

**North Shore CSD
Active Enrollment
2017-2018**

1/26/18

ACS = Average Class Size

Grade	Glen Head School				Glenwood Landing School				Sea Cliff School				Middle School	High School	Sp. Ed. in District	Total in District		Grade		
	19	20	19		19	20	19		3	18	18	18				18	Sects.		ACS	
K	19	20	19		19	20	19		3	18	18	18	18				10		K	
Total	58				58				72							188+3	18.8			
1	20	20	20		17	16	17	18	7	16	16	16					10		1	
Total	60				68				48							176+7	17.6			
2	19	20	20		20	18	19	19	5	21	20	19					10		2	
Total	59				76				60							195+5	19.5			
3	20	20	22		18	17	17	17	2	21	19	20					10		3	
Total	62				69				60							191+2	19.1			
4	17	18	18		18	18	19	19	4	15	15	14					10		4	
Total	53				74				44							171+4	17.1			
5	16	16	15	16	19	19	18	16	4	19	19	18					11		5	
Total	63				72				56							191+4	17.4			
6													202					6		
7													214					7		
8													204					8		
9														236				9		
10														214				10		
11														211				11		
12														214				12		
Totals	355				417				25				340				620	875	2632	Totals

Elementary Schools Totals

	Glen Head School	Glenwood Landing School	Sea Cliff School		
ACS	18.7	18.1	17.9		
Sections	19	23	19	Total Sections	61

Elementary Class Size Statistics

ACS (K-2)	18.6
ACS (3-5)	17.9
ACS (K-5)	18.3

**North Shore CSD
Projected Enrollment
2018-2019**

1/26/18

ACS = Average Class Size

Grade	Glen Head School				Glenwood Landing School				Sea Cliff School				Middle School	High School	Sp. Ed. District	Total in District		Grade		
	Sects.	ACS	Sects.	ACS	Sects.	ACS	Sects.	ACS	Sects.	ACS	Sects.	ACS				Sects.	ACS			
K	18	19	19		21	21	21		18	19	19				Grades K-1	9		K		
Total*	56				63				56							175	19.4			
1	19	20	19		19	20	19	3	18	18	18	18				10	18.8	1		
Total	58				58				72							10	188+3			
2	20	20	20		17	16	17	18	7	16	16	16				Grades 2-3	10	17.6	2	
Total	60				68				48								10	176+7		
3	19	20	20		20	18	19	19	5	21	20	19				Grades 4-5	10	19.5	3	
Total	59				76				60								7	195+5		
4	20	20	22		18	17	17	17	2	21	19	20				Grades 4-5	10	19.1	4	
Total	62				69				60								9	191+2		
5	17	18	18		18	18	19	19	4	22	22					Grades 4-5	9	19	5	
Total	53				74				44								8	171+4		
6													191				6			
7													202				7			
8													214				8			
9														204			9			
10														236			10			
11														214			11			
12														211			12			
Totals	348				408				21				340				607	865	2589	Totals

*Based on Projections from Demographic Study (10/17)

Elementary Schools Totals

	Glen Head School	Glenwood Landing School	Sea Cliff School		
ACS	19.3	18.6	18.9		
Sections	18	22	18	Total Sections	58

Elementary Class Size Statistics

ACS (K-2)	18.6
ACS (3-5)	19.2
ACS (K-5)	18.9

Counseling Services / Guidance - 2018-2019

8 FTE (Full Time Equivalent) Guidance Counselors

3 FTE (Full Time Equivalent) Clerical Staff

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2810	38	Other Instruction Guidance	1,363,729.42	1,589,078.58	1,570,520.38

Counseling services provide support to students so they may successfully meet district expectations. School counselors assist with personal/social development, academic development, and college/career planning. This support may be provided to students indirectly through consultation with school staff, or directly to students in classrooms, groups, or individually. Further, school counselors may act as a liaison between school, family and other community agencies in nurturing a child’s growth and development.

Counseling Services Directly Impact District Goals

District Goal #1:

- *Development of the framework to build a K-12 progression of teaching and learning skills in two District Shared Valued Outcomes (Communicators and Thinkers)*

School counselors help students develop critical thinking and problem-solving skills. Counselors help students utilize sound reasoning, understand connections and make complex choices. In the course of a student’s school career they will all face a personal problem, a course selection, college choice, or peer difficulty. In these and other situations, counselors teach problem-solving techniques that incorporate critical thinking skills such as identifying problems, recognizing options, weighing evidence and evaluation consequences. As counselors begin to develop a program/curriculum for all students, problem solving and critical thinking are standards they must all address. These skills are especially important when it comes to refusing peer pressure and substance abuse.

A proactive counseling program also teaches students how to develop effective listening and communication skills in order to enhance academic success, build relationships, resolve conflict, advocate for themselves and become responsible twenty-first century citizens. Content area teachers also teach communication skills, but counselors are also able to deepen listening and communication skills by focusing on relationships with others points of view, and cultural competence.

District Goal #2:

- *Equity Report on development of action plans to support recommendations from the report developed in 2016-2017*
- *Counseling in grades 6 – 12 and transition to K – 12 Model Report on progress made on action plan developed during 2016-2017*
- *Review of College Planning/Preparation Process and Outcomes*
- *Substance Use and Abuse Report on progress made on action plan developed during 2016-2017*

School counselors are trained to write, deliver and evaluate prevention and intervention classroom based lessons to students at all grade levels. A carefully created social and emotional learning curriculum provided in an RtI format can address issues of substance abuse, equity and college and career readiness.

School Counseling – The past and the future

The Past – A Service Model

School counseling has been operating in a service model that was delivered to a few. The counseling budget has been built around this model and most of the budget was spent on 9-12 college related activities. After all, college preparedness was the service provided by the department. As a result, counseling currently has a budget and staffing that supports this approach.

The Shift to a Program Model

Several years ago, school counseling shifted via best practice, to a program model. This means that there is a comprehensive curriculum that addressed the needs of students in three domains: academic, college and career, and social and emotional. Counseling curriculum requires that services are provided to all (not just a few) and that counselors be equally adept at working with trauma and suicide as they are with a college application or career clusters.

New Regulations

Over the past thirteen years, there has been a change in the way that our newest school counselors are trained and in the role that counselors play within the larger educational system. As a result, there has been increased research and support surrounding the position. On July 1, 2017, new Commissioner's Regulations were issued.

Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) through grade 12. This plan must be developed by a school counselor. Additionally, each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s). At this time "access" has not been clearly defined.

These regulations pose some unique challenges for North Shore as the district does not currently employ elementary counselors. The role of a school counselor and social worker are often used interchangeably when they do not provide the same service. This will become more problematic as the district transition to a K-12 comprehensive plan that will include college and career readiness components that are not areas addressed by school social workers.

Therefore, the addition of elementary counselors should remain a district budgetary goal if we are to graduate all student's college and career ready.

What Does a Program Model Mean for a District Budget?

Just like other curriculums, school counselors need to purchase curriculum materials. I have searched the district and asked staff for curriculum-related materials. However, there are none. We recently purchased a suicide prevention curriculum and a self-mutilation curriculum (over \$3,000) but we are still lacking a comprehensive curriculum for use K-12.

Departmental Narratives – Instructional 2018-2019

In addition to curriculum, this shift means that we need to train counselors in areas that they have previously not been working in (i.e. certification in critical incident stress management which relates to district goal #2).

The counseling program has not traditionally held larger evening events and/or staff training. We have begun to increase these activities and services – all of which come with expenses.

Elementary Humanities - 2018-2019

The table below shows the Elementary Humanities Budget for 2018-19 excluding personnel cost

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-97-0000	17	Elem Dir of Humanities Other Expense	124.00	250.00	250.00
2020-450-97-0000	18	Elem Dir of Humanities Office Supplies	1,641.55	969.30	1,000.00
2110-400-97-0000	21	Elem Humanities Other Expense	459.00	500.00	300.00
2110-450-97-0000	24	Elem Humanities Supplies	21,573.05	14,918.00	18,746.00
2110-480-97-0000	25	Elementary Humanities Textbooks	14,838.04	20,000.00	18,057.00
Total			38,635.64	36,637.30	38,353.00

The goal of the Elementary Humanities program is to help students develop into independent readers, writers, and thinkers, while meeting **District Goal 1.1: “Further opportunities for all students to engage in deep, meaningful, systemic, and experiential, and authentic learning as defined in the District’s Shared Valued Outcomes.”**

To that end, first we want to prepare students from all three schools to merge into one class at the middle school, by ensuring use of a common curriculum and instructional methodologies consistent with the district goals. Then, we aim to personalize each student’s education, helping the student to set and attain learning goals, as an individual committed to his/her own education (*SVO: commitment to self*).

This commitment requires classroom structures, curriculum, and instructional techniques that support it.

The curriculum writing and professional development expenses for Elementary Humanities prepare and support our teachers. For example, one of the larger expenses is our partnership with Teachers College for professional development see-2010-400-99 page 14. Our teachers need to be able to analyze student data and run reading and writing workshops that support individual learning goals and help each student attain the highest level of achievement. This is challenging work, and participating in a learning community including literacy experts, helps to inspire and support the teachers in this work.

The Elementary Humanities budget also supports materials such as the Reading and Writing Units of Study and Learning Progressions from Teachers College¹, which allow the type of deep analytical thinking about reading and writing that our students need to succeed (*SVO: thinkers*). Of course, in order to comprehend and think deeply about text, students first must be able to decode it. In addition, to

¹ Budget Code: Textbooks: 2110-480-97-0000

Departmental Narratives – Instructional 2018-2019

communicate effectively in writing (*SVO: communicators*), students must be able to spell so that readers understand them. Therefore, the budget also supports the phonics and spelling programs, Foundations for grades K-2 and Words Their Way for grades 3-5². The computer program Raz-Kids³ allows students to access a wide variety of texts at home and have additional individualized reading practice.

The Fountas and Pinnell benchmarking kits⁴ help us assess our students to help determine possible instructional goals for each student. The benchmarking kits recently have been revised, so to provide consistency among new class sections and other sections, as well as to apply the latest knowledge about assessment, it makes sense to purchase the conversion package to be used to upgrade the older kits.

A wide range of books in each classroom's library⁵ supports both our literacy and social studies curriculum, allowing our students to think deeply about a variety of topics (*SVO: thinkers*) and to learn about people throughout our world and become sensitive to social issues and motivated to help (*SVO: commitment to others*).

Our schoolwide library's databases and book purchases ensure that our students remain excited to read high-interest texts and allow meaningful research at all age levels, as well as connecting them to people in remote locations through videoconferencing.

Some students will need additional small-group support with trained teachers using specialized methodologies to become proficient readers. To this end, additional programs (e.g., Read Naturally Live) are included in the budget for use with students who need specialized support with a reading teacher to become strong readers.⁶ To maintain equal access to these programs in each of our elementary schools, the Elementary Humanities Director and Glenwood Landing Principal are requesting an additional .5 certified reading teacher for Glenwood Landing. Glenwood Landing has 443 students versus 339 at Sea Cliff and 350 at Glen Head. Yet each of the three schools has the same two FTE devoted to reading support. This is an inequitable situation which should be addressed in the staffing budget for the coming school year.

To develop independent readers, writers, and thinkers, we need to supply them with the resources and tools for success.

² Budget Code: Supplies: 2110-450-97-0000

³ Budget Code: Textbooks: 2110-480-97-0000

⁴ Budget Code: Supplies: 2110-450-97-0000

⁵ Budget Code: Textbooks 2110-480-97-0000

⁶ Budget Codes: Textbooks 2110-480-97-0000 and Supplies 2110-450-97-0000

Elementary STEM- 2018-2019

The table below shows the District’s Elementary STEM program expenditure and proposed budget:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-96	17	Elementary Director of STEM Other Expenses	225.00	250.00	250.00
2020-450-96	18	Elementary Director of STEM Office Supplies	1,302.95	400.00	400.00
2110-400-96	21	Other Expenses Elementary STEM	130.00	800.00	800.00
2110-450-96	24	Elementary STEM Supplies	55,695.38	93,450.02	75,437.66
2110-480-96	25	Elementary STEM Textbooks	1,350.80	13,140.96	13,136.75
Total			58,704.13	108,040.98	90,024.41

Our district mission as well as district and departmental goals inspire the current pathway of our work in Elementary STEM. This proposed budget advances this work by supporting the facilitation of instruction in science, mathematics, and STEM that nurtures and enriches students’ natural delight in learning; inspires students to construct their own understanding of underlying concepts; and stimulates students to develop the skills and dispositions of our North Shore Shared Values. This document summarizes how this budget proposal financially supports our ability to achieve our goals related to science, mathematics, and STEM.

Science

Where We Were, Where We Are, and Where We Are Going

With the adoption of the *Next Generation Science Standards* and *New York State Science Learning Standards*, science educators are compelled to shift their focus from simply teaching science concepts, principles, and facts and having students perform experiments to confirm their understanding of known principles to helping students make sense of phenomena as they ask and answer questions about those phenomena and design solutions to real-world problems that they identify. This emphasis on using both science and engineering practices to construct meaning, make sense of complex concepts and phenomena, and design solutions to interesting problems is “new, provocative, and exciting, and it represents a revolution in how we teach science at all grade levels” (Krajcik, 2015). Moreover, the vision of the Standards explicitly aligns with our district and departmental goals. In their learning, students must use all three dimensions of the new Standards—crosscutting concepts, disciplinary core ideas, and science and engineering practices—in an integrated fashion to build models, design investigations, share ideas, develop explanations, and argue using evidence, all of which will allow our students to develop the skills and dispositions of our North Shore Shared Values.

Departmental Narratives – Instructional 2018-2019

At the elementary level, we are in the second year of a seven-year implementation plan for the new Standards. Over the next five years, we will continue to design and refine new units of study aligned with the new Standards; craft meaningful, authentic, and relevant performance-based assessments; and engage teachers in the type of ongoing, high-quality professional development that will advance the type of learning these Standards demand and our students deserve.

Connection to District Goals

This work aligns with District Goal One as it supports the continued development of learning experiences which embed our District Shared Values, the infusion of units of study aligned with the New York State Science Standards, and the implementation of several interdisciplinary performance-based assessments involving science which have been developed through the district's participation in PADI. In fact, the Standards-based units of study and work on interdisciplinary performance-based assessments naturally and intentionally engage students in the development of the skills and dispositions of our Shared Values.

Implications for Budget Proposal

This budget proposal was designed based upon our goals in order to advance our multi-year implementation plan. Reflected in the science portions of this budget proposal are the materials required to engage students in existing units of study, such as living materials and consumable supplies; materials to engage students in one newly developed unit of study at each grade level, such as scientific tools, consumable and non-consumable supplies, and non-fiction texts; curriculum work to support the ongoing development of new units; and professional development related to the facilitation of instruction aligned with the new Standards.

Mathematics

Where We Were, Where We Are, and Where We Are Going

Across the grade levels, we are moving from an approach to mathematics teaching and learning that was rooted in the development of procedural efficiency to an approach that has problem solving at its heart. The abilities to perform basic computations and follow procedures are not sufficient for students to be successful as mathematical thinkers who can solve complex, challenging, and novel problems. The National Council of Teachers of Mathematics has stated that “problem solving is a fundamental part of mathematics - and everyday life. The ability to solve problems is both a goal of mathematics - and a tool within mathematics. As such, problem solving should be integrated into all mathematical learning situations.” Math instruction must engage all students as problem solvers in the construction of deep understanding of fundamental concepts, principles, and related skills; the cultivation of refined proficiency with the essential underlying skills of number sense, visualization, generalization, communication, and metacognition; and the development of sophisticated problem-solving abilities. At the elementary level, we have developed this philosophy of math instruction based upon our collaborative investigation of research-based approaches to the teaching and learning of mathematics.

Over the past five years, we have worked to reshape math teaching and learning to embody our philosophy. Our transition to Singapore Math, specifically *Math in Focus*, and our opportunities for professional development with the world-renowned expert in math pedagogy, Dr. Yeap Ban Har, have supported our efforts. We continue to strive to improve math learning for all students, particularly with

respect to our students' abilities to make sense of and solve complex, novel problems and the provision of appropriate support and challenge to all learners. Additionally, we are working towards the incorporation of performance-based assessments within our repertoire of assessments. Finally, we are beginning the work of making adjustments to our curriculum, based upon changes to the Common Core Learning Standards.

Connection to District Goals

Our work aligns with District Goal One as it supports the continued development of learning experiences which embed our District Shared Valued Outcomes, the continued incorporation of *Math in Focus* at the elementary level, refinements to the curriculum based upon the revisions to the Common Core Learning Standards, and the implementation of interdisciplinary performance-based assessments involving mathematics which have been developed through the district's participation in PADI.

Implications for Budget Proposal

The math portions of this budget proposal were designed to move us forward with respect to the delineated goals. Reflected in the math portions of this budget are the materials, curriculum work, and professional development to take us to our next levels of growth in the enactment of our philosophy. Supplies and textbooks include the refurbishment of student workbooks, manipulatives, and other *Math in Focus* materials. In addition, we would like to incorporate textbooks written by Dr. Yeap Ban Har within our program to enhance our teachers' ability to enact a lesson structure in which students engage as problem solvers, thinkers, and communicators. We would like to continue to purchase one set of books for each grade level per year. Furthermore, we would like to purchase an online subscription for our teachers and students to use virtual manipulatives, which allow our students to consider visual representations of a range of concrete and pictorial models of concepts to foster their understanding. This budget proposal includes updates to our curriculum including continued work to enhance its alignment to our philosophy as well as to begin to incorporate revisions required by the recent changes to the Common Core Learning Standards. Finally, the budget includes the provision of ongoing opportunities for professional development, including work with experts like Dr. Yeap Ban Har and Dr. Greg Tang as well as summer workshops and opportunities for collaborative inquiry within collegial circles, to foster our teachers' continued growth in the areas that will bring us to our next levels of excellence.

STEM

Where We Were, Where We Are, and Where We Are Going

STEM is more than an acronym, it is a philosophy, a way of thinking about how people integrate knowledge across disciplines, thinking in a more connected and holistic way (Bybee, 2010, 2013). STEM requires developing interdisciplinary bridge between and among discrete disciplines. It offers a chance for students to make sense of the world by investigating and questioning the interrelated facets of the world rather than learning isolated bits and pieces of phenomena.

In our elementary schools, we strive to develop a STEM program which educates and inspires students through rigorous, thought-filled, and well-designed instruction in science, technology, engineering, and mathematics, with rich and meaningful disciplinary, interdisciplinary, and potentially trans-disciplinary learning opportunities which capitalize on connections between and among disciplines. In order to thrive as citizens in a highly complex world, students will:

- learn deeply the fundamental concepts, knowledge, and processes underpinning the core disciplines of science, engineering, technology, and mathematics;

Departmental Narratives – Instructional 2018-2019

- strengthen the interdisciplinary and trans-disciplinary connections across STEM disciplines and to all learning;
- develop as thinkers, problem solvers, innovators, communicators, collaborators, and individuals committed to themselves and others; and
- understand and appreciate the role of STEM in everyday life and specific careers

Over the past two years, we have embarked upon our journey to bring STEM to all elementary students and hope to build upon that foundational work through the design of an innovative program over the next several years. Instruction will immerse students in STEM learning; inspire students to think critically, problem solve, innovate, and wonder about the world around them; and foster an undying interest in and fascination about learning in general and STEM study and careers in particular.

