expenditure are already on deposit in district accounts. There is further information regarding this proposition and the scope of the work in this newsletter.

Please take a few moments to review the budget and capital reserve fund information. We urge you to vote on May 16. The polls will be open from 6:00 a.m. to 10:00 p.m. and 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 9 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 2017-2018 school budget.

Sincerely,  
The Board of Education



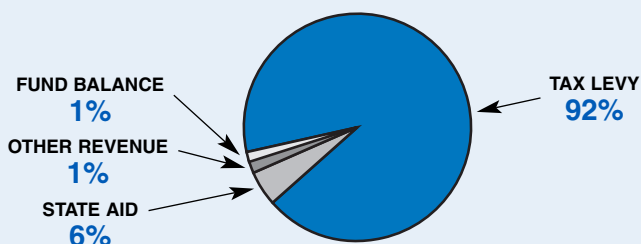
May						
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29	30	31				

# Budget Summary

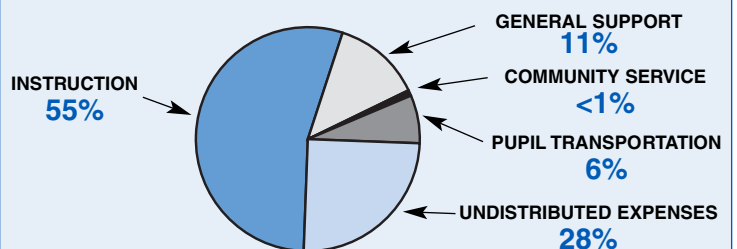
Proposed Expenditures	Budget 2016/17	Budget 2017/18	Change
<b>General Support</b>			
Board of Education . . . . .	\$ 37,300	\$ 24,750	\$ (12,550)
Central Administration . . . . .	364,356	333,933	(30,423)
Finance . . . . .	862,392	889,586	27,194
Staffing (Legal, Personnel, PR) . . . . .	460,664	557,928	97,264
Central Services (Grounds, Maintenance, etc.) . . . . .	5,204,928	5,110,784	(94,144)
Insurance, BOCES Administration, School Fees . . . . .	482,598	481,518	(1,080)
	<u>7,412,238</u>	<u>7,398,499</u>	<u>(13,739)</u>
<b>Instruction</b>			
Instruction, Administration & Curriculum . . . . .	2,315,025	2,416,038	101,013
Teaching . . . . .	26,714,382	27,535,844	821,462
Instructional Support . . . . .	1,531,091	1,755,596	224,505
Pupil Personnel Services . . . . .	4,706,084	4,693,730	(12,354)
	<u>35,266,582</u>	<u>36,401,208</u>	<u>1,134,626</u>
<b>Transportation</b> . . . . .	4,181,784	4,327,119	145,335
<b>Community Services</b> . . . . .	980	950	-30
<b>Undistributed Expenses</b>			
Employee Benefits . . . . .	13,829,664	14,379,519	549,855
Debt Service . . . . .	3,390,640	3,385,778	(4,862)
Interfund Transfers . . . . .	903,391	730,000	(173,391)
	<u>18,123,695</u>	<u>18,495,297</u>	<u>371,602</u>
<b>Total Expenditures</b> . . . . .	\$ 64,985,279	\$ 66,623,073	\$ 1,637,794

Anticipated Revenue	Budget 2016/17	Budget 2017/18	Change
<b>State Aid</b> . . . . .	3,973,678	\$ 4,134,009	\$ 160,331
Includes aid for basic operating, textbook and software, BOCES, building and transportation of students with special needs			
<b>Other Revenue</b> . . . . .	925,299	600,620	(324,679)
Includes revenue from day school tuition, interest and earnings on investments, tax reduction reserve and Target Rock wildlife refuge			
<b>Appropriated Fund Balance</b> . . . . .	200,000	550,000	350,000
<b>Local Property Tax</b> . . . . .	<u>59,886,302</u>	<u>61,338,444</u>	<u>1,452,142</u>
<b>Total Revenue</b> . . . . .	\$ 64,985,279	\$ 66,623,073	\$ 1,637,794

Where It Comes From



Where It Goes



# Budget Highlights

- Proposed Tax Levy increase stays within the legal limits of the New York State Tax Cap Legislation for school districts
- The Proposed Tax Levy increase is 2.42% and the budget-to-budget increase is 2.52%.
- Additional technology and research support at the elementary level with the addition of a library-media specialist, resulting in the staffing of a full-time librarian in all schools
- Establishment of Creative Learning Labs in all elementary buildings to promote collaboration and student research
- Enhanced Science Research Program to prepare students for national science competitions
- Implementation of our 1:1 Chromebook initiative for students in grades 7 - 9 at the Jr./Sr. High School as a means of providing our students with a technology-based educational experience that will prepare them for success in college and beyond
- Implementation of newly adopted NYS Social Studies and NYS Science curriculum
- Restoration of Cultural Arts budget to support additional programs for students in grades K-12
- Provide additional curriculum leadership to support K-12 programs through a directors model in STEM (Science, Technology, Engineering and Math) and in the Humanities (English & Social Studies)
- Extensive professional development for teachers in the thoughtful use of instructional technology, including media arts and digital imaging
- Continued partnership with the DNA Learning Center to enrich science experiences for students
- Continued use of "Digital" curriculum for students in the Jr./Sr. High School (Achieve 3000)
- Continued use of Renaissance STAR assessment program to meet District "Response to Intervention" requirements for all students in grades K-8
- Continued use and expansion of eSpark personalized learning program in grades K-5
- District-Wide Capital Improvement Plan to include bathroom renovations in all buildings, cafeteria reconstruction at West Side Elementary, drainage system repairs at the High School, and installation of door alarms & security cameras district-wide
- Maintain current class size guidelines
- Maintain current level of inter-scholastic athletic opportunities for Jr./Sr. High School students
- Maintain current level of co-curricular activities



*"Great schools  
make great communities"*





## 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 1.26% 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 .44%. 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 .72% 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 2.42%. The proposed 2017-2018 budget requires a tax levy increase of 2.42%; therefore, the school district is at the allowable limit.

