



Highlights

A publication of the Harrison Central School District

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Planning for the Future at the HHS College Fair



Harrison High School students picked up brochures, discussed application requirements, and began thinking ahead to college during the High School's two-hour College Fair on Oct. 8. More than 60 colleges sent admissions representatives and set up booths in the High School gymnasium for the first annual Fair, which was organized by a committee of parents and the High School counseling office.

FACILITIES UPDATE

Please see our Special Insert inside this issue of "Highlights," which describes the School District's long-range facilities plans and upcoming Board of Education meetings that will be held in 2005 to discuss those plans.

Superintendent's Message

Dear Community Members,

Welcome to our first newsletter of the 2004-05 school year. In this edition we mark both new beginnings and recent successes.

I'm sure you'll join with me and the Board of Education as we celebrate the sustained excellence of our four elementary schools on both the New York State grade four math and English Language Arts assessments. Once again we find our elementary schools' performance among the best in the state and county. We are most proud of how we have achieved these results: an unrelenting focus and support for research based high quality teaching, coherent curriculum, and the finest resources available to enrich the learning environment.

We also salute the wonderful performance of the Louis M. Klein Middle School, this year selected by the New York State Education Department as one of the most improved. Like our elementary schools, LMK was among the top performers in both the state and the county. The administration and faculty focused on improving instruction by enriching the curriculum, not by engaging in short term test preparation strategies.

By combining their considerable wisdom and knowledge with input from acknowledged experts, the staff clearly identified student expectations at every grade level. This dynamic relationship produced an improved reading and writing program. These initiatives, which are thoroughly aligned with the work occurring at the elementary level, have produced exceptional results by our students.

Last year our high school student newspaper, "The Husky Herald", surveyed students about the kinds of electives they would most like to see offered in the program of instruction. The results served as a basis for almost all the new electives being offered this school year. It should come as no surprise that *continued on page 2*

LMK's Stellar Performance Leads to 'Most Improved School' Honor

Teachers and administrators at the Louis M. Klein Middle School are celebrating the dramatic progress that 8th grade students have made on the New York State English and math assessments.

Specifically, LMK students scored more than 10 percentage points higher at the mastery level on the state's English Language Arts assessment compared to the state's "similar schools." In addition, 82.5 percent of LMK's students posted scores at Levels 3 and 4 on the state's English Language Arts assessment, compared to 71.1 percent among the state's "similar schools." School officials credit committed teamwork and professional development efforts for the increase in ELA scores.

"The growth on the state assessments is linked to the hard work and dedication of the teachers and administrators at LMK," said Superintendent of Schools Louis Wool. "They are committed to teaching our children not just to be good test takers, but to be critical thinkers and learners."

The school's scores on both the math and English assessments have dramatically increased over the past three years. Because of its improved performance, LMK has been included on the State Education Department's list of Most Improved Middle Schools for 2004. To be included on the Most Improved list, at least 50 percent of a school's tested students must have scored at Levels 3 and 4, and the number scoring at those levels must have

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our high school students have much wisdom and insight about how best to improve their learning environment.

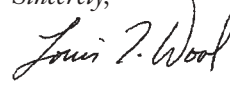
Every accomplishment of our district is predicated on a dedicated and professional staff, and I would like to publicly thank them for helping move us closer to the dream of becoming the finest public school district in our region. I would also like to direct you to the article about our new professional staff, an exciting group of new educators who will build upon the fine work of their colleagues. This group was the first hired as a result of our comprehensive recruitment initiative.

Finally, I would like to urge each of you to watch both our website (www.harrisoncsd.org) and cable channel 74 for news and informa-

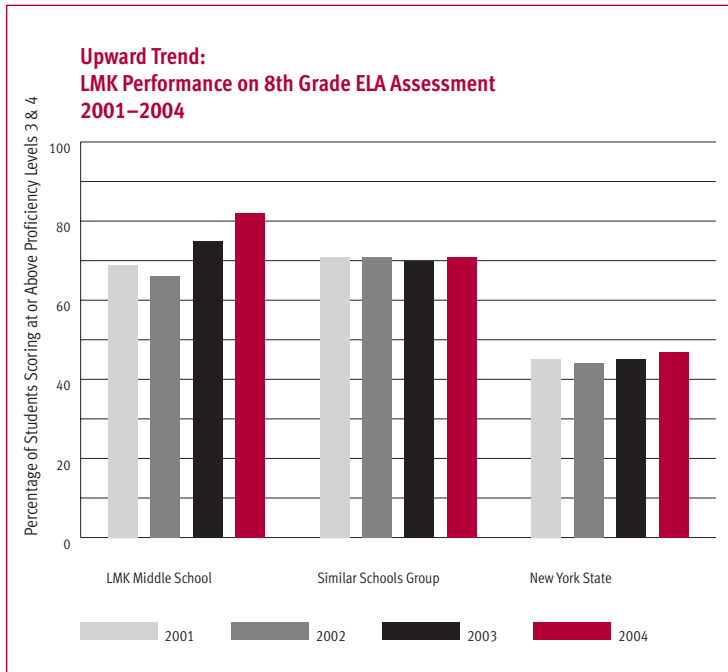
tion about the board's pursuit of a long-term facilities plan. This initiative focuses on improving our buildings to support the vision of instruction detailed in the strategic plan and to insuring that our buildings continue to provide safe and healthy environments for learning.