To accomplish our goals related to STEM at the elementary level, specific curriculum modules will be designed for each grade level as assured experiences in which each student will engage. These modules will be interdisciplinary and trans-disciplinary in nature, tapping into one or more of the STEM disciplines and requiring the potential application of the arts, literacy, and research skills. For instance, a module might involve students generating questions around sustainability and, after engaging in research, designing solutions using the engineering design process and technology. In addition, enrichment opportunities, such as lunchtime and after school clubs, will be provided for students to explore areas of interest and passion within the STEM disciplines. For example, students might expand their understanding of and facility with coding and robotics in a lunchtime club.

Connection to District Goals

This work aligns with District Goal One as it supports the continued development of learning experiences which embed our District Shared Valued Outcomes through STEM education.

Implications for Budget Proposal

Consonant with our beliefs about and approach to STEM learning, our two STEM teachers for the 2018-2019 school year are specialists who will bring their expertise to the collaborative design and facilitation of rich, interdisciplinary, and trans-disciplinary learning experiences. The teachers are intelligent, curious, creative, and sophisticated thinkers with deep passion for STEM education. These people are gifted educators who inspire students to think critically, problem solve, innovate, and wonder about the world around them. The teachers will stimulate students' enthusiasm to investigate the world as they explore the interdisciplinary connections found within it. Each possesses a deep understanding of one or more aspects of STEM and will use it in seemingly inconceivable ways to foster students' growth and engagement in STEM. The team of teachers will collaboratively plan and facilitate interdisciplinary and trans-disciplinary modules, capitalizing on each teacher's areas of expertise.

Reflected in this budget proposal are the materials required to implement this vision. This includes materials for students to engage in experiences focused upon all aspects of STEM, including the purchase of materials to begin to provide students with a thoughtfully articulated experience in their technology learning. Furthermore, the budget proposal includes the necessary curriculum work to design these impactful experiences. The current budget requests lay the foundation for the development of our STEM program over the upcoming years.

Summary

The goal around which this budget was built, facilitating quality instruction through which our elementary students will engage in scientific, mathematical, and STEM thinking and practices, will foster our students' growth as thinkers, problem solvers, innovators, collaborators, communicators, and committed individuals.

Glen Head Elementary School - 2018-2019

Number of Students	350 – as of 12/01/17	355 - as of 01/26/18
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The table below shows the expenditure and program budgets for the Glen Head School:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-10	16	GH-Principal’s Office Other Expenses	2,476.15	1,500.00	1,500.00
2020-450-10	17	GH-Principal’s Office Supplies	741.25	4,000.00	2,500.00
2020-490-10	18	GH-Principal’s Office BOCES Services-Copier Lease	3,044.34	2,805.80	2,805.80
2110-400-10	20	GH-Other Expenses	6,689.99	6,000.00	4,960.00
2110-401-10	21	GH-State Mandated Expenses	9,989.64	2,500.00	1,000.00
2110-410-10	22	GH-Field Trip Entry Fees	.00	.00	4,000.00
2110-450-10	22	GH-Program Supplies	46,624.17	42,160.00	40,000.00
2110-480-10	25	GH-Textbooks K-5	4,436.19	8,000.00	4,250.00
2110-490-10	26	GH-Copier Lease	15,588.74	19,986.27	19,986.27
2610-450-10	32	GH-Library Books	9,752.00	13,000.00	12,350.00
2850-450-10	41	GH-Club Supplies	109.00	300.00	300.00
Total			99,451.47	100,252.07	93,652.07

The 2018-2019 Glen Head School budget was designed to support the work we do daily with our students and encourages each one to reach their greatest potential. This operational budget reflects the materials needed to support the programs that are philosophically aligned with the District Shared Valued Outcomes and the GHS Vision Statement (listed below) which allows us to create an environment that is inclusive, inviting and developmentally appropriate.

Glen Head School Vision Statement

Glen Head School is one that functions as a learning community of students, staff and parents that celebrates respect, shared responsibility and trusting relationships. Glen Head School supports individuality, promotes teamwork toward common goals, instills a love for learning and challenges its members.

A Glen Head classroom is one in which there is mutual respect. Students are supported and encouraged to take risks. Instruction is meaningful and purposeful. Students and teachers share a love of learning. The expectations are clear and the classroom flow is smooth. Autonomy and diversity are celebrated within the learning community.

Departmental Narratives – Instructional 2018-2019

Our students are confident communicators and are able to think critically, reflectively and responsibly. They respect community members, build trusting relationships, enjoy learning and strive for their personal best.

Our faculty is one that is collaborative and respectful. We work together to achieve a set of common goals. We appreciate and share the unique gifts and talents of one another while creating a positive and motivating learning environment for staff and students. Everyone is encouraged to speak openly and individual opinions are valued.

Instruction is rigorous and includes room for variation and flexibility. It includes ongoing and effective assessment to inform instruction. It allows children room to express themselves while actively engaged in meaningful and relevant curricular activities. It allows hands-on learning opportunities, values movement and being creative. It is a balance of structure, fun and learning that builds confidence and fosters self-esteem.

Our parents are integral members of the school community who enthusiastically embrace this vision. We support the academic, social and emotional needs of all students. We are engaged in effective communication and active involvement.

Glen Head School provides a safe, positive, stimulating environment in which all can learn and grow together. We are successful because of the efforts of all our members.

District Goal #1: Further opportunities for all students to engage in deep, meaningful, systemic, experiential, and authentic learning as defined in the District's Shared Valued Outcomes.

The elementary program continuously seeks to achieve the District Goals and make progress toward the GHS Vision in a variety of ways through the decisions we make and the programs we have selected and support. The Teachers College Reading and Writing Project, Math in Focus Program, S.T.E.A.M., SWES, FLES, student programs/assemblies, Clubs, Fine and Performing Arts, Health and Physical Education, and professional development opportunities are implemented through the lens of the District's Shared Valued Outcomes. In addition, we will continue to focus on planning opportunities for all of our students to engage in hands-on, problem-solving experiences such as *innovate*. This will allow students to work collaboratively with others as they experience all stages of the Engineering Design Process and reflect upon their progress. We will assess students in the areas of Thinkers and Communicators once the K-12 progressions for teaching and learning become available.

A building focus for the 2017-2018 and 2018-2019 school year is helping students, teachers and parents understand and accept the role productive struggle plays in the learning process, deal with disappointment, accept responsibility and view failure as a part of learning and growing while operating under a growth mindset.

The building plan is to continue to supplement this year's budget to complete the renovation of a classroom to a STEAM Lab. The budget will be used to allocate a Makers Space where students can work collaboratively with others to imagine what could be and create new things using clean, recycled materials during indoor play or while engaged in purposeful play activities.

Glenwood Landing Elementary School-2018-2019

Number of Students	443 – as 12/01/17	442 – as of 01/26/18
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The table below shows the expenditure and program budgets for the Glenwood Landing School:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-20	16	GWL-Principal’s Office Other Expenses	1,439.15	1,500.00	1,500.00
2020-450-20	17	GWL-Principal’s Office Supplies	1,895.33	4,000.00	2,500.00
2020-490-20	18	GWL-Principal’s Office BOCES Services-Copier Lease	3,044.34	2,805.80	2,805.80
2110-400-20	20	GWL-Other Expenses	2,638.96	6,000.00	4,560.00
2110-401-20	21	GWL-State Mandated Expenses	10,371.02	2,500.00	1,000.00
2110-410-20	22	GWL-Field Trip Entry Fees	.00	.00	4,000.00
2110-450-20	23	GWL-Program Supplies	50,486.93	51,640.00	48,000.00
2110-480-20	25	GWL-Textbooks K-5	8,456.30	9,200.00	7,150.00
2110-490-20	26	GWL-Copier Lease	15,218.74	23,255.75	23,255.75
2610-450-20	32	GWL-Library Books	9,976.61	13,000.00	14,500.00
2850-450-20	41	GWL-Club Supplies	245.04	300.00	300.00
Total			103,772.42	114,201.55	109,571.55

District Goals:

In August 2017, the Board of Education adopted the following goals. The budget proposal addresses these issues by providing resources to help achieve each goal. The goals are as follows:

We seek to continue evolving as a community of learners in which each participant is supported in becoming passionately engaged in a process of continuous growth and improvement. Consistent with our mission and vision statements, we will continue to develop and support those facets of the North Shore Schools that place an emphasis on learning that is deep and meaningful. Equitable opportunities for student growth will be supported through the engagement in the production of high quality, original work that demonstrates the capacity for analysis, reasoning, problem-solving, critical creative and reflective thinking, and effective communication about complex issues for every student.

Specific tasks to be completed as part of (*North Shore District Goals*) Goal One during the school year that apply to the elementary level:

1. Further opportunities for all students to engage in deep, meaningful, systemic, and experiential, and authentic learning as defined in the District’s Shared Valued Outcomes through:
 - Development of the framework to build a K-12 progression of teaching and learning skills in two District Shared Valued Outcomes (Communicators and Thinkers)

Departmental Narratives – Instructional 2018-2019

- Continuation of tasks and assessments related to the implementation of the District Shared Valued Outcomes
 - Expand Performance-Based Assessment District Initiative K-12
 - Continued implementation of new social studies framework K-12
 - Infusion of New York State Science Standards K-12
 - Continued implementation of Research Argument Writing K-12
 - Use of technology (iPads and Chromebooks) in transforming instruction
 - Increase scope of STEM/STEAM opportunities for all students
 - Increase global opportunities for all students
2. Continued priority on the development of a community plan of action to address issues of substance use and abuse and personal loss.
- Understand, analyze, and recommend a series of action steps to promote wellness, social-emotional learning, and increased protective factors for our students

Glenwood Landing School's Vision

The Glenwood Landing Community, made up of students, parents, teachers and staff, aspires to:

- Empower students to become responsible citizens who actively contribute to our society
- Create opportunities for students to communicate and collaborate as reflective, creative critical thinkers who are passionately engaged in their own learning
- Provide differentiated support and challenge within a rigorous instructional program to foster each student's optimal growth and achievement
- Respect and honor the dignity and worth of others, our environment, and ourselves

The district goals and Glenwood Landing's vision are clearly designed to provide our students with an individualized approach to teaching and learning that prepares our students for their future. Glenwood Landing School provides support, teaching and learning opportunities to students, staff and parents of our school.

If we structure instruction that is centered in identifying individual learning needs by analyzing data and student work, and if we provide differentiated, inquiry-based learning opportunities that are challenging for our students, then we will increase student achievement.

In order to meet the needs of all students, staff, and parents, the resources that would be most beneficial were considered. After careful planning, these resources were allocated to: books, consumables, professional development, supplies, student programs and staffing.

The Glenwood Landing School will provide a learning environment that is challenging for students to enhance students' ability as:

- Thinkers
- Problem Solvers
- Communicators
- Collaborators
- Innovators
- Committed Individuals

Student enrollment:

Student population at Glenwood Landing, as of November 13, 2017, is 443. There has been an increase of over 100 students over the past three years. The projected number of sections for 2018-2019 is 25 sections.

Several budget lines have been increased due to enrollment. This is to be able to provide an equitable level of services and supplies for GWL students.

Goals:

The first goal is to improve student achievement for all students at all levels. Updated curriculum, purchase of new books and resources and on-going teacher training and staff development are all part of the plan to improve student achievement. In order to further meet this goal, we need to maintain small class size for our lower grades, specifically first grade. The addition of one section in first grade for 2018-2019 will allow an average class size of 17.

A second goal is to close the achievement gap, especially, in the area of reading. While the implementation of an RtI model is a solid start in providing students with remediation, there is a need for additional resources in the form of staffing. A highly qualified reading instructor is needed in order to implement research-based programs that can help close the achievement gap at Glenwood Landing School. The addition of a 0.5 FTE reading teacher is needed to provide the type of support needed.

Another major goal is the need for a proactive approach to social-emotional intelligence. We continually focus on ways to proactively provide support in the area of social-emotional learning. The addition of a full-time school counselor would allow us to provide instruction in classrooms for all students. At this time, we are only able to provide reactive support to a small percentage of students.

The budget will continue to provide quality instruction to all students. The delineation of funding aligns with the shared goals of the school and district. Programs are designed to meet the learning and curricular needs of individual students, teachers, classes, administrator, and community.

High School – 2018-2019

Number of Students	875
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The table below shows the expenditure and program budget for the North Shore High School:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-50	16	HS-Principal's Office Other Expenses	21,802.37	28,030.00	29,771.46
2020-450-50	17	HS-Principal's Office Supplies	14,172.78	16,500.00	14,000.00
2020-490-50	18	HS-Principal's Office BOCES Services- Copier Lease	1,232.57	2,493.15	2,493.15
2110-400-50	20	HS-Other Expenses Regular School	74,722.38	58,465.20	45,734.28
2110-400-53	20	HS-Other Expenses Family and Consumer Science	500.00	600.00	600.00
2110-400-59	20	HS-Other Expenses Technology	14,853.20	19,000.00	35,936.00
2110-401-50	22	HS-State Mandated Expenses	70,952.00	126,616.00	107,376.00
2110-410-50	22	HS-Field Trip Entry Fees	.00	.00	27,025.56
2110-450-50	23	HS-General School Supplies	29,548.17	42,369.00	40,000.00
2110-450-53	24	HS-Family and Consumer Science Supplies	5,357.52	6,790.00	6,500.00
2110-450-55	24	HS-Remedial Reading Supplies	1,234.00	1,304.65	1,377.23
2110-450-57	24	HS-Senior Program Supplies	.00	900.00	.00
2110-450-59	24	HS-Technology Supplies	9,902.29	10,349.86	10,349.86
2110-490-50	26	High School Copier Lease	41,747.46	38,570.47	45,589.01
2610-450-50	32	HS-Library Books	12,318.23	12,000.00	12,000.00
2610-490-50	33	HS-BOCES Services AV-Audio Visual	16,196.50	16,682.50	16,776.74
2850-400-50	41	HS-Clubs Other Expense	15,013.11	11,410.00	11,885.00
2850-450-50	41	HS-Clubs Supplies	8,441.89	9,050.00	9,050.00
Total			337,994.47	401,140.83	416,464.29

Departmental Narratives – Instructional 2018-2019

High School (Operations, Instructional Technology, Family & Consumer Science, Library) Budget:

This budget document represents funding for the operation of school offices, mandated expenses, the technology and Family/Consumer Science departments and the school library. The focus of our budget construction was on maximizing opportunities for students to experience the broadest range of opportunities while engaging in authentic learning, anchored in a culture of wellness.

In particular, the budget document supplies support for programming that increases student capacity for leadership, recognizes achievement, and allows for school leadership to attend to the most up-to-date changes in schools and instruction. There is a concerted effort to increase student access to programs that emphasize prevention and pro-social opportunities at school. These steps aim to foster the development of engaged, committed individuals.

Much of the codes contained in this narrative include supplies and equipment required to run the main office and to support full school activities for students and faculty. Each code has an accompanying short narrative that describes how the constructed budget supports the overall aims of the building and district.

2020-400-50: Principal's Office Other Expenses

This code supports full school activities like Freshman orientation and the commencement exercises for our graduates including diplomas, Board and Administrator's caps and gowns, and Moving Up Day expenses. These ceremonies represent key benchmarks in a student's experience at our school. This budget area also supports student workshop training for our Peer Leaders – with an emphasis on care and concern for others and, for the peer leaders, reaching their human potential. Finally, this budget area supports the machines for postage and letter folding/inserting in the main office.

2020-450-50: Principal's Office Supplies

This code supports copy paper, postage, and general office supplies used by the main office to support building operation.

2110-400-50: Other Expenses Regular School

This is an essential code that supports the professional development of faculty through attendance at conferences from regional and national organizations. Modeling a culture of continuous improvement through the commitment of professional learning is a critical component of supporting vibrant, dynamic, and contemporary courses that meet the changing nature of what it means to be a student in a globally-focused environment. The International Baccalaureate organization goes through a continual revision process for each course and with projected changes in Language A (English) and Mathematics – teacher training in those areas is essential to ensure that students are enrolled in courses that match the most current shifts in those areas. In support of their development as balanced and committed individuals, the IB courses are being revised to include fewer assessments – to minimize the stress and anxiety associated with a culture of over-testing. The training supported in this code is designed to introduce those new course structures to our faculty and administrators. Similarly, our commitment to the GIBS consortium allows our administration and faculty to learn the best practices of our regional peers.

The ManageBac software is a tool for students to reflect upon the ways in which their community service is tied to their development as a committed individual. It logs the activities and experiences student have in service, creativity, and physical activity and asks students to think deeply about how they have had an

influence on their growth in self. This reflective thinking process moves us away from “doing service” and toward “learning from service.”

2110-401-50: State Mandated Expenses

This code includes all assessments required with Advanced Placement and International Baccalaureate courses offered at the high school. Students are able to sit for any Advanced Placement exam offered by the College Board, the district pays for all required exams.

2110-450-50: High School Program Supplies

This code supports supplies for faculty copy paper, general supplies, staples, Scantrons as well as replacement of worn student desks and chairs.

2110-490-50: High School Copier Lease

This code is exclusively in support of the copier lease agreements.

2110-400-53: Other Expense Family and Consumer Science

The school maintains and supplies sewing machines and shears for students in the fashion and textiles courses as well as knives for the culinary program.

2110-450-55: Remedial Reading Supplies

The reading program supports 14 students in individual and small group classes. Each student has a program customized based on their reading assessments and the supplies here help to expand the services in regard to technology that supports reading instruction. The C-Pen readers support readers in decoding text from documents as students move the stylus across the page. Assistive technology has revolutionized reading instruction.

High School English Department - 2018-2019

The table below shows the expenditure and program budget for the High School English Department:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-98-5000	17	Teacher Leader English- Other Expense	130.00	250.00	250.00
2020-450-98-5000	18	Teacher Leader English- Office Supplies	176.87	250.00	250.00
2110-400-98-5000	21	HS-English Other Expense	345.00	303.94	306.98
2110-450-98-5000	24	HS-English Supplies	54.95	514.75	514.75
2110-480-98-5000	26	HS-English Textbooks	9,506.18	13,232.25	13,232.57
Total			10,213.00	14,550.94	14,554.30

Mission Statement:

English Language Arts serves people’s fundamental need to share the human experience by exchanging ideas and emotions. It is the gateway to our hearts and minds – a means of comprehending, constructing, and communicating meaning. Respectful of the might of critical reading, writing, speaking, and listening skills, the North Shore High School English Department endeavors to empower our students by harnessing their skills as thoughtful purveyors and receivers of text in its broadest definition. By leveraging the talents and interests of our students in pursuit of our **District’s Shared Values**, we inspire their commitment to *enriching community, advancing global citizenship, and realizing human potential (District SVO’s)*. We celebrate English Language Arts as a vital instrument in achieving these lofty goals.