If the Cold Spring Harbor School District wanted to present a budget with a tax increase greater than the allowable 2.42% for 2017-2018, it would require a super majority of 60% budget approval to pass. This, however, is not the case as the proposed 2017-2018 budget carries a tax levy increase of 2.42%. Approval of the budget presented to the community on May 16 will require a simple majority of 50%.

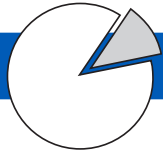
## School Tax Levy Increase

	<b><u>Tax Levy</u></b> <b><u>2016/2017</u></b>	<b><u>Tax Levy</u></b> <b><u>2017/2018</u></b>	<b><u>Percent</u></b> <b><u>Change</u></b>
Combined Tax Levy	59,886,302	61,338,444	2.42%

The above chart shows the amount of school taxes to be raised from the current 2016-2017 school year to the taxes to be raised as a result of the proposed 2017-2018 budget. The percent increase is 2.42%. 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 2017. None of these factors will increase the combined school levy, but they can alter the proportionate town shares.



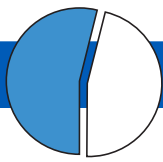
# Proposed 2017-2018 Budget Detail



## General Support

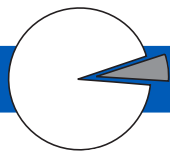
	Budget 2016/17	Budget 2017/18	Change
<b>Board of Education</b> Reflects cost of conducting Board of Education business. Includes conferences, supplies and technical services . . . . .	\$ 23,750	\$ 14,650	\$ -9,100
<b>District Clerk</b> District Clerk's supplies and legal advertising costs . . . . .	2,200	2,200	0
<b>District Meeting</b> Voting machine rental, supplies and required advertising for annual meeting and vote . . . . .	11,350	7,900	-3,450
<b>Chief School Administrator</b> Salaries of the Superintendent of Schools, clerical staff, office supplies and other expenses . . . . .	364,356	333,933	-30,423
<b>Business Administration</b> Salaries of Assistant Superintendent for Business, business office staff, office supplies, equipment and related costs . . . . .	743,521	768,709	25,188
<b>Auditing</b> Fees for mandated independent auditing of school accounts . . .	89,034	90,641	1,607
<b>Treasurer</b> Salary for District Treasurer and office expenses . . . . .	20,137	20,536	399
<b>Fiscal Agent</b> Comprised of municipal finance advisory services, prospectus costs, SEC filing fees and any paying agent costs . . . . .	9,700	9,700	0
<b>Legal</b> 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 . . . . .	257,300	255,100	-2,200
<b>Personnel Office</b> Includes salaries for staff and personnel services . . . . .	116,166	214,989	98,823
<b>Public Information Service</b> Includes the cost of district newsletters, publications, supplies, postage and other expenses. . . . .	87,198	87,839	641
<b>Operation of Plant</b> Includes salaries of custodial staff, supplies and equipment, fuel oil and gas, electricity, contractual services for building maintenance, and fire protection systems. Also includes general utilities and services (telephone, water, refuse removal and security) . . . . .	3,610,809	3,548,121	-62,688
<b>Maintenance &amp; Grounds</b> 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 . . . . .	1,168,656	1,242,431	73,775
<b>Central Data Processing</b> Includes processing costs for payroll, accounting and student attendance, as well as copy machine leases . . . . .	425,463	320,232	-105,231
<b>Unallocated Insurance</b> Covers the cost of insurance premiums for policies covering property/casualty, vehicle, public employees, boiler, student accident and umbrella . . . . .	313,964	312,191	-1,773
<b>School Association Dues</b> Memberships in Board of Education, administrative and educational organizations . . . . .	25,675	25,451	-224
<b>BOCES Administrative and Capital Charges</b> 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 . . . . .	142,959	143,876	917
<b>TOTAL GENERAL SUPPORT</b>	\$ 7,412,238	\$ 7,398,499	\$ -13,739





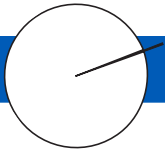
## Instruction

	Budget 2016/17	Budget 2017/18	Change
<b>Curriculum Development</b> Funds provided for curriculum review and implementation of new courses and salary for Assistant Superintendent for Curriculum and clerical office staff . . . . .	\$ 445,112	\$ 511,731	\$ 66,619
<b>Supervision Regular School</b> 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. . . . .	1,745,551	1,766,663	21,112
<b>Research/Evaluation/Planning</b> Long-range planning for student enrollment trends. . . . .	6,120	0	-6,120
<b>In-Service Training</b> Reflects cost of teacher in-service professional growth courses . . . . .	118,242	137,644	19,402
<b>Teaching</b> 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 . . . . .	21,639,244	22,167,638	528,394
<b>Special Education</b> 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 . . . . .	5,052,638	5,343,706	291,068
<b>Adult Education</b> Costs of providing continuing education opportunities for members of the community . . . . .	22,500	24,500	2,000
<b>School Library</b> Provides for the library program at all schools and includes salaries for instructional staff, library books, rebinding, periodicals and library supplies . . . . .	475,390	573,408	98,018
<b>Computer Assisted Instruction</b> Appropriation for computer hardware and software for the district's five year Computer Technology plans and technical support . . . . .	1,055,701	1,182,188	126,487
<b>Guidance Services</b> Includes salaries of guidance counselors and clerical staff, office supplies, testing services and college placement. . . . .	909,184	734,394	-174,790
<b>Health Services</b> Covers the expense of nurses' salaries, physician fees, health supplies and non-public school health service contracts . . . . .	397,764	406,292	8,528
<b>Psychological Services</b> Psychologists' salaries and related services. . . . .	944,802	1,017,135	72,333
<b>Pupil Personnel Services</b> Includes salaries of Assistant Superintendent for Student Services & Human Resources, special education staff, and related office expenses . . . . .	245,722	179,074	-66,648
<b>Co-Curricular Activities</b> Includes all co-curricular activities, such as the newspapers and yearbook clubs, National Honor Society, etc. . . . .	691,772	684,774	-6,998
<b>Interscholastic Athletics</b> 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. . . . .	1,516,840	1,672,061	155,221
<b>TOTAL INSTRUCTION</b>	\$ 35,266,582	\$ 36,401,208	\$ 1,134,626