While this is an ambitious agenda, the board and I believe it honors the aspirations of our community and the abilities of our children.

Sincerely,



Louis N. Wool, Superintendent of Schools



UNDERSTANDING THE “SIMILAR SCHOOLS” CONCEPT

The New York State Education Department classifies and compares school districts and individual schools by using the **Need-to-Resource-Capacity (N/RC) index**, an amalgam of demographic information based on the idea that a district's performance is positively correlated with expenditures in the schools and negatively correlated with the level of poverty found among students who attend those schools. The Harrison Central School District is identified as a **Low Need-to-Resource-Capacity** district. In addition to indexing school districts in this way, the State Education Department also lumps individual schools into “similar schools” categories, for a means of comparing scores. In grouping similar schools, the state analyzes such factors as the grade range of students served by a school, the District's resources to serve its students, and the needs of the student body. Some of the districts in Westchester County that are classified as similar to Harrison include **Blind Brook, Byram Hills, Bronxville, Chappaqua, Eastchester, Rye City, Rye Neck and Scarsdale.**

LMK Cited as ‘Most Improved School’

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increased by 20 percentage points since 1999 on both the English Language Arts and math assessments.

LMK Principal Rosemary Brooke acknowledged that many must be committed to achieve this level of improvement. “This was a team effort on the part of our faculty and administrators,” said Dr. Brooke. “We have an outstanding staff. The energy they have is awesome.”

Similarly, the Middle School showed significant improvement on its latest round of state math assessments, with an almost 10 percent increase in students scoring at Levels 3 and 4.

Staff at both the Middle School and elementary schools worked closely with Dr. Sean Walmsley, chairman of the Department of Reading at the University at Albany, to analyze test data and identify strengths and weaknesses in the school's English curriculum. The result was to devise new strategies that provide opportunities for continuous improvement and ongoing assessments to monitor growth for students at all levels.

Carol Kitson, a 30-year English teacher at LMK, said the staff sought each other's help in tackling the Middle School's ELA assessment problems, meeting formally and informally during lunch periods to share

ideas. “We did not want to sacrifice our outstanding literature program,” she said, “and we were able to come up with tasks tied to our program that would prepare students to meet the standards in English.”

The most attention, said Ms. Kitson, was paid to improving student reading comprehension skills, identified as one of the biggest stumbling blocks among tested students throughout the country. Other efforts included grade-level meetings, the development of LMK “best practices” guides that were shared among the teaching staff, and ongoing professional development.

Fourth Graders Turn in Another Strong Performance

Harrison's elementary schools have once again sustained their strong performance on the 2003-04 New York State assessments, with 94 and 93 percent of the District's 4th graders scoring at or above proficiency levels on both the math and English language arts exams, respectively.

"Our students' performance on these exams has consistently been a great source of pride for the district," said Superintendent of Schools Louis Wool. "Maintaining that high level of performance in the elementary schools is a testament to the outstanding work of our teachers, to the District's commitment to professional development, and to a rigorous enriching curriculum."

Harrison's scores on the fourth-grade English language arts assessment increased by 9 percentage points, even though statewide, the results declined for the first time by 2 percentage points. Additionally, mastery level performance (those scoring at level 4) on the English language arts assessment was a full 10 percentage points higher than similar schools across New York State. Mastery level performance in Harrison was 38 percent, compared to 28 percent for schools characterized as similar, based on demographics and per-pupil expenditures.

Paula Gelsomino, a third-grade teacher at Harrison Avenue Elementary School, attributed the strong student performance to a concerted district-wide effort to prepare students to be better thinkers and learners. That effort included a complete revision of the K-8 curriculum, sustained professional development for teachers, and the introduction of a new program to help teachers better assess student writing.