Initiatives:

1. Envisioning a New Approach to 11th Grade English

One significant revision in the **Next Generation ELA Learning Standards** is the focus on *Lifelong Practices of Readers and Writers*. Included in that goal is to encourage students to *read often and widely from a range of global and diverse texts*. While the existing American Writers course has provided ample opportunity to study seminal American historical documents, broadening the scope of the course will enhance students’ opportunities to engage with issues and ideas that reside in global contexts. Multicultural texts and internationally-oriented research facilitate our students’ ability to *consider the ideas/perspectives of others (SVO Collaborators)* and to *analyze how parts of a whole interact with each other to produce overall outcomes and/or complex situations (SVO Thinkers)*. Revising the curriculum towards a worldview approach not only *increases global opportunities for all students (District Goal One)*, but also encourages them to *embrace and value diversity (SVO Committed Individuals)*. It also provides the opportunity to imbed occasions for students to *self-select texts based on interest (Next Generation ELA Learning Standards)*. Finally, offering students the option of using an iBook version of certain texts is a method of employing *technology in transforming instruction (District Goal One)*. Budgeting for Textbooks

(2110.480.98.5000) in the form of new novels and eBooks, and for Summer Curriculum Projects identifies how financial support can improve students' experiences in 11th Grade English.

2. The 9th Grade Research and Writing Labs

The English 9 Research and Writing Labs' *continued implementation of Researched Argument Writing K-12 (District Goal One)* employs a supportive method to bridge the academic and behavioral demands of middle school and high school. This course empowers freshmen with confidence in their ability to navigate the increasingly rigorous tasks they may encounter across all disciplines during their high school career (**District Goal Three - Equity**). Using the research process (**Next Generation ELA Learning Standards**) as the tool with which students can practice study/organizational skills, English Language Arts skills, and traits from the **IB Learner Profile (District SVO's)**, the 9th Grade Research and Writing Labs derives multiple benefits from an innovative approach to grading that incorporates both a process grade derived collectively with student input and a product grade derived from written assignments. To prepare for their conferences, the students *try different approaches and methods seizing upon opportunities to learn (SVO Thinkers)* and use reading and writing skills to *openly, actively, and objectively clarify and/or deepen understanding and decipher meaning including knowledge, values, attitudes, and intentions (SVO Communicators)* respectively. This process grade/product grade structure capitalizes on the potency of conferencing and student reflection to merge the scaffolding of foundational skills with an autodidactic application of *disciplinary, inter-disciplinary and trans-disciplinary* skills in in-class and out-of-class contexts (**SVO Thinkers**).

One of the course's Overarching Essential Questions – What responsibility do students have in leveraging feedback to assess their own strengths and weaknesses, formulate an individualized, goal-driven course of action, and apply their evolving skills to varieties of contexts? – invites students to be *reflective and/or metacognitive* and to *commit to understand and make meaning of learning (SVO Committed Individuals: Growth in Self)*. Another Overarching Essential Question – Why are both the process of research and the end-product essential? – guides students through an inquiry-based investigation in which they *analyze and/or evaluate evidence, arguments, claims, [and] alternative points of view...[and] synthesize.... and interpret information and/or draw conclusions (SVO Thinkers and Next Generation ELA Learning Standards)*. It also emphasizes the skill of using *communication with clarity, accuracy, and precision for a range of roles and purposes (SVO Communicators and Next Generation ELA Learning Standards)*. In addition, the inclusion of executive functioning, study skills, and stress management content *promote[s] wellness, social-emotional learning, and increased protective factors for our students (District Goal One)*. Summer Curriculum Projects can advance the students' academic and emotional evolution in their 9th Grade Research and Writing Labs.

3. Summer Reading

In the spirit of exploration and with determination to "get it right", the North Shore High School English Department has experimented with Summer Reading practices guided by numerous pedagogical insights. The central purpose of any school Summer Reading program is to combat the "summer slide" that often occurs during such an extended hiatus from academic instruction. North Shore High School's evolving Summer Reading program aspires to emphasize student choice thereby increasing student enjoyment and participation (**SVO Committed Individual: Growth in Self**) by offering a *wid[er]... range of global and diverse texts*. This will enable students to *self-select texts based on interest and read for multiple purposes, including... for pleasure (Next*

Generation ELA Learning Standards). Budgeting for Textbooks (2110.480.98.5000) in the form of new novels identifies how financial support can enhance student engagement during the high school Summer Reading initiative.

4. PADI (Performance Assessment Design Initiative)

The other prominent change in the **Next Generation ELA Learning Standards** is *The Role of Content Area Teachers as having a Shared Responsibility for Literacy Development*. New York State's revised **Grades 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects** and its upcoming literacy standards in other academic disciplines encourage *teachers from across the curriculum [to] work together with common expectations for their students' literacy*. North Shore School District's PADI initiative (**District Goal One**) provides the perfect vehicle for that collaboration. Collaboration between the High School English Department and the High School Science, World Language, and Fine and Performing Arts Departments is just the beginning of what can be sustained interdisciplinary alliances to support English Language Arts as a means of acquiring and retaining discipline-specific content knowledge, vocabulary, and skills.

One current High School PADI project is a collaboration by the High School Writing Center and the High School World Language Department. Guided by English, Spanish, Italian and French teachers, and supported by Writing Fellows, the World Language students will be conducting research (**District Goal One and Next Generation ELA Learning Standards**) in the target language (**ACTFL: Interpretive Communication**) to answer a question about the effects of environmental policies in international contexts (**ACTFL: Acquiring Information and Diverse Perspectives**). This **Performance-Based Assessment (District Goal One)** will *increase global opportunities for [the] students (District Goal One and SVO Committed Individuals: Concern for Others)*. In addition, imbedded in the project are opportunities for the students to *work with others for a common goal (SVO Collaborators)*. Moreover, the students will *select...[the] most appropriate media...relative to the purpose/task of the intended outcome (SVO Communicators)* by creating a photo-journal to summarize their findings. Finally, the students will present their project orally to their World Language class in the target language (**ACTFL: Presentational Communication**) This PADI project also employs *technology in transforming instruction (District Goal One)*, by utilizing NoodleTools, an electronic research platform that guides students through all phases of the research process. Summer Curriculum can foster the High School English Department's ability to offer students the most authentic assessments for learning by participating in PADI and other performance-based projects.

5. The Writing Center

While student-staffed writing centers abound in colleges/universities, the North Shore HS Writing Center is one of only a handful of New York secondary schools that have built a sense of community by embracing the powerful peer-tutoring model (**SVO Committed Individuals, Concern for Others**). This model provides an invaluable space for collaborative discussions (rather than supervisory ones) about the writing process (**SVO Collaborators**) across all disciplines. Though only in its 3rd year, the Writing Center continues to realize increasingly positive outcomes in the school community.

One means of accomplishing this is through one-on-one conferencing. The goal of the conferences is to enable students to grow as writers (**SVO Communicators**). The Writing Center tutors are 12th grade students (Writing Fellows) trained to *identify and/or ask questions that contribute to solutions (SVO Problem Solvers)* as a means of helping their peers through the various stages of the writing process. By *supporting and encouraging [the tutees as] members of the [partnership] (SVO Collaborators)*, the Fellows facilitate student ownership of authorial decisions and empower them as confident, capable writers.

Thus, the tutoring sessions are interactive exchanges aimed at creating better writers, not merely at creating better pieces of specific writing. In addition, rather than editing and proofreading, the sessions focus mainly on meaning, development, and organization of ideas, thereby helping students *strive to understand the complexity of issues* (**SVO Thinkers** and **Next Generation ELA Learning Standards**). Furthermore, the focus is on process, including vital recursive next steps, using feedback and metacognition to encourage the students to *revise thinking and/or action* (**SVO Problem Solvers**) and to *capitalize on... mistakes, challenges, failures, and/or successes* (**SVO Committed Individuals, Growth in Self**).

The Writing Center also assists students through collaborations with varied classroom teachers. While many of these teacher collaborations support a *continued implementation of Research Argument Writing* (**District Goal One**), others cross academic departments. Of special note is the collaboration between the Writing Center and the Integrated Science teachers on an interdisciplinary project, supporting the aforementioned *Content Area Teachers as having a Shared Responsibility for Literacy Development* (**Next Generation ELA Learning Standards**). Students apply forensic science to original crime stories. All four teachers collaborated on the design of the process-based (and reflection-infused) (**SVO Committed Individuals, Growth in Self**) project’s inception, planning (models, checklists, graphic organizers, rubrics etc.) and celebratory publishing party attended by District administration. This *expansion of Performance-Based Assessment* (**District Goal One**) encourages a sustained commitment to the writing process by many otherwise reluctant writers – proof of the students’ engagement in this novel experience.

Finally, the Writing Center hosts numerous events throughout the year. The SAT/ACT Grammar Review sessions and the annual College Essay Workshops *support college planning/preparation process and outcomes* (**District Goal Two**). And the upcoming scholarship and contest writing workshops encourage students to *write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences* (**Next Generation ELA Learning Standards**). Budgeting for Teacher Leader Other Expenses (2020.400.98.5000) in the form of professional development conferences, for Other Expenses (2110.400.98.5000) in the form of resources of related pedagogy, and Summer Curriculum Projects can advance the evolution of the North Shore High School Writing Center to serve the needs of larger numbers of student-writers in increasingly broader ways.

# of Individual Conferences	# of Different Students Participating in Individual Conferences	% of HS Student Population Participating in Individual Conferences	% of Individual Conferences by Students’ Class	# of Classroom Visit Push-Ins	% of Classroom Visit Push-Ins by Discipline
446	285	32%	9 th -22% 10 th -42% 11 th -15% 12 th -21%	183	STEM – 46% Humanities – 51%

*Data is from SY1617

High School Mathematics Department- 2018-2019

The table below shows the High School Math Department program expenditure and proposed budget:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-450-94-5000	18	HS-Teacher Leader Math Office Supplies	164.03	250.00	250.00
2110-400-94-5000	21	HS-Math Other Expenses	2,277.27	4,564.50	3,910.00
2110-450-94-5000	24	HS-Math Supplies	4,816.40	5,059.84	4,368.00
2110-480-94-5000	25	HS-Math Textbooks	.00	21,196.00	26,924.19
Total			7,257.70	31,070.34	35,452.19

The High School Mathematics Department strives to reach each student and develop their mathematical skills to the greatest extent. We embrace the district’s mission by creating “a learning environment that encourages inquiry”. In addition, we seek to create life-long learners who are proficient as collaborators, communicators, thinkers, problem solvers, innovators, and committed individuals.

Over the past couple of years, the district has been working towards a K-12 Mathematics philosophy where students use exploration, structure, reflection, journaling, and practice to understand mathematical concepts. This philosophy focuses on alignment in philosophy and approach while still meeting the needs of the standards and outcomes. The high school welcomes this philosophy and is working towards the application in all classrooms. In addition, we incorporate the goals of the International Baccalaureate program by engaging students in rigorous lessons that “develop inquiring, knowledgeable and caring young people”. The department’s budget has been developed to financially support these goals and the changes in the NYS Common Core curricula.

Textbooks provide a resource for students, parents, and teachers to supplement classroom learning. When NYS transitioned to the Common Core in Mathematics, we sought to find textbooks that were aligned with the new curricula while supporting our Shared Valued Outcomes of Thinking and Problem Solving. For the 2018-2019 school year, we will be purchasing a new textbook for the Geometry classes. Through articulation meetings with the Middle School, textbooks are reviewed to provide a vertical alignment of the courses. This book offers support for the struggling students while offering challenges for the advanced students. The teachers will utilize the resources that accompany the textbook to create lessons where students work collaboratively to become expert problem solvers.

Similar to textbooks, digital resources provide teachers with additional supplemental materials for lesson creation. These resources hold valuable challenge problems as well as supporting problems. Our teachers use them to provide students with more problem solving opportunities.

Conferences, memberships, and other professional development opportunities provide necessary support for educators. Learning new pedagogy and keeping up-to-date on curriculum changes is essential for growth. While our Shared Valued Outcomes are really directed towards the students, they are actually values that we would like

to grow in all of our district members. These professional development opportunities engage our faculty as thinkers, collaborators, and communicators.

Review books assist students to be prepared for the course assessment at the conclusion of the year. These invaluable items provide students with the necessary problems to work through and challenge themselves to be successful. Students are growing in the areas of problems solvers, thinkers, and collaborators when using the review books.

In the 2017-2018 school year, we offered a new class called Applied Geometry. The purpose of this class was to provide previously struggling math students with an applications based class where they could be successful. The curriculum of the course incorporates student-centered STEM projects that is supported through the Geometry content. Funds have been allocated to facilitate the purchase of supplies for the projects in this course. The students have been provided this unique opportunity to learn geometry through the lens of science, technology, and engineering. They are growing in the areas of problems solvers, thinkers, innovators, collaborators, and communicators.

North Shore High School has a renowned reputation of developing strong mathematics researchers. Each year our students present their research papers at the LI Math Fair and bring home many Gold, Silver, and Bronze medals. Our ability to provide this opportunity to our students is one that challenges them to think differently about mathematics and themselves as mathematics students. The students are growing in the areas of problems solvers, thinkers, and communicators.

In addition to our students presenting their research papers, we have many other students participating in math competitions and challenges. These students are excited to put their problem solving techniques to the test. Developing students who are capable of working through a problem to completion are the ones who will be successful in their careers as adults. These problem solvers and thinkers enjoy the competition that engages them to become better at their skills.

Graphing calculators have assisted our students to expand their knowledge of mathematics where, in the past, it may not have been feasible. This year, we chose to start providing our 8th grade students with a TI 84CE calculator. These students will use the same calculator for the rest of their career at North Shore. Since these calculators are different than the ones we had been purchasing in the past, the department will need to purchase a set of calculators to pass out to students who have lost theirs, or for those that fail during the school day. Therefore, funds in the State Mandated Code have been set aside for these calculators and their battery charging units. The graphing calculators help students become better problem solvers.

In conclusion, the money that is allocated in all of these categories supports our efforts in strengthening our students' abilities in the values that we share. In addition, the High School Mathematics Department has a focus on preparing our students for their lives after high school graduation.

High School Science Department – 2018-2019

The table below shows the North Shore High School Science Department expenditure and proposed budget:

Budget Codes	Page	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-94-5500	17	HS-Teacher Leader STEM Other Expenses	.00	250.00	250.00
2020-450-94-5500	18	HS-Teacher Leader STEM Office Supplies	.00	250.00	250.00
2110-400-94-5500	21	HS-STEM Other Expenses	4,295.00	6,930.00	8,995.00
2110-450-94-5500	24	HS-STEM Supplies	39,039.02	40,906.76	32,391.47
2110-480-94-5500	25	HS-STEM Textbooks	3,187.44	.00	5,580.85
Total			46,521.46	48,336.76	47,467.32

One of the specific tasks for District Goal One is the infusion of the New York State Science Learning Standards (NYSSLS). A procedural component that we have begun to utilize at the secondary level is having students reflect on inquiry activities by stating a Claim; supporting the claim with Evidence; and then summarizing with Reasoning. This format of C.E.R. has proven itself to be very effective in having students use inquiry to discover new understandings and then communicate these understandings to others.

Claim(s):

- The 2018/19 High School Science Budget supports teachers with a stable set of supplies for learning experiences that have been tested and proven highly effective
- The 2018/19 High School Science Budget supports students by having a component of flexibility and preparedness to accommodate for individual research activities
- The 2018/19 High School Science Budget supports District Goal One by supporting experiences that place an emphasis on learning that is deep and meaningful (NYSSLS)
- The 2018/19 High School Science Budget supports the IB learner program and IB profile which aligns itself with the district Shared Valued Outcomes
- The 2018/19 High School Science Budget helps maintain and grow the Science Research program

Evidence:

With a few exceptions, big ticket items (\$500.00+) are not a component of the budget, there is a noticeable sharp decrease in foundational gear like microscopes, electronic balances and Vernier probes. The district spent the last few years building up inventories of these items and are now at the point where teachers have an ample supply of them. The vision of a Vernier “lending library” has also been achieved. Students wishing to sign out Vernier probes for independent research are now able to do so, choosing from a variety of in house probes and monitors. The budget is now transitioning into a budget that continues to support pre-existing experiences but is becoming

more focused on the individual learner and researcher. This is apparent by the large increase in spending for IB Science Internal Assessments and Extended Essays; as well as similar increases across the board in Science Research. The Introduction to Science Research class increased three-fold this year so the district must prepare to meet the needs of these students as they move up in the program. One would be hard-pressed to find a better intersection of all six SVO's than a student who grows their project from initial idea to competition. That is why there is also an increase in the spending for Science Research competition fees as well as production costs. The budget includes, for the first time, a \$50/student placeholder for all Internal Assessment candidates, Extended Essay candidates and Science Research students. Infusion of the New York State Science Learning Standards (NYSSLS) will also create the need for budget flexibility so that teachers can be more spontaneous with new experiences they want to try after taking a workshop or sitting in on a collegial circle. The \$200/teacher (regents class only) NYSSLS expenditure will help these teachers begin to align themselves with the NYSSLS while creating meaningful experiences of open inquiry for their students.

Reasoning:

There is a lot of transitioning taking place in the Science Department and that is a challenge that this budget aims at tackling head on. With IB entering its fourth year, the science department is learning about the individual needs of IB students and the budgetary strains that it can cause. By implementing a per-student budget allowance, the department is optimistic that it can grow critical programs while remaining fiscally prudent. The same can be said for teachers that want to start testing the boundaries of NYSSLS and rework lessons to include cross-cutting concepts and engineering applications. Using the IB, Science Research and NYSSLS expenditures to encumber funds at our major suppliers (Carolina; Wards; Fischer) we will be able to proactively support new initiatives in an extremely time efficient manner. This will create a budget that is both well prepared and very responsive. This will help further the district's vision of a science department that can react very quickly to the needs of teachers and students while embedding itself in the strong foundations already established. We are already setup to create strong thinkers, problem-solvers and collaborators but we will begin to see an increase in innovation, communication and committed individuals.

High School Social Studies and Business Department – 2018-2019

The table below shows the High School Social Studies program budget:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-98-5500	17	Teacher Leader Social Studies Other Expenses	191.00	400.00	250.00
2020-450-98-5500	18	Teacher Leader Social Studies Office Supplies	220.77	250.00	250.00
2110-400-98-5500	21	HS-Other Expenses Social Studies	1,597.57	875.00	1,654.85
2110-450-98-5500	24	HS-Social Studies Supplies	6,649.26	5,866.00	6,533.42
2110-480-98-5500	26	HS-Social Studies Textbooks	16,284.00	24,930.00	25,743.35
Total			24,942.60	32,321.00	34,431.62

The North Shore High School Social Studies and Business Department is committed to helping students develop a better understanding and appreciation of history, geography, economic and political systems, and civic participation. In order to prepare students to succeed in a rapidly changing global society, the Social Studies and Business Department focuses on developing the qualities outlined in the District’s Shared Values. We strive to support the growth of all North Shore students as collaborators, communicators, thinkers, problem solvers, innovators, and committed individuals. It is our shared belief that the development of these learner attributes will lead students towards becoming independent, reflective, and ethical contributors to our democratic society and to the larger, global community.