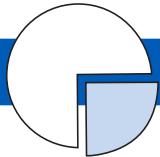
## Pupil Transportation

	Budget 2016/17	Budget 2017/18	Change
<b>District Transportation</b> Salary for district's transportation coordinator, office supplies and related expenses. ....	\$ 42,634	\$ 43,648	\$ 1,014
<b>Contract Transportation</b> 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. ....	4,139,150	4,283,471	144,321
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>4,181,784</b>	<b>4,327,119</b>	<b>145,335</b>



## Community Services

	Budget 2016/17	Budget 2017/18	Change
<b>Census</b> School census processing costs .....	\$ 980	\$ 950	\$ -30
<b>TOTAL COMMUNITY SERVICES</b>	<b>980</b>	<b>950</b>	<b>-30</b>



## Undistributed Expenses

	Budget 2016/17	Budget 2017/18	Change
<b>Employee Benefits</b> 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 .....	\$ 13,829,664	\$ 14,379,519	\$ 549,855
<b>Debt Service</b> 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....	3,390,640	3,385,778	-4,862
<b>Interfund Transfers</b> used to record the transfer to Capital Fund for construction projects and the Special Aid fund for Summer Special Education Program .....	903,391	730,000	-173,391
<b>TOTAL UNDISTRIBUTED EXPENSES</b>	<b>18,123,695</b>	<b>18,495,297</b>	<b>371,602</b>
<b>GRAND TOTAL</b> .....	<b>\$ 64,985,279</b>	<b>\$ 66,623,073</b>	<b>\$ 1,637,794</b>

**PERCENT INCREASE** ..... 2.52%

# CAPITAL RESERVE EXPENDITURE VOTE

## *Questions & Answers*

**Proposition #2 on the Ballot seeks approval  
to expend \$1,435,000 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 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 would be the second expenditure from that fund. Last year the voters approved an expenditure of \$1,300,000 from the Capital Reserve 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 Capital Reserve Fund?**

As of July 1, 2016 the balance in the Capital Reserve Fund was \$1,903,000 and the proposed expenditure, if approved, of \$1,435,000 would leave a balance of \$478,000. However, that balance can be replenished from any surpluses that may accrue through June 30, 2017. 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 the 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, 2016. By law, the school district cannot levy taxes specifically to fund Capital Reserve projects.

## **TRANSFER TO CAPITAL FUND APPROPRIATION**

*(CAPITAL RESERVE FUNDING—\$1,435,000)*

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

### **GOOSEHILL PRIMARY/ADMIN OFFICES**

Student Bathroom Renovations, \$212,400 ★ Cafeteria Renovations, \$48,000 ★ Carpet Replacement, \$12,000

### **WEST SIDE ELEMENTARY**

Student Bathroom Renovations, \$180,000 ★ Kitchen Renovations, \$74,000 ★ Classroom Casework, \$128,000

### **LLOYD HARBOR ELEMENTARY SCHOOL**

Faculty Bathroom Renovations, \$100,000 ★ Chorus and Music Rooms Renovations, \$495,600

### **JUNIOR/SENIOR HIGH SCHOOL**

Student Bathroom Renovations, \$60,000 ★ Drainage System Repairs/Improvements/Pavements, \$650,000

### **DISTRICT-WIDE**

Door Alarms & Security Cameras, \$90,000 ★ Electrical Panel Upgrades, \$73,000

Interior Door Hardware Replacement, \$12,000

## TRANSFER TO CAPITAL APPROPRIATION

Included in the Proposed Budget is a line item to transfer \$700,000 from the budget to the Capital Fund. That amount of \$700,000 will be used to partially fund the Capital Projects listed on the previous page. The Capital Improvement Plan of \$2,135,000 for 2017-2018 will be funded through a combination of the proposed Capital Reserve expenditure of \$1,435,000 and the \$700,000 transfer from the budget.

**SAMPLE BALLOTS:** Yes ☐ No ☐

### **Proposition #1 School District Budget Proposition**

RESOLVED, that the School District budget proposed by the Board of Education in accordance with Section 1716 of the Education Law shall be approved.

### **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 \$2,135,000, substantially as referred to and described in the District's 2017-18 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 18, 2015, an amount not to exceed One Million Four Hundred Thirty-Five Thousand dollars (\$1,435,000) 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 2017-18 Annual Budget, subject to voter approval; said Project to commence during the 2017-2018 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, Goosehill Primary 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 40, NUMBER 5

A REPORT ON OUR SCHOOLS

SUMMER 2017



## Junior Book Awards

At the June 13th Board of Education meeting, fifteen students were presented with the class of 2017 Junior Book Awards by the Assistant Principal for Counseling, Gregory Sloan, designated by colleges to juniors with the highest levels of academic achievement. The honors went to: **Matthew Beroza** (Brown University), **Sarah Kopp** (College of the Holy Cross), **Julia Howell** (Cornell University), **Thomas Carey** (Hamilton College), **Sophia Gerberg** (Miami University of Ohio), **Matthew Fleming** (Princeton University), **Elijah Gordon** (Rensselaer Polytechnic Institute), **Katherine Faria** (St. Lawrence University), **Stefan Brechter** (St. Michaels College), **Emily Ross** (University of Rochester), **Erin Wallace** (University of Pennsylvania), **Andreas Bigger** (Yale University), **Sophia DeRosa** (Dartmouth University), **Phillip Wideska** (Harvard University), **Nicole Mullen** (Notre Dame University). □



## Tenure Granted

Congratulations to the following teachers who were granted tenure at the recommendation of the Superintendent at the May 9th Board of Education meeting: **Lisa Wolf**, in the tenure area of Special Education, **Patricia Sihksnel** in the tenure area of L.O.T.E. and **Louis Santoli**, in the tenure area of Teacher Assistant. Superintendent, Robert C. Fenter, thanked them all for their hard work and tireless efforts. Board members and Administration spoke on their behalf in offering congratulations with the highest of praise and support for their tenure recommendations. Congratulations to all! □



