



**BALDWIN
SCHOOLS**

Baldwin Beat

www.baldwinschools.org

Winter 2019

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thinking, their ability to ask questions, as well as their creativity. Their projects also touch on civic responsibility, social studies, and English Language Arts through the research and writing component.

“Through STEAM, all of these different subject areas come alive under one umbrella,” explained Randy Arnold, Baldwin UFSD’s STEAM Teacher. “Students are able to work across multiple disciplines to simulate how we function in the real world. Also, studies have shown that people remember more with inventive learning, especially at a young age.”

Indeed, the program has been well received by students and teachers alike, with many preferring the collaborative environment and hands-on activities versus solely studying the pages of a textbook. In fact, some students who do not learn as readily as their peers in a traditional classroom setting excel

Full STEAM Ahead: Enrichment for All!

Elementary school students keep picking up STEAM (Science, Technology, Engineering, Art, Mathematics). From developing solar-powered ovens to water filters, Baldwin UFSD students are learning in a highly innovative and easily relatable way.

All About STEAM

STEAM offers an integrated curriculum that allows students to explore at least five subject areas through scientific inquiries, helping to enhance critical

in STEAM.

A One-of-a-Kind Program

What makes Baldwin UFSD’s STEAM program unique from other districts is that it reflects a philosophy of “enrichment for all” and does not identify a select few. Additionally, the district’s program directly correlates to the science curriculum. For instance, in 4th grade, students study the sun and solar energy for science. Therefore, the 4th graders constructed a solar-powered oven that could bake S’mores. After several attempts and calculations, the students then presented their findings to their class in a PowerPoint presentation that they produced.

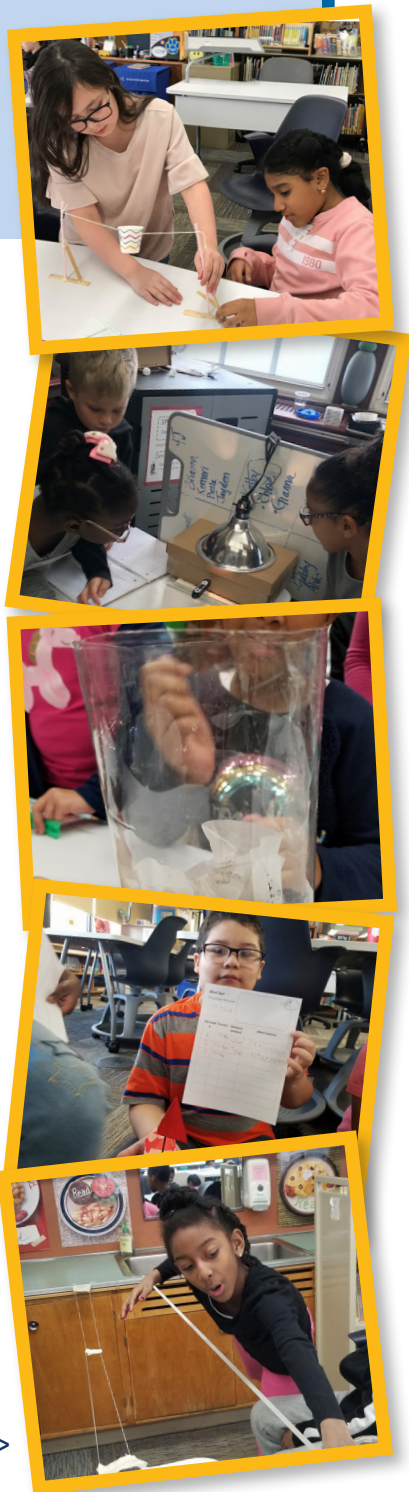
“By linking STEAM to our science curriculum, we are creating a deeper learning experience for our students,” said Nomi Rosen, Administrator for Professional Development, who helped launch STEAM in Baldwin in September of 2017. “The goal is for our students to take the skills they have mastered and the knowledge they have acquired and make interdisciplinary connections.”

STEAM Across the Elementary Schools

STEAM runs for six weeks at each elementary school in grades 4 and 5. For two days a week, students work on their STEAM investigation with their partners.