Social Studies is the integrated study of the social sciences and humanities intended to promote civic competence. The primary purpose of social studies is to help students develop the knowledge, intellectual processes, and democratic dispositions required by active citizens of a culturally diverse society⁷. Although the focus of social studies is on key ideas and conceptual understandings of history, there is an equal emphasis on the development of literacy skills, as defined by the New York State Common Core Standards. The standards for Literacy in History and Social Studies include historical reading, research writing, as well as public speaking and active listening. One of the departmental goals moving forward will be to align teaching and learning to these new standards. Every effort will be made to develop each student’s ability to think, question, write, and reflect as a historian. North Shore students will be equipped to communicate and participate in the diverse American polity and act to make a positive difference in the world. By seeking and appreciating a range of points of view, students will continue on the path of lifelong learning.

The curricula in high school social studies classes corresponds to the New York State Regents Examinations administered at the end of the tenth and eleventh grades. Regents Examinations in Global History and Geography and United States History and Government are required for graduation. Twelfth grade students must complete a minimum of a half-year economics and a half-year government course for graduation. In addition to the state required courses, the department offers robust Advanced Placement and International Baccalaureate

⁷ Adapted from the National Council for the Social Studies definition of social studies.

options. Students may elect to take AP World, AP Government and Politics, IB History of the Americas, IB Wars Across 20th Century History, IB Social Cultural Anthropology, IB Business Management, and IB Theory of Knowledge. We also offer Psychology and a variety of social, cultural, and era-specific electives. Our business courses include Accounting, Business Law, Marketing, and Entrepreneurship. The High School Social Studies and Business budget furthers the North Shore School District's Goals and departmental initiatives in the following manner:

Conferences and professional memberships are essential to staying current with National and New York State Standards and regulations as well as shifts in teaching practices and pedagogy. Professional associations also create opportunities for networking and collaboration with other social studies coordinators and teachers of neighboring schools. By keeping ahead of the trends, teachers can employ best practices and prepare students for changes that lie ahead. One example of this is the work we have done to prepare for the new Global Regents Exam. Through professional development and information gleaned at conferences, the department has already begun to implement aspects of the newly formatted Regents into class activities and class assessments.

The budget includes membership fees for Rho Kappa, the only national organization for high school juniors and seniors that recognizes excellence in the field of Social Studies. The North Shore Chapter of Rho Kappa provides national recognition for our outstanding students and encourages an interest in, understanding of, and appreciation for the social studies. Membership certificates and an induction ceremony distinguish those students who have shown a strong commitment to their social studies courses and community service. These students truly exemplify the qualities outlined in our District's Shared Values.

The instructional supplies requested in the budget serve as important supplementary resources for teachers in the classroom. New York Times Upfront magazine is used by many classes to expose students to current events at an understandable and easily digestible level. Review books are used to prepare students for State Regents Exams, as well as for Advanced Placement Assessments. The Working Papers workbook serves as a personal journal for students to practice and sharpen their skills in accounting.

The textbook requests align with New York State Standards as well as district and departmental philosophies. The texts selected by teachers also uphold the rigorous standards set by the IB Learner Profile and the College Board. These texts also support the ten social studies themes that make up the New York State Social Studies Standards – Culture; Time, Continuity and Change; People, Places, and Environments; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections; and Civic Ideals and Practices. Teachers employ a combination of textbooks, eBooks, non-fiction works, historical fiction, primary and secondary sources, biographies, and documentaries to help develop students' content knowledge, intellectual skills, and civic values.

The High School Social Studies and Business budget also furthers three departmental initiatives:

- I. **Transitioning to inquiry-based instruction to align with new social studies standards** – Social Studies should be a thought-provoking and inspirational exploration of information from a variety of sources that promotes depth of understanding of the past and present while encouraging civic engagement. As teachers take on the role of facilitator, rather than disseminator of information, they provide support for student-centered inquiry, peer collaboration, and productive struggle. Key to inquiry-based instruction is the generation of questions. Questions should intrigue students, thereby motivating them to engage in the process of inquiry. Students can pursue answers to intriguing questions by gathering and investigating a wide swath of disciplinary sources – speeches, biographies, maps, political cartoons, graphs, charts, statistics, and more – that help illuminate the concepts at the heart of their investigations.⁸

- II. **Developing Student knowledge and competencies for civic engagement** - By making civic competence a central aim, our department emphasizes the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.⁹

- III. **Strengthening articulation of research writing between the Middle School and High School** – During our transition to becoming an International Baccalaureate school, we identified writing for historical investigation as an area of focus. Through professional development opportunities, collegial circles, and the addition of an extra period of lab for tenth grade social studies classes, the high school is committed to helping students acquire the skills necessary to “write as historians”. Teachers have dedicated time in class by instructing students on gathering relevant information from multiple sources, drawing textual evidence to support analysis and research, and by assigning more project-based research instead of relying mainly on multiple choice exams for student assessment. Collaboration with the middle school will help insure that students will transition to the high school smoothly and successfully. Communication with the Middle School social studies department will inform teachers on preparing students for the challenges of high school.

⁸ www.engageny.org

⁹ www.socialstudies.org/about

Middle School - 2018-2019

Number of Students - 620

The table below shows the expenditure and program budget for the North Shore Middle School:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-40	16	MS-Principal's Office Other Expenses	4,506.91	4,808.00	4,808.00
2020-450-40	17	MS-Principal's Office Supplies	7,910.36	12,240.00	11,000.00
2020-490-40	18	MS-Principal's Office BOCES Services-Copier Lease	3,044.34	2,805.80	2,805.80
2110-400-40	20	MS-Other Expenses Regular School	13,694.41	10,932.00	8,892.00
2110-400-43	20	MS-Other Expenses Family and Consumer Science	480.00	480.00	480.00
2110-401-40	21	MS-State Mandated Expenses	15,000.00	5,000.00	19,600.00
2110-410-40	22	MS-Field Trip Entry Fees	.00	.00	17,600.50
2110-450-40	23	MS-General School Supplies	39,050.30	41,142.00	39,000.00
2110-450-43	23	MS-Family and Consumer Science Supplies	4,474.55	4,500.00	4,500.00
2110-450-45	23	MS-Remedial Reading Supplies	899.98	900.00	900.00
2110-450-49	23	MS-Technology Supplies	5,143.60	5,500.00	5,500.00
2110-490-40	26	MS Copier Lease	13,810.07	14,387.13	18,387.13
2610-450-40	32	MS-Library Books	9,220.72	9,500.00	9,500.00
2610-490-40	33	MS-BOCES Services AV-Audio Visual	820.65	900.00	900.00
2850-450-40	41	MS-Clubs Supplies	2,171.71	2,380.00	2,380.00
Total			120,227.60	115,474.93	146,253.43

North Shore Middle School will continue to serve as an institution that, through collaborative and informed decision making, analysis of data, and the creation of a forward-thinking goals and vision statement, will educate the whole child: academically, physically, socially, and emotionally. This budget envisions North Shore Middle School as a forward-thinking institution centered around our whole child approach through the following measures:

- the establishment of a daily middle school advisory program which seeks to provide a sense of community for students through small-group communities focused around introducing, discussing, and developing topics related to the social and emotional development of students, including acceptance, positive decision making, drug and alcohol abuse prevention, goal setting, opportunities and expectations related to technology and social media, and more. The initiative requires professional development included within the budget.
- the development of an enrichment program in grades six and seven that builds upon the current enrichment and elective program by creating interdisciplinary enrichment courses that target the needs of students identified as in need of enrichment. A digital portfolio will be at the center of these courses, as students work with two faculty members, one from the STEM department and one from the Humanities department, to archive and highlight the project-based and problem-solving oriented nature of the course from the beginning of the year through the end of the year.
- the emphasis on the writing and research processes as part of an academic experience across multiple disciplines. Enrichment courses in this proposed budget have at their focus the process of meaningful research and/or investigation.

This budget supports the goals of North Shore Schools.

District Goal #1: *We seek to continue evolving as a community of learners in which each participant is supported in becoming passionately engaged in a process of continuous growth and improvement. Consistent with our mission and vision statements, we will continue to develop and support those facets of the North Shore Schools that place an emphasis on learning that is deep and meaningful. Equitable opportunities for student growth will be supported through the engagement in the production of high quality, original work that demonstrates the capacity for analysis, reasoning, problem-solving, critical creative and reflective thinking, and effective communication about complex issues for every student.*

Through a study of current enrichment course offerings, the middle school administration has identified opportunities for the research, inquiry, and design processes to be more readily emphasized for students in these courses. This budget supports the elimination and/or redesign of current enrichment classes that do not have a focus on research, and also supports the introduction of new enrichment courses designed to include research, inquiry, and design. Structures designed to improve the writing and research processes, including a writing center, writing support classes, and an integrated approach to teaching with respect to content and research, are enhanced in this budget.

This budget provides support for educators in the area of instructional technology as it relates directly to and impacts immediately our students. Professional development opportunities, specifically in the areas of Chromebook implementation, Google Apps for Education, coding and website design as part of a 6-8 experience, digital portfolios, and the SAMR model for technological enhancement, are planned for in this budget. Additionally, through restructuring of staff, this budget includes a 1.0 instructional technology resource teacher (ITRT) who will work with teachers in planning and creating lessons and experiences designed around the meaningful and purposeful integration of technology.

District Goal #2:

Our newly designed middle school advisory program has as its core mission to provide students a safe place of community to explore, investigate, and think critically around complex issues that affect students and our larger society on a daily basis. After identifying a committed group of educators passionate about collaborating around the new advisory program, this budget will support professional development and curriculum design.

District Goal #3:

During the remainder of the 2017-2018 school year, the Goals & Vision Collegial Circle will continue to meet with the mission to articulate a five-year plan for North Shore Middle School. This budget begins to lay the framework for some of that work, including:

- middle school advisory program
- focus on research, writing, and design processes
- integration of shared values of thinking and communicating into all courses, with the next step of identifying progressions and benchmarks of each
- purposeful integration of technology as a curricular enhancement

Future goals will be supported in future budget development processes, including:

- standards-based grading and report cards
- readiness & mastery learning
- digital portfolio model to chronicle, reflect, and highlight interdisciplinary units of study

The budget for the 2018-2019 school year fosters students as committed individuals through their development as thinkers, communicators, collaborators, innovators, and problem solvers. Thoughtful structures and curricular enhancements are designed to ensure that students reflect upon their commitment to their personal growth through the redesign of the middle school advisory experience. The shift to a research focused curriculum, especially in the enrichment courses, will specifically develop students as thinkers, communicators, and problem solvers. Through the integration of educational technology and digital portfolios, students are further developed as collaborators and reflective innovators.

Middle School Humanities - 2018-2019

Middle School Humanities Program:

Sixth Grade Humanities Teachers: 5 FTE
 Social Studies Teachers: 5 FTE
 English Teachers: 6 FTE
 Reading Teachers: 3 FTE
 Librarian: 1 FTE

The table below shows the North Shore Middle School Humanities Department expenditure and proposed budget:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-98-4000	17	MS-Teacher Leader Humanities Other Expenses	.00	250.00	250.00
2020-450-98-4000	18	MS-Teacher Leader Humanities Office Supplies	99.82	250.00	250.00
2110-400-98-4000	21	MS-Humanities Other Expenses	800.00	2,300.00	1,050.00
2110-450-98-4000	24	MS-Humanities Supplies	4,607.52	2,297.00	7,320.00
2110-480-98-4000	26	MS-Humanities Textbooks	5,319.74	8,000.00	5,950.00
Total			10,827.08	13,097.00	14,820.00

Overview:

The goal of the Middle School Humanities Department is to foster in our students a love of learning and a commitment to reading, writing and thinking. The Middle School Humanities budget represents our commitment to the District’s Shared Valued Outcomes, twenty-first century learning and student centered approaches to teaching and learning. Additionally, our budget continues our implementation of the Readers and Writers workshop and our transition to the new social studies framework.

ELA- The Past—Teacher-Centered

- For many years, teachers would select four to five novels that every student would read. Teachers would teach the same book year after year and each student cohort would read the same books. Students did not have a choice in the books they read for school. As a result, ELA curriculum leaders would buy a single book title and hundreds of copies of the same book for students. ELA leaders replaced old books and many of the same titles would be taught for a decade or longer. Under this system, teachers and students only knew a few books well.

ELA- The Present & Future--- Student-Centered

- Readers are **thinkers**. Middle School students are still learning to read and their reading proficiency varies greatly. Therefore, our Teachers College Readers Workshop focuses on independent reading, student choice and active reading strategies. Students choose books that match their interests and reading level. Student engagement increases, as they are encouraged to take an active role in selecting books. To support the student-centered approach, teachers need to read and know more book titles to provide diverse options for students. In class, teachers facilitate conversations about key ideas, themes and concepts in the books students choose. Reading is a social experience for students as they talk with partners, book club members and their teacher. By doing so, students are able to discuss what interests them more deeply. To support the Readers & Writers Workshop and to provide a rich independent reading program ELA teachers need vibrant classroom libraries that offer many different titles, genres and book levels for students' wide array of interests and abilities. To create a student-centered reading program the district will need to add book titles and expand choices for students. Teachers College is currently printing Middle School Readers Workshop Units of Study and a significant part of our budget is providing these essential books of study to ELA teachers. These new resources are essential for teachers implementing the Readers Workshop program. By putting students at the center we are inspiring life-long readers.
- Writers are **communicators**. The Writers Workshop focuses on effective written communication. Students will write personal narratives, literary essays, argument essays, realistic fiction, fantasy and informational pieces to better develop their craft and inner voice. It is our belief that the more students research, read, and write in middle school, the better prepared they will be for a lifetime of reading, writing, communicating, and success! Both iPad and Chromebooks will help us to communicate our ideas and revise our work efficiently.
- Effective **communicators** use good grammar! We have developed a 6-8 grammar curriculum that blends in with our reading and writing work. To improve this important component of communication we are requesting funds for adaptive practice materials to reinforce grammar lessons taught in class or through flipped learning video experiences. When teachers diagnose grammar, reading, writing weaknesses they need practice questions for students. Students will be able to check their own understanding before continuing with their reading and writing work. The IXL program will allow us to tailor individual support to students above and below grade level standards.

Social Studies - The Past – Student as receiver of information

- For many years social studies education and budgeting revolved around textbooks, worksheets, maps, map-rollers and globes. Since teachers lectured and assigned students to read from textbooks, these were important tools & resources in social studies budget lines.

Social Studies - The Present & Future – Student as inquirer & investigator

- The new social studies framework revolves around research, inquiry and multiple sources of information (primary and secondary). Therefore, investing significant resources into textbooks that teach a single

interpretation or narrative does not support the work we envision for our students. In many ways, investment into a new e-textbooks or hard copy books would reinforce past social studies practices.

- We desire to build students who think like an historian. We would like to request funds to build social studies classrooms that invite historical thinking. We will need posters of significant historical events, famous people and maps that invite inquiry. At the same time, we will dedicate summer curriculum time to train teachers to train students in historical thinking. By aligning our summer curriculum work and budgetary resources, we will be better able to change the culture and practice of social studies instruction.
- To expand our social studies reading collection we will purchase primary and secondary source books to use with our students. Collections of primary source documents are more useful resources for modern social studies teachers. The good news is that many of these resources are free from the Library of Congress, databases and the internet. We would also like to increase our narrative non-fiction, non-fiction, biography and historical fiction book collections to engage readers in authentic reading experiences. Informational texts are still important and we would like to increase books around different time periods, people and events of historical significance. The idea is not to provide one resource that has all the answers but to provide multiple sources with a variety of perspectives, questions and answers for students to reach their own conclusions.

What does a student-centered humanities program mean to a District Budget?

We will need to provide variety and choice for our students. We will purchase more book titles but a fewer number of books for ELA and Social Studies classrooms. We rely on iPads and Chromebooks because we are able to access many free resources. These tools make it possible for us to read digital texts, write on digital mediums, and collect work without paper copies. Humanities teachers have been using Google Classroom to give out homework, collect it and give feedback to students. We built our budget around the idea that students will have tablets/computers to address many of our needs.

We believe that a student-centered approach and budget will engage and empower our learning community.

Middle School STEM - 2018-2019

The table below shows the North Shore Middle School STEM (Science Technology Engineering and Math) Department expenditure and proposed budget:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-94-4000	16	MS-Teacher Leader STEM Other Expenses	79.00	250.00	250.00
2020-450-94-4000	17	MS-Teacher Leader STEM Office Supplies	137.12	250.00	250.00
2110-400-94-4000	21	MS-STEM Other Expenses	5,363.65	8,618.00	11,102.00
2110-450-94-4000	24	MS-STEM Supplies	39,670.58	32,573.78	26,000.10
2110-480-94-4000	25	MS-STEM Textbooks	20,312.68	57,810.43	28,796.37
Total			65,563.03	99,502.21	66,398.47

The Middle School STEM department comprises the work of 24 teachers in the areas of mathematics, science, and technology/engineering. In addition to core course experiences, our teachers have pioneered a robust selection of elective and enrichment coursework designed to further develop our students as thinkers in each of these disciplines. The STEM department is dedicated to supporting students at all levels and stages of their respective learning trajectories, and providing tailored instruction, where possible and appropriate, to meet the interests and needs of all individual learners.

In addition to working as part of the district team towards our overarching goals and Shared Values, the STEM department has identified goals that are specific to the work we do with students. The math department is engaged in a journey of understanding a philosophy of teaching and learning that is inspired by the Singapore math approach we have been using with students from the time they were elementary students. This approach is rooted in Problem Solving and supported by attentiveness to Attitudes, Skills, Concepts, Processes, and Metacognition. The work of the math department is dedicated to growing our own understanding of this philosophy and delivering math instruction with fidelity to the theories behind the philosophy.

The science department is fully engaged in a study of the instructional shifts required by the New York State Science Learning Standards. As we dive deeper into understanding the Standards, teachers are taking careful steps to change their instruction and curricula incrementally so that the transformation is meaningful and manageable. Our work with students currently centers on infusing the Science and Engineering Practices into their science classroom experiences. In addition, our science teachers recognize their role in the teaching and learning progression of content area literacy, and thus, a current science department initiative focuses on preparing students to be consumers of increasingly sophisticated text, and sharpening their writing and communication skills in science.

Beyond the core content areas, the MS STEM department continues to deepen our own study as well as student appreciation for the integrated nature of Science, Technology, Engineering, and Mathematics. Through courses such as Coding and Electronics, Viking Explorers, and any number of offerings in our Makerspace, students

examine the world through a lens of innovation. Further, we are continually exploring how to best use these highly engaging and relevant experiences in all of the STEM disciplines to engage students in deepening their understanding of what it means to conduct research and communicate findings.

MS STEM Budget: Designed to Support North Shore and Departmental Goals and Initiatives

In 2018-19, the MS STEM department will continue to utilize district funds to further the mission and goals of the district, the middle school, and the department itself. Specifically, our expenditures will directly support the following:

District Goal #1: Further opportunities for all students to engage in deep, meaningful, systemic, and experiential, and authentic learning as defined in the District’s Shared Valued Outcomes through:

- Continuation of tasks and assessments related to the implementation of the Shared Valued Outcomes
- Continuation of Math in Focus in Grade 6
- Infusion of New York State Science Learning Standards (NYSSLS) K-12
- Increase scope of STEM/STEAM opportunities for all students

District Initiatives: K12 Math Philosophy, promotion of STEM Education

Department Initiatives:

- Content area literacy
- Adopting NYSSLS
- Enrichment in STEM
- Flipped classroom technique (Science 7, Algebra)

How will our expenditures support the above-listed goals?