## Board Excellence Award

**Ingrid Wright** – The *NY State School Board Association Recognition Program* honored CSH's Board of Education member, Ms. Ingrid Wright, for a *Board Excellence Award* (Level 2) for participating in various forms of leadership development training, and attendance at annual conventions. The administration and Board of Education were very proud to make this announcement at the Board of Education meeting in June. □

*Nameplate:  
Graduation Spread  
on pages 6&7  
Congratulations  
to the  
Class of 2017*



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

## The Exemplary Service Award

The Exemplary Service Award was presented to **Elizabeth Lynch** at the June 13th Board of Education meeting. Every year, at this time, the Board wishes to honor an employee who supports, with great distinction, our school community. The



criteria for eligibility established in order to be considered for the award includes having worked in the district for at least five years, have the unanimous recommendation of the administration and the Board, and exemplify leadership and excellent character

among others. Board President, Amelia Brogan, thanked Liz for her many years of dedication and service as the Assistant to the Superintendent. She shared, *"Liz is often the 'public face' of our school district who, as the main contact in the superintendent's office, receives numerous calls from many constituent groups, all of whom invariably receive a supportive tone, helpful direction, and assistance in a time of need that is greatly appreciated. Liz is kind, caring, and has an uncanny ability to keep all that is happening in a very busy place in perspective."*

**Long Island Science Congress (LISC):** Three students earned 4th place awards at LISC held in April at St. Anthony's High School; **Ezra Brody** (12th grade, research at CSHHS on the effect of forced sterilization on the prevalence of genetic disorders), **Sibelle O'Donnell** (10th grade, research at CSHHS on the effects of temperature on planarian regeneration), **Anand Subudhi** (12th grade, research at CSHL, *Kepecs Lab* on using a mouse behavioral protocol to study how predictive cues improve performance).

**Foreign Language Poster Contest** awarded 2nd place winner, **Andrew Shammah**, in the grade 4-5 category from AATSP (American Association of Teachers of Spanish & Portuguese) Poster Contest.

**NY State Social Worker of the Year!** Earlier this spring, Dr. Robin Acconi was named "Social Worker of Year" for Suffolk County; now she has received this top honor for the entire state. CSH School District has been privileged to have Robin on staff since 1999. She is also an adjunct professor in the School of Social Welfare at *Stony Brook University* and *St. Joseph's College*. Her dedication has seen her research published, she has co-authored a book, has co-founded a non-profit, *What Better Looks Like*, (which sends students to University in Rwanda) and is dedicated to creating compassionate schools and communities locally. Her research surrounds advocacy, fair globalization and human rights and she works with the *Robert F. Kennedy Center for Human Rights* and is heading a research project about the impact of human rights education. Dr. Acconi will be honored at a June 16th ceremony in Albany NY. Congratulations!

**Science Internships:** Sophomores, **Caroline Ambriano** and **Sibelle O'Donnell**, were selected as interns at the DNA Learning Center. This is the first time a CSH student has been selected for this type of program. Caroline started in June and Sibelle will start in September. Cold Spring Harbor Laboratory has also chosen two students for internships this summer; Sophomore, **Sophia Rivadeneira**, will be working in the *Tuveson Lab*, and junior, **Alexandra Gray**, will be working in the *Sordella Lab*.

**Foreign Language Competition LILT** (Long Island Language Teachers) 2017 winners: Lloyd Harbor student winners for Poetry Recitation – **Jane Chapey** (3rd grade) won 1st place, **Lavinia Simone** (4th grade) won 2nd place, and **Jacob Kammer** (5th grade) won 3rd place. In the Vocal Music category, **Hannah Stark** and **James Howell** (5th graders) received Merit Certificates. Congratulations to all!

**Foreign Language Statewide Virtual Video Contest**, hosted by NYSAFLT (NY State Association of Foreign Language Teachers) honored third place winner, **Jacob Kamer**, (grade 5) Lloyd Harbor, for his Spanish tongue-twister recitation entitled "Cinco Ratoncitos." □

## New HS Principal

### Mr. James Bolen

The Board of Education is pleased to welcome CHS's new Jr./Sr. High School Principal, Mr. James Bolen. Mr.



Bolen joins us from the Valley Stream North Jr./Sr. High School, where he has served as Principal for the past two years. Prior to that he was Assistant Principal at Plainview-Old

Bethpage High School. He also worked in Public Relations in the private sector before becoming a Social Studies teacher in 2003 at Herricks High School. Currently, he is completing his doctoral program on Instructional Leadership at St. John's University, and he has a Master of Arts Education from Fordham, and a Bachelor of Arts from Boston College. Mr. Bolen shared, *"I am honored to have been selected to be the new principal of Cold Spring Harbor Jr./Sr. High School. Throughout the interview process I saw the passion held by the staff, students and community to provide a world-class education for our students. I am thrilled to join as a member of the team that will continue this academic tradition and help to increase the variety of opportunities we can provide for your students to make them successful leaders in the 21st century."* Superintendent, Mr. Robert C. Fenter, shared, *"Mr. Bolen comes to our school district with important leadership experience that will serve the students and staff very well. I am confident that Mr. Bolen will be a positive force for many wonderful things happening at the Jr./Sr. High School."* We all wish you a warm welcome! □

**Caitlin Hooks and Ezra Brody** were the recipients of the 2017 Town of Huntington Scholar Athlete Award,



presented to student athletes that exemplify excellence in the classroom and in athletics. The ceremony was held on May 9th at the Town Hall of Huntington. □

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

### Huntington Youth Writes

**Awards:** Councilwoman, Susan A. Berland, honored CSH 9th grader, **Julia Kopp**, and Lloyd Harbor School 5th grader, **Charlie Wood**, at the 18th Annual Huntington Youth Writes Award Ceremony. Julia won first place in the Grades 9-12 essay competition for her essay "Who I Am," and Charlie won Honorable Mention in the Grades 4-5 essay competition for his essay "My First Time Kayaking." Both essays were published in the Huntington Youth Writes Journal. Councilwoman Berland pointed out, "With over 850 entries in this year's competition, the winners should be very proud!"