“STEAM makes you really think! All

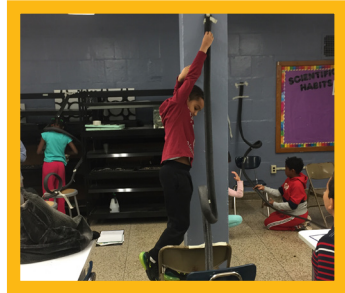
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STEAM Continued >>

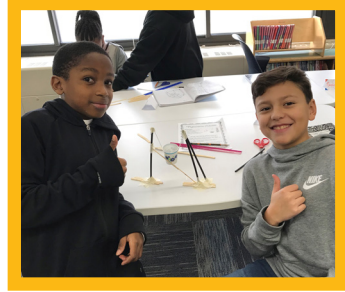
the things that we did connected to this one thing—the oven,” said Jayden, a 4th grader at Brookside. “STEAM is a journey to get to this oven. Everything was fun, and we learned along the way.”

Ahgenee, another Brookside 4th grader, added about the experiment, “You get to work with a partner as a team. We have a ‘business,’ and we’re trying to help kids in Botswana.”



The Coding Component

On Fridays during STEAM, students learn about the basics of coding using a Blockly coding program. “There are countless career opportunities in computer science,” said Ms. Arnold.



“By participating in the coding lessons, our students can explore the option to pursue this field in their future. The coding also helps improve math and problem-solving skills, among other key competencies because it forces the student to be reflective in order to solve given problems.”

STEAM will continue to rotate among each elementary school until June. Check Baldwin UFSD’s social media for pictures from STEAM classes, and visit www.baldwinschools.org for more information about the program and science curriculum.

More information about these innovative programs can be found on our newly designed district website! www.baldwinschools.org



Paving the Way for Equitable Graduation Requirements in NYS

Baldwin UFSD recently invited education leaders from across the nation to its forum, “Redefining Ready for New York State,” in an effort to foster the conversation about equitable and research-based graduation requirements. Attendees encompassed representatives from the New York State (NYS) Education Department, NYS School Boards, NYS Council of School Superintendents, The School Superintendents Association (AASA), Nassau-Suffolk School Boards, Nassau BOCES, as well as the Nassau County Legislator. Everyone who participated praised the forum, the first of its kind, for elevating the discussion about the future of education to a much higher level. In fact, a second forum was held due to its popular demand to accommodate those who were unable to attend the first one.



Superintendent of Schools for Baldwin UFSD, Dr. Shari L. Camhi, opened with a presentation of a New York version of AASA’s “Redefining Ready.” “The basis for AASA’s work is the realization that students are more than a standardized test,” said Dr. Camhi as she discussed



very candidly the issues with today’s graduation requirements and suggested a solution by offering different pathways so that all students have an opportunity to be college, career, and life ready. As it stands now, students cannot receive a high school diploma if they do not pass required Regents exams. While many other measures of academic success currently exist, there are no alternatives for the Regents exams. Not having a high school diploma prevents students from applying to most jobs, including Civil Service positions, as well as serving in the military. “What we believe in Baldwin School

District is that we design the programs around our students,” said Dr. Camhi. “We look at our district as a whole and the type of learners that are participating in our classrooms. We then tailor our programs and academic offerings accordingly so that everyone receives a rigorous and meaningful experience in our schools.”

Dr. Camhi’s presentation followed with a tour of Baldwin High School’s redesigned learning spaces that mirror the real world of work, foster collaboration and flexibility, and enhance the learning facilitated by the teacher. Everything from lighting, desks, and technology to even the blinds on the windows were revamped to produce a learning space that maximizes the potential for students’ success.

After visiting the various types of classrooms, from the social studies/mock-trial court room to a state-of-the-art science laboratory, the forum culminated with a panel discussion and Q&A session with students from Baldwin High School’s six Academic Academies—Medical and Health Sciences, STEM/Engineering, New Media, Education, Government and Law, and Global Business and Entrepreneurship. The students explained how the hands-on experience and workplace learning opportunities allowed them to contemplate with confidence which career path to take—or not to take—in the future. They were able to jump-start the decision-making process that plagues college students, leaving many in debt after changing majors multiple times or graduating with a degree that loses their interest over time or makes them unemployable.

For instance, Megan Best, a student in the Medical and Health Sciences Academy, has a sister, Vanna-Marie Best, who went through the same Academy before graduating. The upshot—she’s now a physician’s assistant at Mercy Hospital, where she had previously interned while a student at Baldwin High School. Another student, Trevor Watts, enrolled in the STEM/Engineering Academy, has been able to determine which engineering field to pursue, since initially, unbeknownst to him, there are many. The academies work because they offer additional resources and guidance to prepare students for college and beyond, explained Dr. Camhi.

