



Learning in Action



A special sport court is a new addition this year at Washington Drive Primary School; before the court's installation, students had limited space to play because the grassy area would easily become muddy.



Karen Ritter's students at Thomas J. Lahey Elementary School used video platform Edpuzzle during math lessons to aid in reviewing place value.



Oldfield Middle School students in Jennifer Klein's class raced to cooperatively complete a comic strip race as part of the school's outdoor icebreaker activities.

Harborfields HIGHLIGHTS

The Official News Source of Harborfields Central School District

Supporting All Students Through Social-Emotional Learning

The Harborfields Central School District has developed a K-12 comprehensive developmental school counseling plan that supports all students in terms of mental health, while reinforcing healthy emotional choices to maximize opportunities for academic success. Each of the district's four school buildings works to build upon the social and emotional competencies learned through their K-12 educational journey, from the Planting the Seeds program at Washington Drive Primary School to the Developing Inner Strengths program at Thomas J. Lahey Elementary School to the SELF Development program at Oldfield Middle School and Harborfields High School.

"Our focus is on a clear alignment among the primary school, the intermediate school, the middle school and the high school so that our students have a cohesive K-12 journey and are building on top of the social-emotional competencies taught at each level," Assistant Superintendent for Curriculum and Instruction Dr. Danielle DeLorenzo said.

Districtwide social-emotional learning is grounded in the CASEL 5 framework by the Collaborative for Academics, Social and Emotional Learning, the nation's leading organization advancing the development



of academic, social and emotional competence for all students. The CASEL 5 framework addresses five competencies: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

At Washington Drive, school psychologist Lauren Gallagher developed the schoolwide program

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**FULL-DAY UPK
COMES TO
HARBORFIELDS**



SCAN ME

The Harborfields Central School District is pleased to share that full-day Universal Prekindergarten will be available in January. Residents with prekindergarten-aged children should scan the QR code or visit the district website for more information. Residents can also call the Office of Curriculum and Instruction at 631-754-5320, ext. 6325.

A Message from the Superintendent of Schools

Dear Harborfields Community,

It has been truly remarkable to have all of our students and staff together for a successful start to the school year. Over the past several weeks, we have held many in-person school events such as our meet the teacher nights, honor society inductions, guidance information nights, athletic contests, and club activities. It has been wonderful seeing our community engaged with our students in our schools again. One of the most impactful events for me was marching in the parade down Broadway and seeing all of the people lining the street cheering with tremendous Harborfields pride!

As we continue to emerge from the pandemic, it is important that we work collaboratively with all stakeholders to determine our future path toward continued excellence. To achieve this, the Board of Education has set as one of its goals the development of a Strategic Plan that will guide our work for the next five years. The district will gather information for the plan through surveys of students, parents, community residents, staff, and administration. One of these surveys is linked in the back page of this newsletter and is designed for residents who do not currently have children in our schools. Residents who currently have children in our schools will receive a separate survey through our regular school communication.

The input provided through these surveys will inform the goal-setting process and ultimately will guide the development of action timelines that will be included in the Strategic Plan, which is expected to be shared with the community in May 2022. Needless to say, we are excited by this work, and we are looking forward to the community's input and involvement in this process.

I want to conclude my message by thanking our community for its unwavering support of our students and our schools. We have learned a lot over the past two years, including that we are capable of anything when we work together as One Harborfields Family.

I look forward to seeing all of you at our school and community events in the coming months as we celebrate the significant accomplishments of our students and staff.

Sincerely,
Rory Manning, Ed.D.
Superintendent of Schools

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Social-Emotional Learning Supports Students Across the District

Planting Seeds, which teaches students that their experiences in primary school serve to plant the seeds that lay the foundation of their social-emotional development. Dr. Gallagher developed lessons and videos for instructional classroom use, creating a culture of SEL by utilizing consistent language and instructional practices in the areas of mindfulness, mindset, teamwork and the power of positivity. This year, kindergarten students received a six-week program at the beginning of the year to acclimate them to a school

setting and to teach social thinking and behaviors. In addition, all K-2 students view the monthly videos with their classroom teachers, who will then have the opportunity to immerse the students in the monthly topics throughout all the curriculum areas.