**NY State Speech and Debate Championship 2017: Sophie Stein** (sophomore) won 2nd place in



Intermediate Lincoln-Douglas Debate, besting an enormous field of other highly ranked debaters by virtue of her incredible win-loss record and exceptional number of speaker points. Club Advisor, Dr. Andrews, shared,

"This is an incredible honor for Sophie and for the entire Speech and Debate Team. Congratulations!" This event was held at Hofstra University on April 29-30. □

## HUNTING-TONY Awards!!!

Congratulations to **Theodora Siegel**, who tied for *Best Female Vocalist* for her performance in "Mary Poppins." The award of *Best Stage Crew* went to CSH for Mary Poppins, and **Zach Campbell** tied for *Best Actor in a Play* for his performance in Rumors. It was a star-studded night at the seventh annual ceremony held at the Engemann Theater in June sponsored by Town of Huntington Councilwoman Susan Berland and Councilman Mark Cuthbertson, who shared, "It is my hope that this ceremony helps to celebrate and recognize the dedication, talent, and hard work exhibited by all involved students." Congratulations to all.... □

## Federal Reserve Challenge

**High School:** 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. 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. Social Studies teacher, Mr. Pesca, explained, *The students gave a wonderful presentation and were praised by the judge for having precision timing, an excellent rapport with each other and clearly a strong grasp on the wealth of economic data that they presented.*

The team scored a school record of 48 out of 50 possible points and was only one of three New York Schools and the only team from Long Island to advance to the semi-final round for the second year in a row! 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; **Tiger Russell-Yeh, Maxwell Schwartz, Oskar Bros, Andreas Bigger, A.J. Subudhi, and Paige DeNatale**. Kudos to the entire team! □

## Jane Monheit "Jazz"

### Performance & Workshops

**High School:** On April 24, award winning jazz vocalist, Jane Monheit, conducted a master class and performance for a select group of students in the PAC. Thank you to the Cultural Arts Committee for sponsoring this fabulous opportunity for students, who sought advice from Ms. Monheit about the music business, her education, her rise to fame, and the struggles along the way. □

## New Superintendent for Business

### Mr. James Stucchio

The Board of Education was pleased to announce the appointment of the school district's new Assistant Superintendent for Business, Mr. James Stucchio. With the retirement of Dr. William Bernhard, Mr. Stucchio joins us from the Hauppauge School District where he served as Deputy Superintendent of Schools for the past



year, and Assistant Superintendent for Business & Operations, for the last nine years. He received his B.A. in Speech Communication and Rhetorical Study from George Dempster School of Communications, and his MBA from Hofstra with an Advanced Certificate in School Business Administration from CW Post, Long Island University. Board of Education President, Amelia Brogan, commented, "James possesses the skill set necessary to keep CSH on a path of fiscal health. We are confident he is up for the challenge and will maintain our AAA bond rating that we are so proud of. As we hold our business officials to the highest of standards, we look forward to an open, respectful and collaborative relationship where we will successfully navigate the future challenges we meet, including those imposed by the tax cap. It is with great enthusiasm that we welcome Mr. Stucchio into our Cold Spring Harbor family." □





## Building a Culture of Grit

**Dr. Kevin Sheehan**

Each Spring, the administration hosts a "Parent Leaders Brunch" to thank the many volunteers that spend countless hours and energy devoted to the students in this school district. Held in the Little Theater on May 5th at Lloyd Harbor School, parents enjoyed mingling over breakfast and listening to a guest speaker. This year, Superintendent, Robert C. Fenter, invited Dr. Kevin Sheehan, who is a professor of education at Miklos College, a former Social Studies teacher, long-time coach, and recipient of his doctoral degree which focused on *Growth Mindset: Unlocking Character Strengths Through Children's Literature*. It was an enlightening and thought provoking morning, dedicated to the idea that what matters most is "hope." Dr. Sheehan explained that hope is a better predictor of college completion than an SAT, ACT or high school GPA. Building a culture of grit, perseverance, resiliency and hard work are what it takes to succeed. Natural talent and intelligence won't get very far without hard work. Failure and mistakes are lessons that teach us not only to try again, but to try harder. Dr. Sheehan told many "stories" because, he said, "that is how we remember best, through stories." Parents laughed, were subjects of role play, and were asked sole-searching questions, like "who are your hope-crushers, and who are your hope-builders?" He asked parents to think about what person changed your life, and to write that person a letter. Thank you for a very dynamic and captivating lecture, with the perfect blend of humor and humility. You left us all with a lot to think about. □

## Night of the Living Museum

The Art Department took everyone on a new adventure, switching the previous *Fashion & Film Event* of years past, to a thrilling new undertaking; *Night of the Living Museum*. Kicking off

the event was a Capella group "The Harvard-Radcliffe Veritones" with alum (class of 2012), Ms. Julia Biedry, on stage once again. They performed a series of songs; what a delight! Then Fashion students from Ms. Whitney's class strutted the runway showcasing their designs worn by student models. The runway was host to a variety of fashion challenges, including *Futuristic*, *Music Genre*, *Denim*, *Circus &*

*Carnival*, and a teacher challenge. The night added a new twist this year after the fashion show, with two hours of art workshops for students of all ages who pre-registered. A myriad of choices were offered so students could try their hand at jewelry making, theater make-up, pastels, calligraphy, Italian marbling, image transfers, watercolor, charcoal and film. The high school also ran two sessions with the Huntington School of Fine Arts facilitating live drawing, and the Village Artist



helping with pastel work. The sessions were packed, and beautiful art was produced. Thank you to everyone who participated in the event, and a special thank you to the entire District Art Department! □



**West Side Run:** It was a special year celebrating its 25th anniversary for the Run on May 21st. All proceeds raised this year will be used toward a special outdoor play space planned by the WSSPTG. The goal was to raise \$25,000 for the 25th anniversary, and sponsors stepped up in a big way! Thank you to chairperson, Cat Bauer, and the many parent volunteers that make this event so popular year after year.