The new pathways to graduation, coupled with innovative classroom redesign and college preparedness programs, is how Baldwin UFSD is trying to “Redefine Ready.” All of these initiatives and concepts can be replicated in other districts.



Baldwin UFSD Invited to Join “Innovation and Transformational Leadership Network”

The School Superintendents Association (AASA) in partnership with renowned educator, Dr. Bill Daggett, founder of the Successful Practices Network (SPN) and former Deputy Chancellor of the NYS Education Department, has facilitated a yearlong network of select superintendents. AASA and Dr. Daggett named Dr. Shari L. Camhi as one of the superintendents to join this elite network and represent Baldwin UFSD due to the innovative and highly effective initiatives taking place across the district. Only 20 schools nationwide were chosen. The “Innovation and Transformational Leadership Network” allows these established leaders to work throughout the year studying best practices and applying principles of innovation to their district-wide planning. Participants benefit from direct support of AASA, SPN, as well as other network members.



More Redesigned Learning Spaces Unveiled

Fifteen newly redesigned state-of-the-art classrooms were unveiled across the district this year. Administration, including Dr. Shari L. Camhi, Superintendent of Schools, and Darren J. Faccilonga, Director of Instructional Technology & Technology Community Partnerships, work directly with teachers to transform their classrooms into innovative learning spaces that will foster collaboration, promote deeper learning, and enhance other critical skills. From flexible, swivel seating and genius bars to floor to ceiling white boards and shiplap walls, the new classrooms have received nothing but positive reactions from students. The district’s classroom designs have also received national recognition. Other school districts across the country have reached out to learn about Baldwin UFSD’s unique classrooms in order to help mirror the functionality within their schools. Check out Baldwin UFSD’s social media to see some of the reactions as teachers revealed them for the first time.

Honors & Awards

Baldwin High School Virtual Enterprise Company, SuppLI, Takes Home Several Prizes



The Baldwin High School Virtual Enterprise company, SuppLI, participated in the Virtual Enterprises International (VEI) Long Island Regional Conference and Exhibition at LIU Post. The VEI network comprises 7,500 student-run virtual businesses. These conferences give students the opportunity to establish and run virtual enterprises across the country. The students assume leadership roles, including CEO,

create ventures, develop marketing plans, and conduct transactions with other simulated businesses around the world. Nearly 2,000 students from across Long Island participated this year.

Baldwin High School students created a subscription box company called SuppLI. What makes their venture unique is that it solely consists of Long Island-based products, such as Tate's Bakeshop cookies. They received five gold awards and one silver for their work.

Baldwin High School Students Compete at Future Business Leaders of America 2019 Spring Conference

For the first time ever, Baldwin High School's Future Business Leaders of America (FBLA) club, a national student career organization, competed at Hofstra University for the FBLA 2019 Spring Conference against hundreds of students around Long Island on a variety of different business related topics. Students brought their best foot forward and competed in events like "Problem Solving," "Interviewing," "Basic

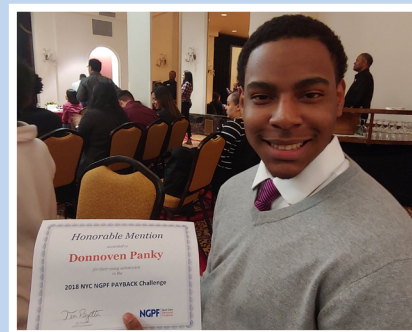
Decision Making," "Accounting," and "Business Law," in addition to taking a variety of tests that put them in the running to compete with students at the state level and then, national. Yaw Bonsu, 11th Grade, placed 5th in "Impromptu Speaking" out of hundreds who competed.

The FBLA students look forward to their next entrepreneurial competition at the 2019 Nassau County Comptroller's Entrepreneurial Challenge, where they took 1st place last year.



Baldwin High School Student Places Honorable Mention in "Payback Challenge"

Baldwin High School students in the Internship class participated in a national competition sponsored by Next Gen Personal Finance (NGPF) called the "Payback Challenge." The challenge



focuses on personal financial literacy, hoping to teach students how to graduate college with as little debt as possible. The first part involved a 15-

20 minute online simulation to help students learn about the financial obstacles they will face during college. After participating in the simulation, students had to draft an essay of 250-words or less about how the Payback Challenge changed their perspective of the real-life decisions they will have to make to pay for college. Donnoven Panky was one of thirty students to receive Honorable Mention out of more than 200 submissions. During the awards ceremony in New York City, the Baldwin High School senior received a \$500 scholarship for college, as well as a certificate of recognition from NGPF.