Supervisor Memberships to Professional Organizations (MS STEM Budget page 1) will support all work associated with our goals.

Membership to national and regional organizations provides access to current information (journals, literature) relevant to our fields of study, as well as the ability to collaborate with networks of colleagues at meetings. Remaining abreast of what is current - and what is possible - is critical to North Shore’s ability to provide students with a world-class education.

Online resources (MS STEM budget code 2110-400-94-4000) will support content area literacy, flipped classroom efforts, and embracing of K12 Math Philosophy.

This year, MS STEM will continue to request funds for online resources. Our Living Environment teachers have found **Castle Learning** to be a highly effective tool to help students practice problems related to their coursework and in preparation for the Regents exams. This tool also supports the building of study skills and habits, as teachers can assign and track student usage and give specific feedback based on areas of need. Our math teachers have found that **IXL** is a highly effective tool, as it can provide students with a challenge that is commensurate with their current level of understanding. Further, IXL gives immediate feedback and hints for problems that students are working on, and directly aligns to each specific Common Core math standard, so teachers can assign problems targeted at student needs.

Departmental Narratives – Instructional - 2018-2019

This year, we are adding **Explorelarning.com** (2110-400-94-4000) to the set of online options that teachers have for supporting students. In concert with our K12 math philosophy, which includes a 5-stage lesson process beginning with “Explore,” this well-known resource allows students to tinker with self-correcting “Gizmos” that help build conceptual understanding. For use either in class as an exploratory exercise or at home for a flipped classroom exercise, this resource is a high-quality, interactive technology that students can access on their iPads or home computers.

A shared faculty reading experience (MS STEM Budget 2110-400-94-4000) will promote the development of a K12 Math Philosophy.

The purchase of **Mathematical Mindsets** will fuel a year’s worth of discussion in the NSMS Math department Monday meetings. This book by Jo Boaler, a leading researcher in the field of mathematics learning, directly supports the K12 math philosophy, with particular emphasis on attitude and metacognition. We are currently developing a plan to utilize a shared reading in order to gain a common understanding of this teaching and learning philosophy and to discuss its implications for our classrooms.

Entry fees to various competitions (MS STEM budget code 2110-400-94-4000) will provide students with enriching STEM experiences.

For students who are ready to challenge themselves with more rigorous involvement in STEM, we are prepared to continue offering opportunities to push their thinking as researchers as well as in a variety of competitions that demand high level thinking.

Classroom Science Supplies (MS STEM 2110-450-94-4000) will support our adoption of NYSSLS.

Due to the gradual rollout of the New York State Science Learning Standards, teachers are balancing their current practice with reasonable changes to their approach. This includes the need for securing supplies that will facilitate learning experiences consistent with our expectations, that students explore and practice as scientists would. Through various professional development formats, teachers are generating ideas to ensure this type of learning flourishes, and thus we are seeking to use materials that will allow students to view science through the lens of a phenomena and then use appropriate tools to conduct inquiry-based investigations in order to gain conceptual understandings. The items on the supply lists represent our best efforts to efficiently and effectively identify materials to meet such goals.

Funds for our STEM elective/enrichment courses (MS STEM Budget code 2110-450-94-4000) will continue our already successful campaign to promote STEM education, thus directly addressing the district’s goal of increasing the scope of STEM/STEAM opportunities for all students, and our building/departmental priority to provide enrichment in STEM.

Our enrichment and elective program has grown into one of the most dynamic and notable aspects of a North Shore Middle School student’s education. Because we give students the ability to select courses that meet their interests, they have the opportunity to explore something that they are curious about, or that already fascinates them. This opportunity often leads to helping them gain an even stronger sense of who they are as learners and

as people, which we feel is a critical component of a middle level education. The STEM electives are particularly relevant to students' lives as they act as investigators into various fields of study, from an integrated exploration of robotics and the local environment in Viking Explorers, to a deep dive into the Human Body in our Microbes course, to specialized studies of food science and forensics. Further, students act as designers, engineers, and innovators in our Makerspace. The materials we seek to secure for these courses include consumable items that students use to build prototypes of their designs, 3D print parts for robots, conduct dissections of animal organs, or test the chemical properties of foods. The requests also include supplies that will allow students to build and incorporate circuitry and robotics into outstanding creative and engineering teaching tools, such as Legos for a 6th grade robotics course or the cutting edge Trident Remote Operated Vehicle that the Viking Explorers will use to explore local waterways such as the Long Island Sound and the Great South Bay.

Mathematics classroom supplies (MS STEM Budget code 2110-450-94-4000) have been selected in an effort to evolve our implementation of a North Shore K12 Math Philosophy.

The various supplies that our teachers have requested for classroom use are designed to grow our students' abilities to explore (Algebra Tiles, manipulatives, geometric figures), as well as to communicate their thinking (communicators, mini whiteboards and markers).

Further, in an effort to equitably provide all students with a tool that is critical to their success in high-school level coursework, all students will be provided with a TI-84 Plus calculator in new condition when they begin the Algebra course in Grade 8. Students will keep these calculators through their senior year, incurring responsibility for any damage or loss.

We have carefully selected mathematics texts (MS STEM 2110-480-94-4000) to support the type of thinking demanded by our K12 Math Philosophy, and in support of content area literacy.

Our teachers, students, and families have embraced *Math in Focus* as a resource in sixth grade, and to that end we are requesting an additional supply of books to have in classrooms to accommodate students for whom it is difficult to interact with the online version of the text. Because reading is a specific component of math lessons, and developing an appreciation for the grammar and syntax of mathematics is a priority for our math department, we are aiming to provide resources both at home and in school to ensure students have the tools they need to most effectively hone this skill.

Further, our seventh grade and Math 8 courses will be adopting Pearson's *Envision* texts. Upon examination, we have determined that this publication best supports our efforts to begin lessons with an exploratory activity, provide an opportunity to "read math," and offer problems that meet the requirements we have for variation in levels (basic, application, and novel). Further, this publication offers an accelerated option, which is more aligned with our curriculum than the non-accelerated publication offered by *Math in Focus*. Finally, in an effort to provide a cohesive experience for students, we coordinated our efforts with the high school, whose math department is also electing to implement the use of *Envision* for several courses. While we are not relying on the texts to determine or define a "program," we are sensitive to the student experience and are pleased to provide a platform for them that ensures continuity from a user perspective, both in the formatting of their text as well as the layout of the online resources.

Supporting our Shared Values

The funds we request in order to meet the district, building, and department goals will help drive our collective effort to propel the mission of cultivating our children as thinkers, communicators, collaborators, problem solvers, innovators, and committed individuals.

At its very core, the STEM department continues to examine what innovation looks like, both in our own practice and with students. The elective/enrichment program is not only an area where students are routinely pushed to imagine “what could be,” but the platform itself is a venue for teachers to take risks and innovate instructional techniques, that when met with success, begin to filter back into traditional classroom instruction. This serves the purpose of organically raising the level of innovation throughout the building.

Further, our K12 math teaching and learning philosophy is firmly rooted in our belief that math learners, above all, must be committed individuals. Cultivating a growth mindset is a priority and so we sculpt our program to focus on laying this foundation for students. Further, at the center of all math learning is problem solving, which we promote by using a variety of exploratory tools and methods.

Our current work in science is a study in thinking. By engaging students in deliberate scientific practices, we are shifting our own practice to engage students to think as scientists in a way that we never have before. Further, by concentrating our efforts on content area literacy, we are building pathways of thinking between disciplines, allowing students to find how their reading and writing strategies from their work in humanities can apply to their work as scientists.

Finally, we pay particular attention in all of our courses to collaborating and communicating. We build these characteristics by giving students the venue and tools to build their understanding together, to listen, and effectively demonstrate their thinking. Utilizing journals, whiteboards, dry-erase communicators, and blogs, we normalize the process of being thoughtful and deliberate about how we communicate, and how we refine our practice as communicators. Further, by designing experiences where students are able to leverage one another’s thinking, we seek to grow students as collaborators.

Performing Arts – 2018-2019

The table below shows a summary of expenditure and program budget for the Fine and Performing Arts Department:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-92	16	Director of Fine and Performing Arts Other Expenses	700.00	250.00	250.00
2020-450-92	17	Director of Fine and Performing Arts Office Supplies	1,869.69	2,216.50	2,000.00
2110-201-92	20	Art Equipment	2,243.00	6,600.00	7,500.00
2110-400-92	20	Other Expenses Music	32,357.03	53,681.00	40,370.00
2110-401-92	22	Other Expenses Art	2,018.08	5,830.00	5,830.00
2110-402-92	22	Other Expenses Theatre	23,623.70	15,000.00	15,000.00
2110-450-92	24	Music Supplies	51,315.57	26,000.00	33,570.00
2110-451-92	24	Art Supplies	25,122.52	24,750.00	20,350.00
2110-452-92	24	Theatre Supplies	3,867.38	4,200.00	4,200.00
2110-480-92	25	Music Textbooks	1,599.28	1,980.00	1,980.00
Total			144,716.25	140,507.50	131,050.00

“The imagination is key to helping students to realize their deep connection to and responsibility for not only their own individual experiences, but also for other human beings who share the world.” ~ Maxine Greene

Imagination is cultivated through artistic processes, such as *creating, performing, presenting, responding* and *connecting* as outlined in the *New York State Arts Standards*. It is infused into the North Shore arts curriculum and fostered through learning experiences that engage students in research, critical analysis, investigation, experimentation, exploration, creative thinking, problem solving, and communicating ideas. Elliot Eisner, art educator and scholar, claimed that cultivating and nurturing the imagination is a “form of thinking.” The goal of the Fine and Performing Arts Department is to support students not only to become musicians, artists and performers, but also to meet the District’s goal of providing, “opportunities for all students to engage in meaningful, systemic, experimental, and authentic learning experiences as outlined in the District’s Shared Valued Outcomes.”

The Fine and Performing Arts Department will continue to aim to imagine what does not yet exist in the arts curriculum and approaches to education, as this will challenge us to bring forth meaningful experiences that will allow students with varied interests and strengths the opportunity to thrive!

“The connection between a medium and the act of expression is intrinsic.” ~ John Dewey

Appropriate arts spaces equipped with developmentally appropriate instruments, equipment, materials, tools, and resources will allow the department to continue to provide all students in the school community equal experiences in the arts. This supports the District’s mission of providing equitable learning experiences.

In addition, artists’ mediums, tools, equipment, scripts, musical instruments and choral repertoire help students to explore a variety of ways of expressing themselves, and support their emotional and social development. Dr. Judith Burton, Professor and Director of the Arts and Art Education at Teacher’s College of Columbia University, states that students who engage in the arts “construct continuity” between their lived experiences and the world and culture in which they exist in.

This access to appropriate materials, equipment, instruments, and resources also allows North Shore students to continue to bring their personal experiences into the school setting, thus allowing teachers to find ways to connect with students in support of their emotional and social growth. These opportunities provide the conditions for personal and intellectual growth to students who struggle in traditional academic settings and can act as a springboard for future success beyond the arts.

Research shows that students who participate in after-school curricular programs are less likely to engage in substance abuse. The proposed budget allocates funds for a comprehensive extra- curricular Theatre Arts Program for our most vulnerable groups – middle school students and high school students. This supports the district’s mission of *addressing substance abuse* by creating safe, drug free zones for students in after-school setting. These experiences are invaluable and are in line with the District’s goal of educating the whole child.

“A culture of a school is a medium for growing.” ~ Elliot Eisner

In fostering North Shore District’s Shared Values – communication, collaboration, creative problem solving, innovation, thinking, problem solving skills, and commitment to self and others – the department is demonstrating its commitment to students’ growth. North Shore Shared Values live in the arts curriculum, and are an inherent part of the artistic process in music, art and theatre arts. Students use their imaginations to create what did not exist before, reflect on their process, set goals, share ideas, are persistent in overcoming technical obstacles/challenges, and search for multiple solutions to solve artistic problems. It is a process that results in the capacity to create and perform. Students learn that when they commit to the process, the learning is deeper, and the work is richer. Elliot Eisner states in, *The Arts and the Creation of the Mind*, that many of the “most complex and subtle forms of thinking take place when students have an opportunity to work meaningfully on creating images, whether visual, choreographic, musical, literary, or poetic...”

The proposed budget, will allow for the Fine and Performing Arts Department to provide the necessary resources, as well as performance and art exhibit opportunities, that broaden students’ learning beyond artistic skills and capacities.

➤ **Professional Membership Fees: 2020-400-92:**

Participation in these organizations is essential to the growth and development of the Department. Each association holds meetings throughout the year to provide Nassau County directors with pertinent information regarding festivals and exhibits. These meetings are a resource to the director, as it is an opportunity to learn how other districts solve problems, manage, supervise and support programs. These meetings are an opportunity to share ideas and to receive feedback. In addition, professional organizations publish journals that are a great resource to the director, as it informs the director of current practices and research in the field of Fine and Performing Arts. The literature in these journals is used to support the director in the supervision of teachers.

The Director of Fine and Performing Arts is a member of the following professional organizations:

- **ASA** - Art Supervisor Association
- **NAEA** - National Art Education Association
- **NAfME** - National Association for Music Education
- **NMEA** - Nassau Music Educators Association
- **Nassau NYSCAME** - New York State Council of Administrators of Music Education

➤ **Directors Office Supplies: A2020-450-92**

A variety of office supplies are purchased throughout the school year on an as-needed basis. These supplies include color ink cartridges for office color printer, file folders, pens, highlighters, binders and dividers, as well as professional development textbooks. These supplies and resources help to effectively manage the Arts office.

➤ **HS Art Equipment: A2110-201-92**

Replacement of Desktop Macs: The desk top Macs in the photography classroom are in need of being replaced. These computers are used for students in the photography class to research, to create visual presentations, and to edit their photographs using software such as Adobe Photoshop. In addition, a Mac desktop is needed for the theatre production team to be able to effectively manage production logistics, as well as be able to design playbills, t-shirts and posters.

➤ **Music Program Other Expenses: A2110-400-92**

This budget code allows the Department to rent music instruments that are not currently in our inventory. It also covers the cost of repairing and servicing music instruments on an as-need basis. The money in this budget also covers the cost of hiring accomplished pianists who provide accompaniment at rehearsals and district-wide concerts, as well as IB music assessments. In addition, this budget allows for students to participate in a variety of music festivals, such as All County, All National, All State, NYSSMA, LISFA. Teacher memberships are required for North Shore students to participate and perform at these annual festivals. Money from this code is also used to pay for teacher participation in TRI M. This fee covers teacher sponsorship for student participation in the National Music Honor Society. Finally, this budget is used to pay for teachers who are required to attend out of state conferences in which our students are invited to perform.

➤ **HS Art Other Expenses: A2110-401-92**

This budget code allows for the department to maintain district wide visual arts equipment such as the photo enlarger in the photography lab, camera repairs, and kiln repairs, or replacements. In addition, this code allows for the department to cover the cost of teacher and student participation fees in a variety of art exhibits, such as All County and Advance Placement Art Exhibit, and exhibits at the Heckscher Museum of Art. Finally, the budget allows the department to cover the cost of teacher conferences and participation fees in professional organizations in the arts. Teacher participation fees in these organizations allows for students the opportunity for membership to the National Visual Arts Honor Society.

➤ **Theatre Other Expenses: A2110-402-92**

This budget code allows the Department to cover the cost of theatre supplies and equipment, as well as human resources that are essential for the success of middle school and high school theatre productions. The cost covers licensing of scripts and scores, costume rental/purchases, dry cleaning, and printing. This budget also covers the cost of the purchase/rental of materials, props and sets for theatre productions at the middle school and high school. It also allows the district to hire accomplished musicians to perform alongside student pit musicians for the high school musical. Finally, this budget allows the department to rent light and sound equipment that support the technical success of the theatre productions.

➤ **District-Wide Music Supplies: A2110-450-92**

Supplies are essential to the success of each program. Some of these supplies include, but are not limited to, reeds and mouthpieces for band students, binders for choral students, flip folders for marching band students, repertoire (sheet music) for winter/spring concerts, strings for orchestra students, recorders for elementary students, and IB Music supplies. The Department also purchases instruments for the Band, Orchestra, General Music, and Music of the World programs. In addition, the Department maintains and purchases equipment and software for the middle school General Music and high school music lab.

➤ **HS General Art Supplies: A2110-451-92**

A variety of mediums and tools are essential to the success of the high school Visual Arts Program. These supplies include, but not limited to, paint, brushes, colored and charcoal pencils, markers, paper, canvas boards, clay, sponges, B&W/Color film, ink cartridges, masking tape, batteries and photo developer solutions. These supplies and materials are perishable, and therefore need to be replaced annually.

➤ **Theatre Supplies: 2110-452-92**

These supplies, tools and equipment are essential to the success of the program. These supplies include, but are not limited to, consumables such as batteries, textiles, gels and clips for lighting, paint and miscellaneous hardware items. Supplies are also needed for the successful implementation of the IB Theatre Program.

➤ **Music Department Textbooks: A2110-480-92**

Method books support the elementary Music curriculum. Teachers use method books as an instructional tool. Students take their method books home to practice skills and concepts learned in class.

Physical Education, Health, Recreation and Intramurals – 2018-2019

The table below shows the expenditure and program budgets for the Physical Education, Health, Recreation, Intramural, Co-Curricular and Athletics Program:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-91	16	Director of Athletics Other Expenses	303.27	250.00	250.00
2020-450-91	17	Director of Athletics Office Supplies	2,555.89	3,400.00	2,800.00
2020-490-91	18	Director of Athletics BOCES Copier Lease	2,868.28	3,631.21	3,631.21
2110-401-91	22	Physical Education Other Expenses	684.00	800.00	800.00
2110-451-91	24	Physical Education Supplies	25,941.06	14,000.00	14,000.00
Sub Total			32,352.50	22,081.21	21,481.21
Co-Curr and Athletics					
2855-150-90-2161	42	Athletics Stipends	18,536.00	18,906.72	19,004.00
2855-150-91	42	Interscholastic Coaching Salaries	789,797.79	780,000.09	792,989.00
2855-160-91-3161	42	Clerical Salaries	62,552.46	63,263.00	65,006.00
2855-161-90	42	Sport Physical-Registered Nurse	13,448.25	11,300.00	11,300.00
2855-200-91	42	Sports Equipment	.00	11,900.00	.00
2855-400-91	42	Interscholastic Other Expenses	103,804.99	109,041.00	110,522.00
2855-450-91	42	Interscholastic Supplies	54,862.38	56,800.00	56,800.00
2855-490-91-1309	42	Interscholastic BOCES Fees	117,152.19	118,000.00	122,000.00
Sub Total			1,160,154.06	1,169,210.81	1,177,621.00
Total			1,192,506.56	1,191,292.02	1,199,102.21

DISTRICT GOAL:

Further opportunities for all students to engage in deep, meaningful, systemic, and experiential, and authentic learning as defined in the District's Shared Valued Outcomes through:

- ❖ Development of the framework to build a K-12 progression of teaching and learning skills in two District Shared Valued Outcomes (Communicators and Thinkers)
- ❖ Continuation of tasks and assessments related to the implementation of the District Shared Valued Outcomes

The North Shore School District Athletics, Physical Education and Health Department is comprised of 19 teachers, 100 coaches and 92 teams. Strong athletic programs instill a sense of pride in school and community, teach lifelong lessons and skills of teamwork and self-discipline, and facilitate the physical and emotional development of our students.