## Town Hall

### School Artifacts on Display

Did you know that every year Town Hall presents an "exhibit" to highlight our Town's history? This year's theme is "Early Education in the Town of Huntington." Town Hall Archivist, Ms. Antonia Mattheou, invited Superintendent, Robert C. Fenter, and former teacher, Scott Bowden, to visit the archives at Town Hall and



discuss which artifacts would best represent the CSH School District. CSH is fortunate to have a very prominent display case, situated in the main lobby just past the check-in desk. Please, stop by to take a look! The exhibit spans three floors and many surrounding towns. The Town Archives staff shared, "We hope our residents will be pleased with the results. If our programs bring back good memories of bygone years and inspire our viewers to safeguard our Town's history, then we have done our job well." □

## West Side Arboretum

### Take a Walking Tour

**West Side:** Did you know that West Side School may be one of the only public elementary schools in the country to have an arboretum? It actually began in 1940 and it was always a work in progress. In 1959, former principal, Mr. Ted Hilton, and science teacher, Mary Demerec, (whose husband was the head of CSH Laboratory then) selected trees and shrubs that would be specimens to add to the arboretum. Eventually, a landscape architect was hired to map and catalogue the grounds. When West Side celebrated its 200th birthday in 1990, labels were put on all the specimen trees, and a notebook key-guide is kept in Mr. Simon's office. The work that began in the 1940's of planting a tree or caring for the grounds continues today. On April 28th "Arbor Day," West Side carried on the tradition of planting a tree to add to its collection. Student Council senior staff members welcomed, Donna Moramarco, from *The Greenskeeper*, and together they planted an "Amelanchier Tree" (Latin for the commonly known Rainbow Pillar Serviceberry) found next to the West Side Run sign. Special thanks to CJ Reilly, Maxwell Franz, Blake Newman, and Tyler Gray who all had shovels in hand, to help dig, plant and secure their newest addition. The next time you happen to be enjoying the grass fields at West Side, take a walking tour of the many labeled trees on the grounds, including Sugar Maple, Honey Locust, Kousa Dogwood, Japanese Snowbell, Burning Bush, Sweet Gum, Tulip, Beech, Colorado Blue Spruce, and many more. Hicks nursery was instrumental in consulting with the plantings around the buildings, and in the 1980's a Botany Professor from C.W. Post visited with his classes in both the fall and spring to study. Who knew? □



**Little Apple Fun Run (Lloyd Harbor):** Thank you to everyone who came out to participate and cheer on the 23rd Annual Little Apple Run Fun event held on April 23rd. Due to the efforts of committee chairs, Ms. Henvey and Ms. Amadori, the event raised the largest profit for the Run-fundraiser to date! Thank you for making this event possible, and hopefully everyone had fun watching the children and their families run the one mile and 5K races together. LHTV presented the award ceremony live to the students on the morning announcements the following week due to issues with the race company's computer on race day. The ribbon ceremony may have been postponed, but the excitement and energy on race day was electric! Thanks to all the racers who came out to run. □



## Eagle Dock Discoveries

**West Side** 6th grade science classes went on a field trip to the Nature Preserve at Eagle Dock on May 17th to study the effects of pollution on our aquifer. The *North Shore Land Alliance* funded and presented a program for both elementary school's science classes to teach about Long Island's aquifer and where our drinking water comes from. Educators volunteer their time to educate the students, so they will in turn, educate others. Workshops were held both at Lloyd Harbor in the fall, and West Side in the spring by Ms. Mossey from the *L.I. Water Program* in preparation for the student field trips. Adjacent to the Eagle Dock Beach area, students were delighted to discover the grassland, shoreline, and life buried in the sand and under the rocks, while testing water quality and soil permeability. A highlight was discovering the abundance of the Asian Shore Crab species that have inhabited our earth, virtually unchanged, for over a billion years...and the impact invasive species have on our ecosystems. Students also found and held mussels, and learned that just one mussel consumes four gallons of water every day! Sadly, students saw the results of litter and plastics strewn on the beach as a result of just one days hide-tide and wind-churned waters. Volunteers explained that each day, litter finds its way to our shores, and we are grateful for the constant clean-up efforts from the *North Shore Land Alliance*. Students and teachers agreed, this is definitely a call for action! □



## Break Out Box Challenge

*The students turn...*

**Lloyd Harbor:** Bring it on! After hearing about the staff “Break Out Box Challenge” in March, the 6th graders have been patiently waiting to see if they could outperform their teachers. This learning-game platform “team building” event, encourages players and teams to work collaboratively to solve a series of critical thinking puzzles in order to open a series of locks on a box. Although geared for students, Principal Massimo wanted to try it with the faculty first so everyone would have an understanding of its purpose and how it could be implemented. “*The Spyder Heist*” math puzzle was the first game chosen by Ms. Massimo for their faculty meeting challenge in March. Each team had to find clues and crack secret codes that led them to solutions which began opening the series of locks. The goal was to unlock the final 4 padlocks to the main box within the allotted 45 minutes. Scrambling to beat the clock, four 6th grade classrooms raced to see who would complete not only the 6th grade challenge, but would they beat the staff’s time? The energy and excitement, combined with stealth focus was incredible to observe. As they reached the culmination of their efforts, and the last lock opened, the noise level of success was deafening! The group to achieve the fastest time for 6th grade was Mr. O’Rourke’s class with nine minutes to spare. Everyone agreed, what a great way to use your strengths in mathematics, deductive reasoning, and problem solving to the fullest. □



“Mr. O’Rourke’s 6th grade class wins the Break Out Box Challenge with nine minutes to spare!”