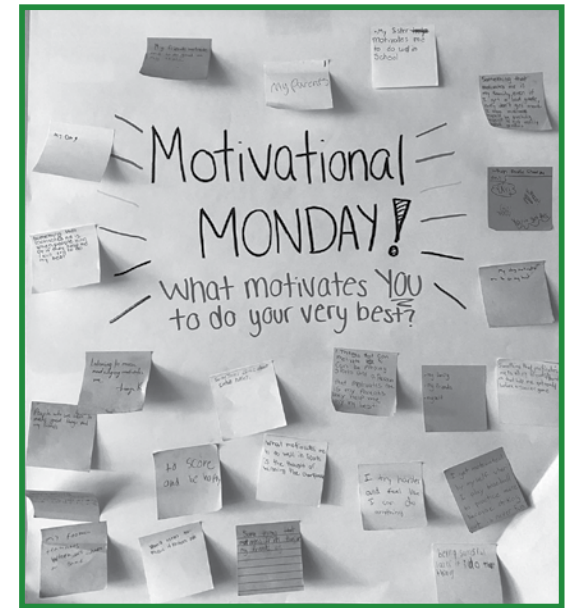
As the Washington Drive students move up to TJL, they take the seeds that have been planted and continue to grow through the Developing Inner Strengths program, which builds upon the social and emotional competencies learned to promote self-awareness and self-assurance

with the goal of contributing to the individual well-being of each child. TJL utilizes various programs to reinforce these competencies, such as the Sandy Hook Promise's Start With Hello Week, which promotes small but powerful actions to foster inclusion and support students showing signs of loneliness or social isolation. This year, TJL has brought back the Peaceful School Bus program for all students, which is designed to decrease inappropriate behavior while building strong, positive relationships among students and the bus driver. It teaches students to take responsibility for their "bus actions" and discusses bullying and their role in preventing it. Fifth graders at TJL participate in the Beautiful Me and Inner Strengths programs, which teach self-esteem and promote appreciation for students' genuine qualities, self-awareness, and the satisfaction gained by helping others. In a new addition this year, school psychologist Dr. Kierstan Hall is bridging the ideas and concepts of the Planting the Seeds program by delivering mindfulness lessons starting with the third grade.

At the middle and high schools, students are introduced to the S.E.L.F. Development program. This acronym stands for Social Emotional Learning

Formula, based on the 3 C's: Connection, Care, and Cognition. Mindfulness Mondays, held at both schools, helps students to relax and reduces stress. Studies show that long-term benefits include lowering anxiety, improving focus, improving memory, and reducing isolation and depression. Incorporating such healthy habits on Mondays is the perfect way for students to start the school week. Another important program is Fenway the Therapy Dog at Oldfield. Research confirms that therapy dog programs provide significant benefits for students because of their calming effect on both students and teachers, assisting students in decreasing anxiety, increasing school attendance, and improving motivation. Other SEL initiatives at the secondary level include Natural Helpers, No Place for Hate, and monthly student recognition programs.

"The magic that happens in our classrooms is the heart of education," K-12 Guidance Administrator and Oldfield Middle School Assistant Principal Danielle Amato said. "By creating a schoolwide environment that builds trusting relationships and provides opportunities to practice social and emotional competencies throughout all subjects, we are providing a strong foundation for developing the whole child. We are proud of the great work taking place and excited about our future endeavors."



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- Assistant Superintendent for Curriculum and Instruction
Dr. Danielle DeLorenzo



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Shining STUDENTS



Two Seniors Named National Merit Semifinalists

Harborfields High School seniors Alison Ryan and Jacob Siegel were recently announced as semifinalists in the 2022 National Merit Scholarship Program. The two were among only 16,000 semifinalists named nationwide, a group representing less than 1% of U.S. high school seniors. This achievement was based on results of the 2020 Preliminary SAT/National Merit Scholarship Qualifying Test. Alison and Jacob will have the chance to continue in the finalist level of the competition for a National Merit Scholarship.

RESIDENT SURVEY

Are you a resident who currently does not have children attending schools in Harborfields? Your input is valued, and we want to hear from you! The district is in the process of developing a five-year Strategic Plan to guide our path forward to continued excellence. Please take a few minutes to complete the survey linked in the QR code below. Thank you!



SCAN ME

Three Harborfields High School Students Awarded Scholar-Artist Recognition

Three of Harborfields High School's finest – seniors Caitlin Rees, Moore Theobold and Caitlin Fealy – have been recognized for their incredible achievements through the Long Island Arts Alliance Scholar-Artist program. Created in 2007 as a collaboration among Long Island arts administrators, the Long Island Arts Alliance, Newsday, and the New York Community Bank Foundation, the Scholar-Artist program is designed to recognize students deemed to be “the best of the best.”

Caitlin Rees was honored in the area of media arts. Moore Theobold, a well-polished actor, was an Award of Merit winner in the area of theater. Caitlin Fealy, an accomplished flutist, received an Award of Merit in the area of music.

“With these three students each being one of six or fewer on Long Island to be



recognized within their respective award categories, they sit within extremely select circles,” said Dan Bilawsky, the district’s K-12 music department coordinator. “Their incredible achievements speak volumes about their talent, discipline and dedication to their crafts, while also highlighting their academic strengths and abilities to balance a schedule filled with many and varied commitments. We congratulate them, their families, teachers, and support networks within and beyond our schools.”