As member of the North Shore Athletics program our students are provided with an exceptional educational experience because they learn important values of dealing with the circumstances of life. The values taught through the North Shore Athletic program include teamwork, sportsmanship and citizenship, respect for self and other, caring, dedication, commitment, trustworthiness, loyalty, responsibility, integrity, fairness and doing ones best regardless of the outcome.

Many of these values are often called intrinsic because they may not be included in a coach's lesson plan that they prepare but are very much a part of what a successful program teaches. When the benefits of the North Shore Athletics and Physical Education program are aligned with the shared valued outcomes of the North Shore School District, collaborators, communicators, thinkers, problem solvers, innovators and committed individuals, the educational experiences of all our athletes/students are enhanced. Through integration of shared outcomes, everyone's efforts strive to be their best as individuals, students, teammates and members of the community.

Integrated into the goals of our Athletic Department are the importance of our athletes leaving this district with the understanding that the shared valued outcomes played an important role in their development and maturation into young adults. The Athletics Department has been able to provide very positive experiences for the athletes in large part because of the support that has been provided by the administration, staff and community.

There are numerous reasons for continuing to provide the North Shore Athletics program with a sound responsible budget very similar to the ones in the past, such as:

- Students who participate in activity programs tend to have higher grade point averages, better attendance, lower dropout rates and fewer discipline problems
- Develop qualities students need if they are to become responsible adults, productive citizens and skilled professionals
- Mental and physical health are improved through activity
- Foster success in later life

Code 2020-400-91 – Director of Athletics Conference

This code is used for Athletics conferences such as regional conventions in Saratoga Springs, Turning Stone or yearly National Conventions.

Code 2020-450-91 – Director of Athletics Office Supplies

This code accounts for all general supplies such as pens, pencils, markers, pad, binders, clips, card stock, etc. It is also used for printing expenses such as ink cartridges for copier and computer printers

Code 2110-401-91 – Physical Education – other expenses

This budget code is used for conferences, professional development and special zone awards for two North Shore students honored for their leadership and dedication to Physical Education. Funds available for Physical Education conferences and staff development.

Code 2110-451-91 – Districtwide Physical Education Supplies

This code is used for supplies for the Physical Education curriculum, lunch time recreation and supplies for the health curriculum. Orders from this code are for things like yarnballs, kickballs, gatorballs, scooters, hoola hoops, floor spots and so on. Each year supplies need to be replaced because of wear and tear, damage and safety concerns.

Code 2855-150-90-2161 – Athletics Stipend

Athletic stipends for middle school and high school assistance. Both are very important roles in the everyday operation of the athletic programs and includes assisting with supervision, field maintenance and equipment distribution.

Code 2855-150-91 – Coaching Salaries

This code is a combination of coaching salary, designated assistants, which are accounted for if there is a need for extra teams in the middle school, game supervision and payoff pay as per the teachers' contract, and coaches travel expenses to state tournaments. Included in the coaching salary is the addition of two coaches to the basketball programs beginning 2018. It is essential to align our team with the top teams on Long Island and adding assistants will keep the North Shore program ultra-competitive.

Code 2855-160-91 – Clerical

This code is used for salary of Administrative assistance that is ultra-important for the department. The salary is determined by District contract. An increase of \$5000 is used for overtime due to the lack of assignment assistance.

Code 2855-200-91 – Inter-Scholastic Equipment

Over the last three years, the district has invested in over twenty-five thousand dollars in renovating and retooling the weight room in the high school basement. We must continue to replace outdated machines and fitness stations to continue the trend of students, faculty and community members' involvement. Keeping the space as modern as possible will continue to keep our students involved and healthy.

Code 2855-400-91

For the safety of our athletes, a full time trainer is provided to the district by Northwell Health System. This position is essential to the well-being of our athletes and their health. AED's are mandated by New York State; without funding, it is the Athletic Departments responsibility to maintain these 32 machines.

Reconditioning is a very important part of our budget, especially when referring to the safety aspects of our equipment. This includes all football helmets, all lacrosse helmets and shoulder pads. All must be NOCSAE approved.

Several years ago, it was recommended that the district provide doctors at all football games, home and away, middle school, junior varsity and varsity. This has been a major help in dealing with possible injuries, especially when it comes to concussions.

Each year we celebrate our athletic accomplishments with letters, certificates and plaques. Athletes are given these for commitment and dedication to each team. Individual awards are given to three athletes per varsity team.

Due to the lack of an indoor track, pool and bowling alley, the district must rent facilities that meet the needs of the athletic program. These are very expensive and very difficult to secure. Due to the success of our program, many teams in our department are invited to participate in top competitions that we must pay a fee to enter.

Code 2855-450-91 – Equipment/Supplies

These funds are allocated for the equipment and supplies for the Athletics Department. It is important that we maintain the budget that will outfit our athletes properly and safely. Uniforms – middle & high school, every day supplies including helmets, balls, sticks, cones, practice supplies, updated safety equipment, medical supplies for both middle school and high schools.

Code 2855-490-91-1309 – BOCES

All scheduling, officials, ruling body of athletics, championship sites and the everyday operations of Section VIII Interscholastic Athletics is funded by each school district to BOCES.

Sea Cliff Elementary School – 2018-2019

Number of Students	339 – as of 12/01/17	340 – as of 01/26/18
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The table below shows the expenditure and program budgets for the Sea Cliff School:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-30	16	SC-Principal’s Office Other Expenses	1,057.44	1,500.00	1,500.00
2020-450-30	17	SC-Principal’s Office Supplies	268.57	4,000.00	1,000.00
2020-490-30	18	SC-Principal’s Office BOCES Services- Copier Lease	3,044.34	2,805.80	2,805.80
2110-400-30	20	SC-Other Expenses	4,093.37	6,000.00	8,640.00
2110-401-30	21	SC-State Mandated Expenses	10,000.00	2,500.00	1,000.00
2110-410-30	22	SC-Field Trip Entry Fees	.00	.00	4,000.00
2110-450-30	23	SC-Program Supplies	37,599.24	36,880.00	36,000.00
2110-480-30	25	SC-Textbooks K-5	3,804.57	7,200.00	4,900.00
2110-490-30	26	SC-Copier Lease	15,218.74	23,777.39	23,777.39
2610-450-30	32	SC-Library Books	9,654.45	13,000.00	13,000.00
2850-450-30	41	SC-Club Supplies	.00	300.00	300.00
Total			84,740.72	97,963.19	96,923.19

The budget and master schedule of an educational institution reveals the major decisions about resource allocations but more importantly, it demonstrates the values that lie at the heart of that school. Sea Cliff School, in following the North Shore Board of Education goals and also the specific manifestations of that work in the school, requires specific financial resources for the 2018-19 school year. It is extremely important to articulate the “why” behind any budget request so as to inform the public as to the necessity for the use of funds. In addition, such funding decisions should have the most direct impact on student achievement and growth as possible.

The proposed Sea Cliff School budget supports the North Shore Schools work towards student growth in the Shared Values of Thinking and Communication, student wellness education and students’ ability to engage in embracing challenge so as to transfer their learning with mastery and courage. The antecedent skills of metacognition, mindfulness, growth mindset and personal strengths identification are necessary to work towards these goals in elementary school. Several proposed allocations in the budget have been shifted from principal or

main office supply and printing codes to eliminate waste and develop greater funding of student programs, teacher conferences and teacher professional development. These can be used to directly fund experiences that develop student and teacher capacity towards the SVO work and the four antecedent skills.

Board of Education Goal #1

1. *Further opportunities for all students to engage in deep, meaningful, systemic, experiential, and authentic learning as defined in the District's Shared Valued Outcomes.*

In the past, students have benefitted from sporadic programs from New York Speech Coaching and visiting poets. These programs received tremendous accolades from parents and have supported the district SVO goal of communication. With a designated source of funding for these programs, students could participate in school wide experiences that provide ongoing and consistent expert support for students and teachers (A.2110.400-30). With ongoing programing, the pre-assessment and post-assessment of these programs could take place and the impact of student programs and PD could be measured.

Several faculty members at Sea Cliff School have participated in workshops pertaining to understanding Executive Functioning. While this is a promising start, the experiences of faculty in this area are uneven while the potential benefits are tremendous. The increased allocation for conferences and professional development would be dedicated to increased teacher education in how to apply the principles of executive functioning and metacognition into the elementary classroom (A.2110.400-30). Such funding would allow for a more consistent, systematic effort that could lead to a building wide impact on teacher practices. Together, these efforts would go a long way in supporting the district goal towards the Shared Value of Thinking.

2. *Continued priority on the development of a community plan of action to address issues of substance use and abuse and personal loss.*
 - *Understand, analyze, and recommend a series of action steps to promote wellness, social - emotional learning, and increased protective factors for our students*

Sea Cliff School has been dedicated to the development of the whole child through the implementation of mindfulness programs in several classrooms and the use of the Sanford Harmony SEL program in grades K-2. Funds from the supply code of this budget could be used to support the exploration of *The Responsive Classroom* program. This program would include materials and support for teachers directly and it would lead to an initial piloting of the program in some classrooms. The program is research based and has a tremendous track record of success. In addition to this program, the budget could support *The School Yoga Project*, currently in use in several Westchester County schools. This project teaches the basics of yoga and mindfulness practice to both teachers and students in a way that engages teachers and facilitates school-wide implementation. Limited research is now suggesting an inverse correlation between mindfulness practice and substance abuse in developing teens.

Sea Cliff School Instructional Focus

The Sea Cliff School Instructional Focus for this year and next will continue to be based on the following question: How can we empower students to transfer their learning to new and challenging situations with mastery, independence and confidence?

Metacognition and Mindfulness are key antecedent skills needed for students to develop a confident attitude towards “productive struggle,” and to learn how to embrace challenges towards mastery and transfer to new contexts. In addition, knowing one’s strengths and having a growth mindset can facilitate students embracing of the productive struggle opportunities that are being developed as part of lesson design initiatives in the school and within the ELA and Mathematics curriculum. Mindset Works is a program designed by Carol Dweck for 4th and 5th grade students, largely in an online format, to develop a systematic approach to learning about and developing a growth mindset (A2110.450-30). In addition, a new program known as “Thrively,” free of charge, helps students and teachers identify students’ strengths. This program can be a useful tool to help teachers differentiate and to help students see how they can use their strengths to assist in challenges and their areas of need.

This year, every teacher at Sea Cliff School received a copy of the book *The Gift of Failure*. The intended message is that while “productive struggle” is a concept that lives largely in Mathematics, the concept can be applied to other subject areas. In particular, students and teachers at Sea Cliff School are exploring how “productive struggle” can benefit students in studying civics and social action. Resources such as “The Kid’s Guide to Social Action...” (A2110.480-30) can facilitate this effort. *The Sea Cliff Saves the World* project will engage students in critical thinking, commitment to others, problem solving and communication.

In addition, the request for “play supplies” in the budget will assist in purchasing big blocks/materials for outdoor play and in class materials that help students build a love for embracing puzzling challenges, while also building their critical and creative thinking skills (A2110.450-30).

Request for Additional Personnel

In order to guarantee the safest and most positive social experience for students at recess, it is requested that another recess monitor position be added for Sea Cliff School. Currently, there are only four monitors outside at recess. With a fifth monitor outside, students would have greater supervision and could use all play areas, instead of being limited due to not being able to have enough supervision for all of the play areas. This would allow students to have more choices at recess and would facilitate a more inclusive recess time.

Request for Additional School Clubs

The after school Mandarin Club and the Mindfulness-Meditation Club are both being proposed by faculty members at Sea Cliff School.

The Mandarin Club would allow for an extension of Mandarin Learning for students interested in languages and who want to deepen their capacity for understanding and using the language beyond the curriculum in school. The club would meet once weekly for 45 minutes to 60 minutes.

The Mindfulness-Meditation Club would be offered to any Kindergarten or First Grade student wishing to engage in a guided meditation before school and would be offered 3-5 times per week and each meeting time would be brief and add up to 45 – 60 minutes per week.

Special Education – 2018-2019

Total Number of Classified Students (including those in BOCES, other Private Schools and Residential placements)	452
Total Number of Students at Greenvale (26 of these students are non-residents; 4 are North Shore residents)	30
Total Number of Students at St. Christopher’s (attending BOCES or Private)	3
Total Number of 504 Plan Students (in-district)	105

The table below shows a summary of expenditure and program budget for Special Education (resident students) function code (A2250), Special Education (nonresident students)- St Christopher’s function code (2270), Psychological Services function code (2820) and Social Work Services function code (2825).

Refer to the page numbers below in the attached detailed budgeted for line item expenditure and budget numbers.

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2250	27-29	Special Education – Resident Students	11,168,514.57	11,667,392.17	11,468,432.51
2270	30	Special Education St. Christopher’s	172,894.50	101,469.00	341,570.00
2820	40	Psychological Services	876,620.77	902,178.01	898,962.00
2825	40	Social Work Services	656,922.68	708,434.00	668,699.00
Total			12,874,952.52	13,379,473.18	13,377,663.51

The North Shore Special Education Department is dedicated to ensuring that all students with disabilities are afforded equal opportunity to advance their human potential as members of North Shore’s community of learners. Furthermore, the department is committed to the shared valued outcomes of the district and utilizes its resources so that disabled students of the community have the opportunity to actualize as committed individuals, collaborators, innovators, problem solvers, communicators, and thinkers. The North Shore Special Education Department offers a range of quality instructional supports and services designed to meet the individual needs of students while providing meaningful access, participation and progress in the general curriculum.

The department services over 450 school-age students between 5 and twenty-one years of age and 40 preschooler between three and five years of age. Our school-age children can be recommended for a variety of programs and supports that are closely aligned with New York State’s Continuum of Special Education Services and this may include integrated co-teaching, resource room, consultant teacher services, special class programs, transitional support services, specially designed reading instruction, and related services. For pre-school students, special

education programs and supports typically encompass itinerant teacher services, half or full day special class programs, integrated co-teaching services, and related services. Pre-school and school age students can receive a myriad of related services that can include but are not limited to speech/language therapy, occupational therapy, physical therapy, counseling, behavior consultation, hearing services, mobility/ orientation training, and parent counseling.

The Committee on Special Education (CSE) may determine that certain students require extended school year services in order to prevent substantial regression and to maintain those skills acquired during the regular school year. The department is responsible for procuring these programs and services for a period of six weeks during the months of July and August. Specific extended school year services vary depending on the individual needs of the child and can range from related services to special class programs. North Shore students whose academic, social/emotional and or physical needs cannot be met within our district programs may be recommended by the CSE for a state approved private school, BOCES or residential school. The district currently has approximately 40 students attending these highly specialized programs.

North Shore Schools is responsible for the initial identification, development of an Individualized Education Service Plan (IESP), and the provision of special education services for children with disabilities attending the Green Vale School. At present, the department provides special education services to approximately thirty students of which 26 are non-residents. These services typically include specialized instructional services, speech/language therapy, counseling, and occupational therapy. In addition, the department oversees the development and monitoring of Section 504 Plans district-wide. A Section 504 Plan often contains specific program modifications and or testing accommodations required to ensure a student with a disability is given equal access to the general education curriculum. Currently, there are over 100 students receiving support under Section 504 of the Rehabilitation Act in grades K-12.

Special Education Staff Development (130-90-2134): Special education, general education and teacher assistants who provide instruction in our Integrated Co-Teaching Program are typically afforded common planning time for the purposes of jointly creating lessons, reviewing curriculum, and identify both short and long-range learning goals. If there are no common non-teaching periods available during regular school hours, teachers can be compensated for planning time outside of the school day. An individual working with a single co-teacher is entitled to three hours a month while those who may be partnered with two teachers (across different grade levels) can receive six hours a month.

Department Goals: *The district will continue to explore professional development opportunities for special education teachers, related service providers, psychologists and social workers. The department will focus on areas related to IEP development, effective inclusionary practices, social/emotional learning, crisis intervention/prevention, assistive technology, executive function, research based reading /math interventions, and systems for monitoring student progress towards annual IEP goals. A portion of funding for staff training and professional development will be accessed through our IDEA 611 Grant.*

Special Education Home Teaching (150-90-2131): At various times during the school year, it may be necessary for special education students to receive interim home instruction due to reasons related to an unexpected medical or psychological condition. In addition, students may be in need of home teaching pending placement in a more supportive educational environment such as BOCES or an approved private day school. The department

will often seek to place North Shore teachers in these assignments. In doing so, this aligns the quality of homebound instructional supports and services with North Shore's values and goals.

Special Education Teachers (150-90-2161): The North Shore Special Education Department currently maintains a staff of fifty-two professionals which includes special education teachers, speech/language pathologists and occupational therapists. In addition, there are seven full-time school psychologists and social workers district-wide. Staff members provide programs, supports and related services for over 400 classified students across five buildings. Students receive varying degrees of support based on their unique needs as outlined in their Individualized Education Plan (IEP). Teachers can provide instruction along our continuum of special education services that encompasses an Integrated Co-Teaching Program (ICT), Special Class (ILC or Life Skills), Resource Room, Transitional Support and Direct/Indirect Consultation. Our speech/language pathologists, occupational therapists, psychologist and social workers are responsible for delivering a myriad of related services on either an individual, group or consultative basis contingent upon the mandates of a particular student's IEP.

Department Goals: *The department will evaluate the efficacy of the current elementary Integrated Co-Teaching Program (ICT) and consider a systematic plan for the shift towards a full day model. The district special class options such as our ILC (Individualized Learning Class) program continues to expand based on increasing student needs for specialized instruction in a classroom environment with a smaller student to teacher ratio. A proposal for additional programs on the secondary level will be considered for the 2018-2019 school year. The skills component of our secondary ICT program will also be reviewed to determine if modifications or improvements are required based on its current scope and structure. During the 2016-2017 school year, the special education department conducted an 8-week pilot course focusing primarily on reading comprehension, study skills and organization for students at both the middle and high school. The creation of a middle school cycle course in this area for grades 6-8 will be proposed for the 2018-2019 school year.*

Special Education Teaching Assistants (151-90-4174): The North Shore Special Education Department utilizes seventeen teacher assistants in various roles throughout the district. First and foremost, they are integral part of the Integrated Co-Teaching Program on the elementary level. Teacher Assistants support both the general education teacher and those classified students in the ICT classroom when the special education teacher is providing instruction to a separate group of children (typically on another grade level). Teacher assistants are a programmatic component of our ILC special classes as well. In this setting, they are responsible for reinforcing and or supporting the instruction of the special education teacher. Typically, the ILC classes educate students with pervasive learning needs that will often manifest itself further in delays related to speech/language processing, behavior, and social/emotional functioning. A teaching assistant may also be recommended by the Committee on Special Education for the purposes of supporting students in the general education classroom. They will often assist the student in successfully accessing the core curriculum in addition to implementing specific program modifications, testing accommodations, and augmenting skills related to organization and materials management.