## Lend a Hand

**Lloyd Harbor:** Who knew that decorating a hand could earn money for a great cause? *Lend a Hand* was a school-wide fundraiser, introduced by parent Mrs. Walton to the Student Council and Student Ambassadors. The students worked with *Save the Children Long Island*, who has partnered with *Students Rebuild*, a program of the *Bezos Family Foundation* that mobilizes young people to take action on some of the world’s most critical problems. For every hand sent in with a symbolic and uplifting thought or message, the *Bezos Family Foundation*



donates \$1.90 per hand. Lloyd Harbor created 1,737 hands which will total \$3,330.30 in donations helping to empower youth in Nicaragua and Indonesia to help them rise into a life they dream for themselves, just by reading these inspiring hand messages. Now that’s lending a hand! □



## Author visit

*Lori Richmond*

**Goosehill** kids are always excited when an author visits their school. Students’ hands fly up with a million questions, and they are fascinated by the process of creating a book. Not only is Lori Richmond the author of books like *Pax & Blue*, and *A Hop is Up*, but she is also the illustrator. She inspired the students to use their imagination to create their very own book character. Ms. Richmond then sketched their ideas, which ranged from pizza heads, to octopus’ legs, to lizard bodies. They were amazed she could draw anything they imagined, and curious to find out her stories were based on real-life experiences. A native of Long Island, Ms. Richmond now lives in Brooklyn, and has appeared nationally on TV shows like *TODAY*, *Good Morning America* and *CNN*. Students even learned a few “secrets” about her books. *Shhhhh.... we promise not to tell!* □





## Career Day & Grit!

**Lloyd Harbor:** “What do you want to be when you grow up?” You may not know the answer to that in 6th grade, but students at Lloyd Harbor caught a glimpse of some interesting choices. Not only did parents, family members, and friends come in to share their career choices, but with the theme of “Grit” on Career Day,



presenters shared their tales of success by using growth, resilience, instinct, and tenacity, in other words ...GRIT! Groups of students rotated classrooms, and had the opportunity to listen and ask questions. There were doctors, teachers, musicians, an NFL sports producer, TV Director, undercover detective, Fish & Wildlife Agent, and many more. There were definitely some common themes; *showing up prepared, passion, loving what you do, chase your dream, never give up.* As Michael Simmons (App Developer) expressed, “If you naturally love

*something, stick with it and grow with it!*” Students were encouraged to use their gifts and talents and stick with what you are good at doing. Most agreed working harder than anyone else will set you apart. Lisa Conza-Baglio, (HR Consultant) said, “No one out-hustles tenacity!”

Dr. Jack Springer (ER Doctor) shared, “I continue to learn something new every day; you need to be flexible and trust your instincts, because you never know what is going to walk through that door.”

Many important lessons were voiced, where grit will overcome failure; failure is just an opportunity to be smarter the next time. Thank you to the LH School Improvement Team (SIT) for organizing this wonderful day. □



## Discovery Chests

**West Side:** Fifth graders in Ms. Agnello’s class learned, “There is nothing quite like ‘an artifact’ to hold in your hand and learn from.” True life replicas were strewn about for students to hold, choose, and use in their research unit of study on Latin America. While reading about Latin America in the text book the next day, one student noticed, “Look...this is one of the artifacts in our Discovery Chest!” This is the District’s second year participating in the *Journey Arts in Education* program with the Huntington Arts Council. Teachers can request “Discovery Chests” provided for free to their classrooms to coincide with a curriculum unit of study. These cultural artifacts are like opening a buried treasure for the students, who can lift the chest’s cover and discover what’s inside. Various Discovery Chests available include artifacts from Latin America, Ancient Egypt, Africa, China, India and Native America. Thank you to Assistant Superintendent of Curriculum and Instruction, Dr. Bellino, for bringing the program to life two years ago, and to Art Department Chair, Andria McLaughlin for facilitating in its success. □



“Spring Pep Rally! Girls & Boys Lacrosse dressed as Crease Lightning...”

## Documentary Film Making

**West Side:** 6th graders at West Side took on the challenge of making their very own documentary film. It was the grand finale of their science ecology unit of study. Ms. DeRosa explained, the students were broken up into different biome groups: tundra, taiga, desert, tropical rainforest, coral reef (just to name a few). They built models of their biomes, wrote essays, then turned those essays into the script for their documentaries. Students used the app "Spark Video" to create them. When Dr. Sordella (Victoria's mom) heard about the project from her daughter, she realized she had a colleague who has worked with her at Cold Spring Harbor Laboratory who is a documentary film maker for the BBC, Mr. Tom Martienssen. He happened



to be coming to NY for a visit, and he graciously spent an afternoon with the 6th graders sharing his background and how he creates his documentaries. Students were fascinated by his journey which started in the British Airforce, his love of extreme sports, and eventual career filming documentaries for the BBC. He told them, "You don't need fancy equipment to make a

film, you can all do it with your smart phone or iPad." Teacher, Ms. Gerver, encouraged the students to pay close attention while they watched short film clips, to listen to the music he chose, the use of slow motion, zooming in, the human element, and how did the narrative make you feel? The students had many questions, and were inspired to do more, and explore more. Tom explained, "Facts are important, but they can be boring. What do you care about? That is the story that has to be told." Students were surprised to learn one 30-sec film clip he showed took eight 18-hour days, 3 destinations, and cost \$20,000. It's hard work to tell a story! The 6th graders shared their biome documentaries with the community on June 1st, and the 6th grade teachers were very proud of their hard work. □



## American Heroes

**Lloyd Harbor:** Who is your American Hero in history? Second graders at Lloyd Harbor chose someone that inspired them to read more about, research and create a poster on the knowledge they learned about their American Hero. Posters lined the walls of the second grade hallway displaying the accomplishments of the heroes they admired. Each poster told a story of great Americans like Rosa Parks, Thomas Jefferson, Harriet Tubman, Neil Armstrong, and many more. Great job! □

## Pennies for Puppies

**Goosehill:** The "Pennies for Puppies" fundraiser was an ongoing initiative organized and sponsored by the School Improvement Team (SIT), with the goal of engaging students in a community service project. Children were encouraged to do chores or good deeds at home to earn pennies and spare change, which would then be donated toward a collection jug for the Little Shelter Animal Rescue & Adoption Center in Huntington. Hundreds of dollars were raised to help with supplies. Thank you to all the students and their families for participating. □