Dr. Camhi Receives Education Partner Award

This spring, the Nassau Board of Cooperative Educational Services will honor Dr. Shari L. Camhi, Superintendent of Schools, along with other educators and organizations that have had a profound effect on public education in Nassau County. The Education Partner Awards program recognizes those individuals who have made a substantial impact on public education in Nassau County. During her tenure, Dr. Camhi has led the Baldwin School District in a number of ground-breaking educational



advancements, including increasing the graduation rate to 97 percent. She expanded the district's Academic Academies program, and her innovative classroom redesign of more than 40 learning spaces has captured the attention of media and other districts nationwide. In addition, she has secured a number of partnerships to help improve college and career readiness, including with Suffolk County Community College (SCCC). The honorees will be honored at a special gala in April.

Meadow Named New York State School of Character

Meadow Elementary School is one of 87 schools nationwide to receive the 2019 State School of Character award, designated by Character.org. The award recognizes Meadow as a school



that has demonstrated its use of character development to drive a positive impact on academics, student behavior, and Meadow's climate. The administration and teachers have worked with approximately 600 students on building character and encouraging respect and kindness from the start of the school year. Since its

inception, Character.org has recognized more than 565 schools with the distinction of State School of Character. Criteria for the designation are based on Character.org's 11 Principles of Effective Character Education, which includes providing students with opportunities for moral action, fostering shared leadership and engaging families and communities as partners in character-building efforts. Last year, Plaza Elementary School was also designated a New York State School of Character, and later, a National School of Character.

Thirteen Meadow Students Win Writing Contest

At Meadow Elementary School, Ms. Emily Bascelli's 3rd grade class entered the Young Writers USA "Spooky Sagas" contest. The challenge called for students to write a short story of just 100 words using suspense. Young Writers will publish 13 of the Meadow students' sagas in a book, which is then sent to the Library of Congress in Washington D.C. to provide a lasting record of their achievement. Only a select few out of more than 12,000 entries will have their stories published. Since 1991, Young Writers USA has been promoting literacy in children by publishing their work, which has proven to boost confidence, nurture creativity, as well as showcase talent.

Brookside Elementary School Teachers Awarded Funding

Congratulations to Ms. Lauren Maywald, Second Grade Teacher, and Ms. Suzanne Ryan, Math Teacher, at Brookside Elementary for their successful attempts with securing funding.

Ms. Lauren Maywald received the New England Federal Credit Union (NEFCU) "Funding Your Ideas" teacher grant for \$250. The funds were used to purchase a Cricut Air 2 cutting machine to label areas and items around the classroom to help English as a New Language (ENL) students. The machine also allows her to provide engaging visual cues for her students who benefit from visual learning.

Ms. Suzanne Ryan applied for her grant through Reflex, a computer based program that builds fluency in math. As a result, she received a year free subscription to this service. Reflex helps students quickly gain math fact fluency and confidence. Ms. Ryan is currently piloting the program in second grade, along with 10 fifth graders, three times a week.

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Winter Choral Festival

The Winter Choral Festival featured performances by both the Baldwin High School Women's Choir and Concert Choir, the Baldwin Middle School Bruin

Singers, as well as the 8th Grade Choir. To provide an especially enriching and unique experience for the district's student musicians, Director of the Fine & Performing Arts Department, Mr. Andre Poprilo, invites guest conductors to work with staff and students. For this year's festival, Judy Leopold, along with the district's choral directors, prepared the program. Ms. Leopold, a highly esteemed vocal coach and piano accompanist, has served as a guest conductor across Long Island and New York City. She is founder and director of the Brooklyn, Queens, Long Island Women's

Choir for the Women's League of UJA and the choral chair for NYSSMA. Songs included Adele's "Skyfall" and "A Million Dreams" from *The Greatest Showman*.



Middle School Inspired by Holocaust Survivor: Learning from the Past

English Language Arts (ELA) and Social Studies collaborated for the "Better World Day Interdisciplinary Project," and created units of study that reflect the themes and concepts studied across both disciplines. Students have been charged to tackle the challenging question, "Can society prevent acts of atrocities?" In preparation for their work, Mr. Ricky Papandrea, Social Studies Supervisor, 6-12, and Ms. Georgia Amigdalos, ELA Supervisor, 6-12, invited Mr. Werner Reich, a Holocaust survivor, to speak to 8th graders about their capacity to be an upstander and to prevent atrocities from taking place. The project requires students to think critically and contribute to solving local and global problems by conducting research and evaluating different perspectives to support their thesis.

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