Special Education Teacher Aides (160-90-4174): The North Shore School District maintains teacher aides in each building and their roles and responsibilities vary greatly depending on the needs of a particular program or students they service. With that, they may be assigned to support students in our ILC classes during both the instructional blocks or those designated times when individuals are integrated with their typical peers for special areas (PE, Music, Art), cycle courses and enrichment classes such as FLES or STEAM. Teacher aides can play a

vital role in facilitating a meaningful mainstreaming experience for children that will not only benefit them academically, but socially as well.

A student in a general education classroom may require an aide to monitor behavior, implement a formal behavior plan and/or address areas related to executive function that focus primarily on attention/concentration, off-task behavior, impulsivity and organization. Each child in our Life Skills Program is assigned a teacher aide for the purposes of building level integration as well as to assist in activities of daily living, travel training and accessing community based resources. It should be further noted that these aides will often work with our students at various internship experiences or employment sites during the regular school day.

The department currently has health aides assigned to students with significant medical conditions that include severe food and environmental allergies, seizure disorders, Type II Diabetes, vision loss, and deafness. In an effort to assure compliance with the mandates of a child's IEP or 504 Plan for the entirety of the school day, the district utilizes several rotating aides to cover lunch breaks and absences. A large number of our IEP and 504 students at both the middle and high school level are entitled to testing accommodations for the administration of local and state examinations. There are established testing centers in each building and these are overseen by designated testing aides.

Many of our special needs students require some degree of support outside of their regular school day. This is often in those cases when individuals express an interest in participating in an after-school event such as a club, dance, concert, sports team, or extended field trip. Such assistance allows some of our most disabled students the opportunity to take part in a full range of school-based activities. In addition, some of our students are recommended for home based support to work on adaptive living skills and/or to reinforce those concepts addressed during the school day. When deemed appropriate, the department will designate aides to this role.

Special Education Home Teaching Aides (160-90): Students with significant disabilities who are placed on short-term home instruction due to an unforeseen medical or psychological condition may require the additional support of a special education teaching aide during that period of time.

Special Education Nurse-Chaperone (161-90-4176): Students with moderate to significant medical needs may require a nurse to accompany them on school sponsored events. Such health issues can include a serious respiratory condition, seizure disorders, and Type II Diabetes. These educationally based field trips can vary (range) in length and often take place in neighboring communities or various geographical points throughout Long Island, New York City and Upstate New York.

DW-Special Education Equipment (200-90): Throughout the course of the school year, the department will need to purchase specialized equipment for students based on the recommendations of the Committee on Special Education. This may entail acquiring FM amplification systems, adaptive keyboards, slant boards, weighted vests, standing desks, books in audio format, visual modifications, text to speech software, and augmentative communication devices.

Special Education-Psychiatric Evaluation (401-90): Psychiatric evaluations are typically considered by the Committee on Special Education (CSE) when a student exhibits extreme social/emotional and/or behavioral

distress that impacts their ability to make progress in the school environment. Throughout the course of the school year, the district may also be responsible for conducting a psychiatric evaluation as part of a program review for a previously classified student or for the purposes of determining initial eligibility for special education services. The evaluation process often consists of a comprehensive battery of tests, interviews with the parents, an observation of the child in the school or home environment and participation by the psychiatrist in a school based team meeting or formal CSE.

Special Education –Home Teaching (402-90): The department may need to contract with an outside agency to provide home based teaching for a specific subject area(s) if in fact a North Shore teacher is unavailable.

Special Education-Occupational and Physical Therapy (403-90): Occupational therapy is provided to students who demonstrate deficits in visual-spatial and visual-motor development. This may encompass (incorporate) developing fine motor skills related to writing, cutting with scissors, keyboarding, activities of daily living (buttoning/zippering/tying shoes), and sensory integration. The district currently has two full-time Occupational Therapists providing services in two of our three elementary buildings (Glenwood Landing and Glen Head). For those individuals requiring occupational therapy at Sea Cliff Elementary, North Shore Middle School, and North Shore High School, the department contracts with outside providers to assure that the mandates of each student's Individualized Education Plan (IEP) are met.

Physical therapy is recommended for those students who display a significant delay in gross motor development which substantially impacts their ability to safely navigate their school environment. The department works with several contractual providers to meet the needs of this population district-wide. A Physical Therapist may support individuals in enhancing gross motor skills related to balance, posture, kicking, catching, negotiating stairs, in addition to actively participating in all aspects of what might be considered the "physical" school day (PE class, recess).

Special Education-Miscellaneous Therapy (404-90): Special education students can receive a variety of related services as per their Individualized Education Plans. These services can include but are not limited to the following: speech/language therapy, behavior consultation, hearing services, vision services, parent training, and home program. When the department is unable to fulfill the needs with district-based staff, these services are typically assigned to outside providers. The district currently maintains six full-time speech/language therapists on the elementary level and one at the secondary. For those students whose mandated speech services cannot be met by one of our district-based providers, the department utilizes two contractual therapists for Glenwood Landing Elementary School, North Shore Middle School, and North Shore High School. Furthermore, the department has four contractually based behavior consultants who provide direct support to students, teachers, building administrators and parents throughout the district.

Some students with significant cognitive, social, and academic needs may need a continuation of services beyond their regular school day and therefore could receive home based support by either a special education teacher, speech/language therapist or paraprofessional. Individuals with hearing impairments, auditory processing disorders or visual disabilities will at times require the support of a specialist. For that reason, these services are typically assigned to an independent contractor, private agency or BOCES.

Department Goals: *The special education department will review the current miscellaneous therapy mandates as it relates specifically to behavior consultation, home program, and parent training. An evaluation will address how these services are recommended, structured, and ultimately monitored for student progress. A plan will be developed to evaluate the feasibility of offering certain services such as home program and or parent training in the schools. This may be accomplished by scheduling monthly parent training groups to be facilitated by the building psychologists or social workers focusing on various topics of need and interest. Our home program mandates can potentially be met by offering an after-school program that focuses on academics, recreational activities, and community integration.*

Special Education-504 Plan Equipment Support (405-90): Section 504 of the Rehabilitation Act is a component of the federal civil rights law prohibiting the discrimination of students with disabilities in public schools. A student's 504 Plan may recommend specific accommodations and or modifications for the sole purpose of providing that individual with equal access to the general education curriculum. This may require the district to purchase specialized equipment such as an FM amplification system, specialized keyboard for typing, a mobility scooter for safe travel throughout the buildings, enlarged print materials or augmentative communication software.

Special Education-Transition Plan (406-90): Typically, during their junior and senior years, special education students work in junction with their teachers and building psychologist to develop a transition plan and post-secondary goals for life after high school. The district may have representatives from the Office for People with Developmental Disabilities (OPWDD) or career specialists work with students for the purposes of exploring employment opportunities, conducting interest inventories, reviewing disability benefits, and completing vocational assessments.

Special Education-Psychological/Neuropsychological/Consultation (407-90): The Committee on Special Education may determine a need to complete an independent psychological or neuropsychological evaluation to supplement a district-based assessment. Conversely, an outside evaluation may be further required if the district is unfamiliar with or has not been trained on the administration of a highly specialized battery of recommended assessments.

Special Education Postage (408-90): The special education department sends out a substantial number of mailings throughout the course of the school year. These mailings can include, CSE and SCSE meeting invitations, IEP progress reports, prior written notice for evaluations/reevaluations, updated IEPs, consent for initial services, IEP amendments, case manager notification and periodic correspondence with BOCES and other private institutions for our student placed outside of the district.

Special Education-Facilities Visit (410-90): Students who are placed in out of district day programs or residential schools remain closely connected to the district. The department ensures that student progress is consistently monitored by scheduling site visits to these various locations during the school year. The site visit team will meet with both students and staff to review potential academic growth, progress related to IEP mandates, and advancement towards meeting their specific diploma requirements. These visits are also an opportunity for the department to evaluate the appropriateness of transitioning students back to their home schools (in district).

Special Education-Supplies for Meetings (411-90): A CSE, SCSE or CPSE meeting may determine a need for specific supplies or materials.

Special Education IEP Software Contract (412-90): The department utilizes Frontline Education software (formally Centris Group) for the creation and development of both IEP and 504 documents. This software plays a vital role in tracking and monitoring district compliance with state mandated timelines, specific aspects of annual state reporting relevant to our classified student population, district-wide/internal data collection, progress monitoring, and the generating of various letters or reports (as described in budget line 408-90). This software is additionally used by our three elementary buildings to track progress data in relation to those students currently receiving RTI (Responsiveness to Intervention) supports and services.

Special Education-Trips & Conferences (413-90): The members of the Special Education Department including teachers, related service providers, psychologists, social workers and administrators actively research and pursue opportunities for professional development and training throughout the course of the school year.

Special Education-Subscriptions & Memberships (415-90): The Special Education Department maintains membership in various organizations such as LIASEA (Long Island Association of Special Education Administrators) and the Tri-State Consortium. For the purposes of keeping current with the most up to date research based intervention strategies and potential changes to state regulations and special education case law, the department subscribes to such periodicals as *Council for Exceptional Children*, *Journal of Special Education Leadership*, and *Special Education Law Monthly*

Special Education –Impartial Hearings (417-90): When the district and the parent of a student with a disability are not in agreement with the recommendations of the CSE, both parties have a right to due process. The department allocates funds for impending legal services if a mutually agreeable resolution cannot be determined during the mediation process.

Special Education-Maintenance (419-90): The department allocates funds to be applied towards a mandatory residential maintenance fee for those students attending Westbrook Academy, Mountain Lake Academy, and Summit School. Such funds are primarily used to support any necessary repairs and general upkeep of the residence halls and dormitories.

Special Education Private Schools: Misc. Services Green Vale School (420-90): As the district of location, North Shore Schools is responsible for the initial identification (*Child Find*), development of an IESP (Individualized Education Service Plan), and the provision of special education services for children with disabilities attending non-public schools located within the district's boundaries. The Green Vale School is located within the North Shore School District. At present, the department provides special education services to approximately thirty students. These services typically include specialized instructional services, speech/language therapy, counseling, and occupational therapy. The greater percentage of these students reside in neighboring school districts

including Roslyn, Glen Cove, Jericho, Port Washington, and Locust Valley. The district in which the child resides will be responsible for reimbursing North Shore for costs associated with *Child Find*, conducting evaluations, chairing CSE meetings, and any additional administrative tasks associated with this process.

Special Education Services for North Shore Students Attending Private & Parochial Schools (421-90): Each year, a varying number of North Shore students attend private or parochial schools located in school districts across Long Island. The department allocates funds for the potential cost of special education services for those classified students (billed by the identified district of location).

Special Education Supplies (450-10-20-30-40-50): Special education teachers and related service providers can purchase educationally based materials and supplies for their classrooms to enhance the learning environment or to meet the unique need(s) of a specific student or group of students.

DW-Special Education Supplies (450-90): The Special Education Department allocates funds for the purchase of supplies for special education teachers, psychologists, speech/language therapists, occupational therapists and social workers. This will often be used for assessment batteries, testing protocols, sensory integration materials, instructionally based manipulatives, and books related to specific areas of professional development or intervention practices.

Special Education Private (470-90) & BOCES Tuition (490-1307): For those students whose academic, social/emotional and or physical needs cannot be met within our district based programs, the CSE will recommend an appropriate state approved private day, BOCES or residential school. These students often require a wide range of services consisting of intensive individual or group counseling, psychiatric consultation, a building-wide behavioral intervention system, access to assistive-augmentative communication, daily instruction in activities related to functional living skills and community integration. The department evaluates each student's placement annually to determine whether or not a particular program continues to be a suitable educational setting. Furthermore, the CSE will work in conjunction with the private school or BOCES staff in an effort to bring students back to our district based programs when deemed appropriate. There are approximately forty North Shore students placed in private day or BOCES programs at present.

We currently have students attending several different BOCES programs including Iris Wolfson High School, The Children's Readiness Center, Jerusalem Avenue Elementary School, Center for Community Adjustment (CCA), Rosemary Kennedy School, Carman Road School, and Willet Avenue School. Each school provides a unique scope and sequence of programs and services for individuals who present with a wide range of learning challenges. Moreover, such programs focus on students whose disability impacts one or more of the following areas of development: cognitive, physical, behavioral, and social/emotional functioning. Private day programs such as The Lowell School, Brookville Center for Children's Services, School for Language and Communication, and Variety Children's Learning Center provide our students with a similar array of programmatic supports in classrooms that have reduced pupil to teacher ratios.

A smaller population of our students, due to the nature of their disability, require a highly intensive residential treatment program. These special education schools provide twenty-four-hour support to our students focusing primarily on helping them to develop essential educational, emotional, and social skills. For students who have multiple disabilities often associated with significant delays in cognitive functioning, language/communication, and adaptive behavior; there are specialized residential programs designed to prepare them for the transition to community based supportive living environments and gainful employment. For the 2017-2018 school year, we have students enrolled in the following residential schools: Mountain Lake Academy, Summit School, Anderson Center for Autism, The Center for Discovery, Westbrook Academy and The Chamberlain School.

Special Education Tuition Other Public District (471-90): Students who require a unique or more intensive array of supports and services than those currently offered in North Shore may be appropriate for placement in a program offered by a neighboring school district. Often times, based on an increasing need, a district may create a program for a specific population of special education students. These programs allow our students to continue to be educated in a traditional school setting with opportunities for mainstreaming or integration with their general education peers. We currently have students attending programs in the Oyster-Bay East Norwich, Roslyn, and Herricks School Districts.

Department Goals: *The district currently has over 40 students placed in approved private day schools, BOCES programs, residential treatment programs, and other public-school districts. The department evaluates these placements annually through scheduled site visits and ongoing communication with school staff. The department is comprehensively reviewing each student's level of need and current rate of progress to determine the likelihood of returning to district for the 2018-2019 school year. As stated in our department goals for staffing, there will be an assessment of our current continuum of services to determine a potential need for the development of increasingly more supportive program offerings in-district over the next three years.*

St. Christopher Private (470-96) and BOCES Tuition (96-1307): The North Shore School District is responsible for the education of school-aged children placed at the St. Christopher Otilie (SCO) Residential Facility located within the district's geographical boundaries. There are currently two residents placed at BOCES Center for Community Adjustment and one resident attends The Rosemary Kennedy School.

Chapter 4201 Schools (950-0000) & Chapter 721 Residential Schools (471-96-000): These state supported schools are designated for children who are deaf or may have a visual impairment, orthopedic impairment or multiple disabilities. The department does not have any students currently placed in these programs.

Psychologists Summer Work (151-90-6121) & Supplies (450-90): The building psychologists may be required to work during the months of July and August for the purposes of conducting initial evaluations, completing re-evaluation testing, participating in CSE and 504 meetings and finalizing IEP or 504 documents.

Social Workers Supplies (450-90) & Other Expenses (400-90): Throughout the course of the school year, social workers may need to purchase various supplies to support their work with students and staff. These materials may be required for group/individual counseling sessions or building-wide initiatives connected to such topics as social/emotional learning, drug/alcohol prevention, bullying, crisis intervention, and social skills training.

Technology - 2018-2019

The table below shows the North Shore School District's Technology Department Budget:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
Audio Visual					
2610-201-40	32	MS-Computer and Audio Visual Equipment	8,661.75	9,000.00	9,000.00
2610-201-50	32	HS-Computer and Audio Visual Equipment	5,561.00	4,000.00	9,000.00
2610-401-90	32	AV-Audio Visual Software District-wide	12,180.45	10,000.00	11,000.00
2610-451-10	32	Glen Head-AV Supplies	900.00	1,150.00	1,150.00
2610-451-20	33	Glenwood Landing-AV Supplies	1002.00	1,150.00	1,150.00
2610-451-30	33	Sea Cliff-AV Supplies	814.96	1,150.00	1,150.00
2610-451-40	33	Middle School-AV Supplies	2,215.70	3,350.00	6,250.00
2610-451-50	33	High School-AV Supplies	1,993.46	5,350.00	5,350.00
2610-460-90	33	Districtwide AV Software	.00	3,575.00	3,575.00
2610-490-90	33	Districtwide BOCES AV Support	14,000.00	14,000.00	4,000.00
Sub Total			47,329.32	52,725.00	51,625.00
Computer Technology					
2630-150-99-5161	34	Director Computer Technology	175,391.84	168,646.00	179,183.00
2630-160-90-3161	34	Computer Technicians	236,281.27	228,890.00	248,296.00
2630-161-00	34	Technology Office Clerical	65,504.22	66,250.47	70,951.81
2630-167-00	34	Computer Aides	166,210.70	195,000.00	195,000.00

Departmental Narratives – Instructional - 2018-2019

2630-201-10	34	Glen Head- Computer Equipment	25,892.70	37,600.00	38,000.00
2630-201-20	34	Glenwood Landing- Computer Equipment	29,862.88	34,800.00	38,000.00
2630-201-30	34	Sea Cliff- Computer Equipment	26,412.70	39,200.00	38,000.00
2630-201-40	34	Middle School- Computer Equipment	25,790.00	25,000.00	30,000.00
2630-201-50	34	High School- Computer Equipment	32,570.00	31,780.00	30,000.00
2630-201-90	34	District Wide Computer Equipment	124,101.00	0	60,000.00
2630-400-90	34	Computer Service Equipment	179,494.21	234,453.00	276,506.00
2630-450-10	35	Glen Head- General Computer Supplies	16,700.00	17,200.00	17,200.00
2630-450-20	35	Glenwood Landing-General Computer Supplies	17,200.00	17,200.00	17,200.00
2630-450-30	35	Sea Cliff-General Computer Supplies	14,070.00	17,200.00	17,200.00
2630-450-40	35	Middle School- General Computer Supplies	18,327.24	20,900.00	19,900.00
2630-450-50	35	High School- General Computer Supplies	20,067.70	20,900.00	19,900.00
2630-450-90	35	District Computer Supplies	76,515.52	15,000.00	14,000.00
2630-460-10	36	Glen Head Computer Software	3,000.00	3,000.00	3,000.00

Departmental Narratives – Instructional - 2018-2019

2630-460-20	36	Glenwood Landing Computer Software	3,000.00	3,000.00	3,000.00
2630-460-30	36	Sea Cliff Computer Software	3,000.00	3,000.00	3,000.00
2630-460-40	36	Middle School Computer Software	7,000.00	12,000.00	4,500.00
2630-460-50	36	High School Computer Software	16,902.95	19,893.00	9,547.00
2630-460-90	36	Districtwide Computer Software	10,600.00	11,163.00	15,878.00
2630-460-98	36	Greenvale School Computer Software	5,497.66	7,000.00	7,000.00
2630-490-90	36	Technology BOCES Services	512,682.37	572,463.84	581,858.13
Sub Total			1,812,074.96	1,801,539.31	1,937,119.94
Network Wiring/Voice and Data/ Cabling					
1620-474-00	10	Voice and Data	103,516.77	115,050.00	91,200.00
1620-490-00	10	BOCES Facility Services	78,939.80	89,409.83	81,149.16
1620-490-90	11	BOCES Voice and Data	144,010.92	195,871.54	182,413.71
Sub Total			326,467.49	400,331.37	354,762.87
Total Technology			2,185,871.77	2,254,595.68	2,343,507.81

Technology Budget Executive Summary

Information Technology provides support to students so that they know how to make efficient, informed, and ethical choices in the use of technology in order to access, understand and communicate information in a globalized society. Our faculty and staff engage in collaborative, interactive, and authentic projects with the aid of technology in order to integrate 21st Century skills into instruction and learning. Administrators work with teachers and students to adapt instructional practices to the changing role of how public education should relate to the new population of digital natives.