## Coffee House JamFest

What a great way to kick off Memorial Day weekend! It was a perfect spring sunlit night, with students showcasing their talent at the mike. English teacher, and Coffee House Jam coordinator, Mr. Keith Miller, engaged the audience with his rapping skills, and the crowd of nearly 200 sat back on their lounge chairs and blankets as the sun set. Principal, Jay Matuk, took the helm at the BBQ grill, free *Mr. Softee*



cones were a huge hit (thanks to the CFA), and Frisbee games were ongoing with Mr. Homer. What a fabulous night, and favorite event for many as the school year comes to an end. □

## Book Fairies

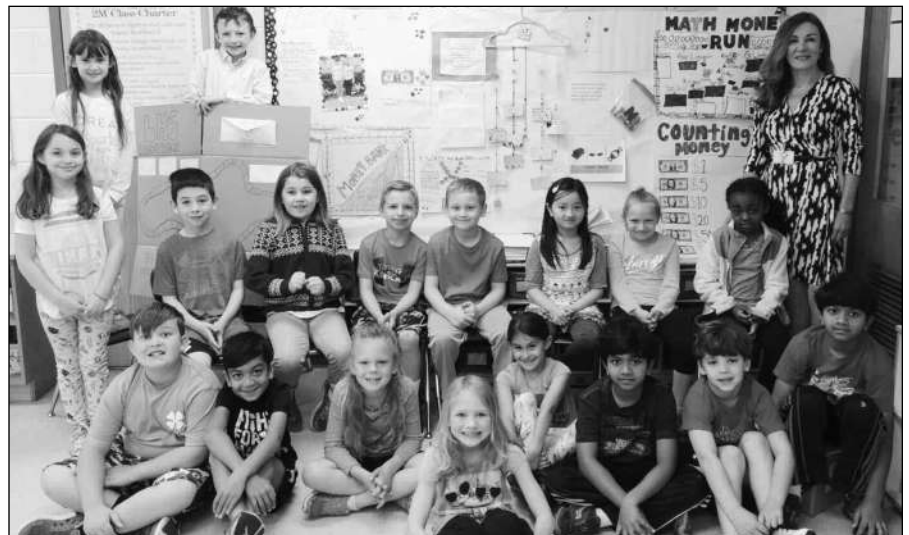
**Lloyd Harbor:** The School Improvement Team (SIT) and Student Council worked together with librarian, Ms. DiCioccio, to promote a book drive to help collect new and gently used books. They partnered with the *Book Fairies* organization, who helped send these books to metropolitan New York libraries and schools to maximize their book collections. Families donated over 600 books! Students learned how a school library fosters a safe and nurturing climate for students both during the day and before school. Student ambassadors also created and designed bookmarks together. Mrs. Massimo will be picking one bookmark from the collection to make an official Lloyd Harbor library bookmark. □



"8th Graders on their annual Wash DC field trip."

## Money Choice

**Lloyd Harbor:** Second graders took on a math challenge called "Money Choice" thanks to the initiative of teacher, Ms. Rivera. Students in all second grade classrooms created bulletin boards as an optional activity for math workshops that were focusing on money. Students could create money games, make posters on how to make \$1.00, write a book or a "rap" about the importance of saving money, make a money menu, or be the teacher and design a worksheet to give to the class about money. Students loved the challenge, and the bulletin boards were awesome! Here, Ms. Morrison's second graders show off their creations. □



## COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

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

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

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## Boys Lacrosse 3-time State Champions!

*The CSH boy's lacrosse team won the state Class C championship in Rochester, NY on June 10th with a score of 11-9, becoming the first LI boys program to win three consecutive state titles. Amazing! ☐*



**Talent Show**  
*(West Side): The annual West Side Talent Show was held on May 12th at the High School Performing Arts Center (PAC). Performers from grades 2-6 were cheered on by*

*families and West Side enthusiasts. All were treated to a PTG sponsored "Ice Cream Social" after the show in the high school cafe. Mr. Simon thanked all of the performers, Ms. Albers, and all the parent volunteers for their hard work.*

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





The caps of their future....



We did it!!!



Theodora Siegel sang "Think of Me" from Phantom of the Opera



Erwin Li performed a Chopin Ballade on the piano



Reflection Speakers; Paige DeNatale, Justin Antolin and Alec Israeli

# The Graduates of 2017



The 54th commencement was held on June 11th as the graduates marched to the stage for their final farewell. Principal, Jay Matuk, gave his parting speech, this being his last CSH graduation ceremony after 11 years at the podium. He congratulated the class of 2017 on this crowning achievement of their academic careers, as they look forward to their future hopes and dreams. Following tradition in CSH, there were three *Reflection Speakers* this year. The first was Alec Israeli, who begged the question, "How do we reconcile our place of privilege with the existence of inequity, when education is promised to be an equalizer?" He asked students to reconcile through gratitude and action, even though action is by no means easy. Next was student government president, Justin Antolin, who thanked the parents first because they deserved this day just as much as the students as they "rode the roller coaster" with them all these years. He praised the teachers (despite the longer-than-necessary assignments), and the class advisors, Ms. Conlon and Ms. Pickering. He shared, "I have learned that seizing opportunity has a cost, that cost is commitment. And life is measured by the doors you open, never be afraid to stick your foot in one..." Lastly, Paige DeNatale, spoke of the journey from elementary school to their senior year, the memories and experiences and the pride of accomplishment. She said, "The entire class unanimously decided their class gift was in memory of the most amazing teacher, Ms. Terenzi, and both she, and CSH will forever hold a special place in our hearts." In summary, Superintendent, Robert C. Fenter, gave his first graduation speech. Being that it was the culmination of his inaugural year as Superintendent of CSH, he reflected on how difficult it was to leave the comfort of a place he worked in for nearly 30 years. He assured the students, "You will be travelling to new places that will provide challenges, but the work you have done here and the friendships you have made will serve you well." Congratulations class of 2017 – please come back and visit! □



Catherine Khanamirian sang the National Anthem



The final march...