Alignment with District Goals and SVO's

District Goal #1: Further opportunities for all students to engage in deep, meaningful, systemic, experiential, and authentic learning as defined in the District's Shared Valued Outcomes through the use of technology (iPads and Chromebooks) in transforming instruction

The Technology Department's budget will create conditions for students to grow as committed individuals in the responsible uses of technology in our elementary, middle, and high schools. The continued use of iPads and introduction of Chromebooks will support:

- Students communicating and collaborating with other students, teachers, and real-world content specialists in support of learning.
- Teachers collaborating and turn-keying with other teachers and accessing resources to inform best practices in instruction.
- Students engaging in self-paced thinking and problem-solving opportunities that allow them to construct new knowledge.
- Teachers using mobile technologies and Internet-capable devices to integrate 21st-century STEM subjects into instructional programs.
- Students using technology in maker spaces as innovators to create new products and knowledge.
- Teachers standardizing on a common learning management platform for delivery of instructional content that is in support of any device in use by a student.
- Students accessing online library/research databases and streaming media collections.
- Students and teachers using social networking tools to communicate with a wider and more diverse set of audiences.
- Students having access to technological tools and software that are used as industry-standards in authentic real-world settings.

3-Year Technology Budget Roadmap

2018-2019:

- Chromebooks enter the Middle School (6) and High School (9)
- iPads migrate to shared spaces in the primary grade levels
- Students with Chromebooks are transitioned away from Office 365 to G-Suite
- 9th and 6th grade-level faculty are trained on G-Suite tools and practices
- Organize collegial circle for technology use at the High School
- The High School and Sea Cliff are rewired to support next-generation mobile technology
- The High School distribution switches are upgraded to 10 GB
- Begin the Victorian Studio mobile unit buildout (consultant to advise on equipment)
- Begin the phase in of interactive flat panels in place of existing smartboards

2019-2020:

- Chromebooks enter the Middle School (7) and the High School (10)
- All Middle School students are transitioned away from Office 365 to G-Suite

Departmental Narratives – Instructional - 2018-2019

- All Middle School and 10th grade faculty are trained on G-Suite tools and practices
- Organize collegial circle for technology use at the Middle School
- The Middle School is rewired to support next-generation mobile technology
- The High School and Sea Cliff are upgraded to 802.11ax wireless
- The Middle School distribution switch is upgraded to 10 GB
- Replace VMWare Hosts in High School NOC
- Budget for more permanent Victorian Studio equipment (pending studio sound renovations)
- Expand BoTIE WAN to 71 Clinton (pending completion of BOCES buildout)

2020-2021:

- Chromebooks enter the Middle School (8) and the High School (11)
- iPads moved completely to a shared cart/common space distribution model
- All High School students are transitioned away from Office 365 to G-Suite
- All High School faculty are trained on G-Suite tools and practices
- Glen Head and Glenwood Landing are rewired to support next-generation mobile technology
- The Middle School is upgraded to 802.11ax wireless
- Replace phone system (pending Transportation and CO wiring)

[Technology Budget: Extended Narrative](#)

2610 Codes

2610.201.xx (AV Equipment): We are shifting this to focus on Mac upgrades at the secondary level. Teachers in various departments such as Fine & Performing Arts and Technology have come to depend almost exclusively on the particular characteristics and abilities of Apple software. These programs use Mac computers in support of our SVO goals of thinkers and problem solvers.

2610.401.90 (AV Subscriptions): Each year, the buildings schedule a number of distance learning opportunities for students. These opportunities have included discussions or virtual field trips with authors, scientists, historians, world language exchanges, museums, etc. Distance learning opportunities engage students in a wide variety of SVO goals including collaborators, communicators, thinkers, and innovators.

2610.451.xx (AV Supplies): Items purchased in these codes are typically in support of facilitating media-related pursuits (ex: video and/or audio recording/broadcasting/playback). We are starting a buildout of digital signage at the Middle School and High School in support of the SVO goal of communication. The High School buildout is starting this year and being supported by a PTO donation. The Victorian Studio supplies will be utilized based on the recommendations of the project's consultant.

2610.460.90 (AV Software): Zoom software has replaced our Polycoms for all distance learning opportunities.

2610.490.90 (BOCES AV Support): EdComm is a hardware repair service that we occasionally use to service large or unique items that cannot be fixed by our in-house technicians.

2630 Codes

Personnel

2630.160.90.3161 (Computer Technicians): Includes 1 FTE network technician I (handles all elementary schools), 1 FTE network technician II (handles district-wide and special projects), and 1 FTE district data coordinator (handles PowerSchool, state reporting, other data tasks).

2630.167.00 (Computer Aides): Includes 6 FTE computer lab aides (1 per building, 2 at the High School). Computer lab aides act as our first line of intake and response for all things related to technology in each building and are a critical component of our support structure.

2630.201.xx (Equipment)

Computers: We regularly upgrade as many classroom and office computers as possible in each building on a cycle of about 20 per year. We have been able to yield an average life expectancy of about 5 years from our computers. Desktop computers are still the most common and ubiquitous technology in our district, and they support all SVO's in some fundamental sense.

Smartboards: Due to the cost of smartboards and the modular design of older models, we usually only replace/upgrade them as they fail or are showing signs of imminent failure. Interactive flat panels are installed only when both the projector and display components have failed, or when a brand new instructional space with no existing smartboard is designated. We are anticipating an increasing number of these types of failures, as many of our smartboards are well over 7 years old. The newer capabilities of interactive flat panels will in particular help support the SVO goals of developing collaborators and communicators.

Elementary Chromebook Sets: The elementary buildings will be receiving a set of shared Chromebooks for grades 3-4 use, and a separate set for each STEAM lab. Consistent with the district goal of enhancing STEM opportunities across the grade levels, elementary STEM will introduce computer science and coding to our students in a manner that would engage them in SVO's as thinkers, communicators, and problem solvers.

Firewalls / Switch Upgrades: Our district firewalls are at their end-of-life and require replacement. Unlike switches or servers, firewalls are external facing and must be kept as up-to-date as possible to secure the district from intrusion or attack. We are also continuing our upgrades from legacy Nortel / Avaya switches to new Cisco switches across all buildings. Many of our legacy switches are upwards of 8 or more years of age, and do not support gigabit bandwidth.

2630.400.90 (Technology Services)

Aruba Wireless Maintenance and Support: We are maintaining our current wireless infrastructure by filling gaps in coverage as they are identified, and rewiring access point drops to 10 gigabit capacities. Our first planned

wireless upgrade to 802.11ax will take place at the High School and Sea Cliff at the completion of the first rewiring phase.

Chrome Management / GoGuardian / Chromebooks: We are expanding our Chromebook distribution to grades 6 (5th grade students will promote with their current chromebooks) and 9 (we will recollect grade 8 Chromebooks at the end of the school year and distribute Chromebooks at the start of the new year) in 2018-2019. Chrome management licenses are one-time purchases that every school must make to use Chromebooks. GoGuardian is being deployed to give faculty and the technology department tools to remotely manage and guide students Chromebook use. Use of Google's G-Suite services with Chromebooks will support a range of SVO's in both our students and faculty, including collaborators, communicators, and problem solvers.

Lightspeed Web Filter: In compliance with the Child Internet Protection Act, the district uses a web filter to block Internet content that is deemed to be instructionally disruptive or inappropriate in nature.

JAMF Casper / iPads: As Chromebooks are phasing in as a 1:1 device, the iPads are continuing to be redistributed and used in lower-grade elementary shared spaces. Casper is used to manage the iPads remotely so teachers and students are not wasting time with maintaining Apple ID's or coordinating app installs.

Barracuda Appliances: These three appliances handle our offsite backups, spam filtering, and email archiving.

PrinterLogic: This is a service that helps manage the deployment of network printers and copiers.

Sanako Support: The World Language Lab has Sanako software and equipment for use in daily instruction and annual state and local assessments. The software supports students' growth and fluency of world languages and the district's pursuit of the communicators SVO. Support costs are budgeted by Technology, and maintenance is budgeted by the World Language department.

Tequipment Smartboard Support: We have separated Smartboard support costs from the EdComm service because they have become a very specialized asset to work with.

SmartNet Maintenance and Support: As the district ages out and replaces its legacy Nortel / Avaya switches, newer Cisco switches will require SmartNet for regular maintenance and support. SmartNet is currently targeted to our core routers, and the distribution switches are forthcoming.

VMWare Maintenance and Support: With rare exception, nearly all of our on-site servers are virtualized with VMWare and data are stored in shared Storage Area Networks. However, our on-site dependencies on VMWare have been decreasing in recent years as cloud-hosted options for all services continue to drop in price.

PowerSchool Programming Services: This is to provide advanced support for requests to develop customizations for PowerSchool that require deep knowledge of coding. We have been able to handle most of them in-house or through BOCES support, but there are more effective developers available that can better serve this need.

Risk Assessment and Penetration Testing: It is important for the district to be aware of any security-related vulnerabilities that it may have, both internally and externally. This assessment will include probing of technical, social, and procedural items, identify areas for improvement, and make specific recommendations to remediate any issues that are discovered.

Miscellaneous Services / Trainings: We regularly cycle technical training opportunities between our network technicians and district data coordinator. Most recently, the technicians have been trained on Google administration and the data coordinator attended a 3-day PowerSchool conference.

2630.450.xx (Technology Supplies)

General Supplies: Items purchased in these codes are typically in support of facilitating either instructional or non-instructional uses (ex: extending functionality of computers with peripherals).

Printer Toner: We have large capacity shared printers throughout the district in centralized areas such as computer labs, offices, and teacher work spaces. We also have smaller printers in nearly every classroom for teachers to quickly run off smaller print jobs. Although printing can offer support in the pursuit of some of our SVO's such as communicators and collaborators, we are trying to encourage digital sharing as a better alternative to control rising toner costs and paper waste.

Smartboard Bulbs: The majority of our smartboards are projector based and require replacement bulbs every 2-3 years, depending upon usage. As we transition to interactive flat panels, this cost will eventually be eliminated.

2630.460.xx (Technology Software)

Apple Volume Vouchers: Apple provides a portal to school districts as a mechanism to purchase apps for the iPad in bulk. Vouchers are ordered and subsequently allocated to multiple departments based on the frequency of requests and the costs of the apps. All apps are vetted by the department's director before a full class or department set can be ordered. Apps are extremely diverse in utility and purpose and may support the development of several SVO's in combination, depending upon the task (thinkers, innovators, collaborators).

Turn-It-In: This is an anti-plagiarism service used by the High School humanities and library programs. Its use by our faculty helps to develop the growth of our students as thinkers and committed individuals.

Impact Software: The athletic department uses this software to track and manage concussion-related post-injury testing of students.

Think IB / EduWebLab: The high school IB science department uses these subscription services in support of the school's IB program.

Enchanted Learning / BrainPop: The 3 elementary schools use these subscription services that provides instructional content and exercises in support of thinkers for a number of elementary subjects (SS, Math, Science, Music, ELA).

2630.490.90 (BOCES Services)

SchoolMessenger: The district uses SchoolMessenger as a mass-notification system to communicate with parents and students via email, phone, and optionally text message and social media. A number of faculty and staff use SchoolMessenger regularly in support of several SVO's including communicators (advocating district initiatives), thinkers (disseminating educational resources), and collaborators (seeking feedback and input from stakeholders).

NASTECH Membership: Grants access to a consortium of other Nassau county technology directors. Members share best practices, ideas, resources, and strategies in support of technology use and integration in instruction.

CSDNET Technicians: Includes 1 FTE junior technician (handles high school), 1 FTE junior technician (handles middle school), and 1 FTE senior technician (handles high-level network and programming projects).

BOCES Third-Party Service Coordination Fee: Assessed on any non-BOCES services up to a maximum of \$50,000 per year.

Smart Notebook Site License: The district has standardized on Notebook software as one of the primary tools of instructional delivery in classrooms. Notebook software use supports communicators and thinkers.

Microsoft Consortium Licensing: Required for nearly all licensing of server and computer operating systems, as well as the district's office productivity suite.

PowerSchool Licensing and Support: A district's student information system is a core resource that nearly every single educator and support personnel uses every day. On multiple occasions, we have found the local availability of BOCES PowerSchool support to be invaluable in supporting us in student information system matters that were time-sensitive. Demonstrating how PowerSchool's data and operations relate to state reporting requirements are also supported by this service.

Student Data Privacy: BOCES has been developing this service to help technology departments understand and respond to the requirements of NYS data privacy laws as they phase in.

BOCES Advanced Engineering Services: Because the nature of modern networks are so complicated in scope and detail, it is absolutely essential to have access to high-level network and technology support. Advanced Engineering Services is effectively an all-hours help desk for nearly any network problem that we have (including

weekends). As an added benefit, because they are a public entity they are very non-partisan and non-conflicted in their recommendations of technology products and services.

Discovery Education Streaming: The elementary schools use Discovery Streaming services as a curated repository for educational videos. It offers a wide range of material across all content areas.

1620 Codes

1620.474.00 (Voice and Data): We have a primary 200 Mb Internet Service Provider data circuit through Lighttower in the High School Network Operations Center.

1620.490.90 (BOCES Voice and Data): We have a suite of BoTIE data and voice services through BOCES in the Sea Cliff secondary Network Operations Center. This includes a 200 Mb ISP voice and data circuit, a redundant stand-alone voice service through Lightpath, and voice system maintenance and support.

1620.490.90 (Special Projects – Cabling Phase 2): The rewiring of the Middle School is expected to take place in the 2018-2019 school year. No additional data closet construction is required for this building.

World Languages and ENL – 2018-2019

The table below shows the North Shore Middle School World Languages Department expenditure and proposed budget:

Budget Codes	Pages	Description	2016-17 Expenditure	2017-18 Approved Budget	2018-19 Proposed Budget
2020-400-95-0000	17	Director Foreign Language Other Expenses	335.00	360.00	250.00
2020-450-95-0000	18	Director Foreign Language Office Supplies	336.19	500.00	250.00
2110-400-95-0000	21	Foreign Language Other Expenses	7,870.95	10,000.00	11,350.00
2110-450-95-0000	24	Foreign Language Supplies	7,200.23	11,369.00	10,826.00
2110-480-95-0000	25	Foreign Language Textbooks	20,738.22	18,090.00	13,382.00
Total			36,480.59	40,319.00	36,058.00

The Department of World Languages and ENL is a K-12 Program supporting 5 world languages (French, Italian, Latin, Mandarin & Spanish) and 5 levels of ENL (entering, emerging, transitioning, expanding, commanding). Our department mission statement supports the district mission statement by “inspiring our students to reach their highest potential as life-long learners so that they become capable, open minded and responsible members of the global community in the 21st century.

We strive to educate our students to the highest level of linguistic potential through cultural understandings and authentic communication in the target language. Our students will be equipped to communicate and function in a diverse society, develop awareness and perspectives among people, and recognize and appreciate their contributions to the world.”

Language learning is a lifelong process. For learners to attain the advanced level of language proficiency necessary to be successful in their careers or post-secondary studies, world language instruction begins in the elementary grades and continues with well-articulated sequences of instruction that go uninterrupted through middle and high school. The language program emphasizes communication, self-reflection and intercultural competence. Part of the department’s vision is to develop within children competency in foreign language. With our ever increasing globalized society, this competency will be an important advantage for our students in the job market. According to the Committee for Economic Development, one in five jobs is currently tied to international trade. Additionally, Vivian Stewart’s article, “ Becoming Citizens of the World”, points out that we are living in a world which is becoming increasingly globalized. This means that in order to compete in a global job market, students would be better prepared if they are competent in a foreign language. The world language and ENL budget furthers the department and district’s overall goals and vision in the following manner.

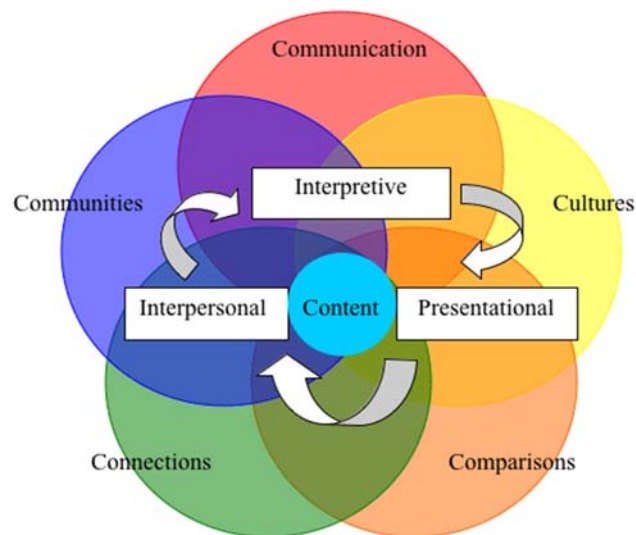
Conferences and professional memberships (budget code 2110-400-95-0000) are essential to staying current, and thus bringing cutting-edge techniques and best practices into the classrooms. Language learning focuses on

developing communication skills and global perspectives. Professional development in these areas further help the teachers accomplish these goals.

A district and departmental goal is the use of technology and performance-based assessments. The implementation of both goals provides students with the opportunity to become innovators, thinkers, and problem solvers. To this end, the language lab, ELlevation and AAPPL (budget code 2110-400-95-0000) (ACTFL Assessments of Performance toward Proficiency in Languages) support our goal. The lab provides authentic, relatable and current learning opportunities where they can experience global connections and gain meaningful cultural perspectives. ELlevation enhances and supplements the current student information system. As mandated by New York State, this software will manage our student data and help us communicate learning goals and progress with school wide personnel, as well as parents. AAPPL aligns with the standards and emphasizes on measuring what students can do with the language, which goes to the heart of effective communication. This software will also provide teachers with data that can be used to inform their instruction and best practices, as well as benchmark students.

The budget includes student recognition, in the form of plaques and Honor Society inductions, for students who have demonstrated a commitment to excellence in language study (2110-400-95-0000). These students exemplify the qualities of respect, tolerance and effective communication necessary to be global citizens.

The instructional supplies (2110-450-95-0000) and textbook (2110-480-95-0000) requests align with the National Standards and the department’s philosophy. The requests are in keeping with the five goal areas of the standards (communication, cultures, comparisons, connections, communities).



The student-centered world language classroom is characterized by students working collaboratively in pairs or in small groups. In the student-centered, authentic classroom, students become independent thinkers, question posers, problem solvers, and discoverers in the context of a cooperative environment where a world language is used as the vehicle to seek and acquire knowledge.

Our goals foster in our students their development as thinkers, communicators, collaborators, innovators and problem solvers. North Shore Schools acknowledges the importance of being bilingual in today's global society. In Thomas Friedman's book, *The World Is Flat*, it is essential that "today's students need to be the best global citizens possible". As a result, many of our students graduate with the New York State Seal of Biliteracy. Obtaining the seal presents an opportunity to celebrate our students' linguistic accomplishments, cultural awareness, authentic communication in multiple languages, and ultimately, a committed and global individual.