"The second graders are coming into third grade totally prepared," said Ms. Gelsomino. "They know the vocabulary and are very familiar with concepts, like understanding the 'big idea.' This helps them move forward with and apply new concepts."

Tisha Colangelo, a second-grade teacher at Samuel J. Preston Elementary School, said that her fellow teachers have agreed

on a common theme of literacy that runs through grades K-5. "We have begun working toward common goals of literacy, using the same language and tools, so students have become familiar with these concepts from year to year."

She and other teachers credit the District's recent focus on the "6+1 Traits of Writing," a method of assessing student writing skills using six categories: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Teachers use this model, developed by the Northwest Regional

and administrators, the district has established a framework for language arts that clearly defines expectations for all students and provides a consistent set of instructional practices. Hand-in-hand with this new curriculum and New York State standards, the staff developed new report cards and progress reports to better communicate to parents their children's advancement toward meeting these expectations.

One key aspect was a shift in the focus of the curriculum from teacher-centered to student-centered, emphasizing what teachers can do to nurture each student's

growth. The new curriculum also promotes "differentiated" instruction, in which the needs of individual children of varying abilities are met in small and large group activities, along with one-to-one interaction.

Equally as impressive the District's elementary schools also sustained their high scores on the state's math assessments, and the Preston elementary school was one of only 10 schools in Westchester County with 100 percent of its fourth-graders passing.

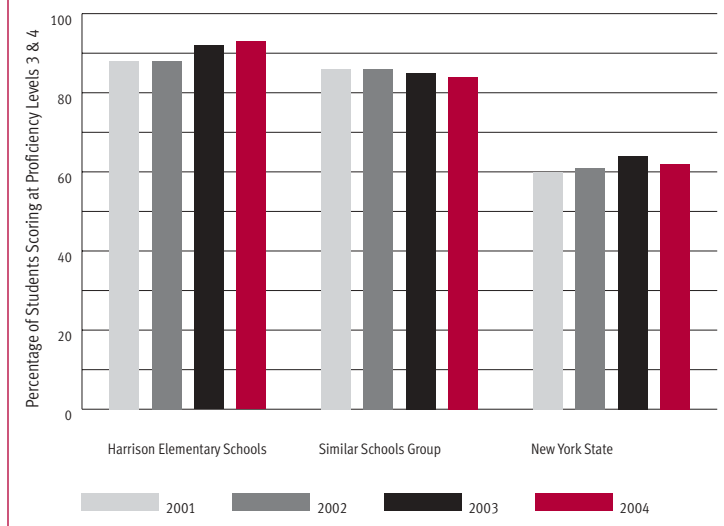
Kent Leo, elementary curriculum supervisor for science and math, said the District's success in math can be traced back to its commit-

ment to professional development, along with new tools that can help teachers analyze the data they receive after the standardized tests are scored.

By having what he called "conversations with the data" they receive from assessments, said Leo, teachers can identify areas for improvement on their grade levels and plan instructional units to focus on those weaker areas.

"As well as we do on our New York State math assessment for grade 4, we are always seeking to improve," said Leo. "When we disaggregate the data, we feel that our students could still do better in some areas." Those areas include problem solving using multiple strategies, critical thinking, and communicating math understanding. With that in mind, he said, the staff has realigned the math curriculum to serve those needs.

**A Continued Increase in Scores:
Harrison 4th Grade ELA Assessment Performance
2001-2004**



Educational Laboratory, to identify year-to-year the specific traits of good writing.

Ruth Culham, the Laboratory's expert on writing assessment, visited Harrison over the past two summers and most recently in early November. On Superintendent's Conference Day Nov. 2, she provided teachers in grades 2-5 with training in the program. She also conducted three days of training for secondary teachers and a parent workshop on during the evening of Nov. 4. The parent workshop has been airing on the district cable channel 74.

Since 2001, the Harrison teaching staff also has been working with Dr. Sean Walmsley, chairman of the Reading Department at the University at Albany, to revamp the District's K-8 language arts philosophy and curriculum. Over a two-year period, working with groups of teachers, specialists

HARRISON HIGH SCHOOL BRINGS

Ask Harrison High School senior Erick Rabin if he likes the new Philosophy class being taught by Heath Kaplan, and he can barely contain himself: "I'm loving it," he says.

In fact, Erick highly recommended Philosophy in a school survey conducted last spring, in which students were asked to suggest electives. Having taken philosophy in a summer program at Johns Hopkins University, Erick was hooked. Even better – Mr. Kaplan is teaching it and in his classes, lively discussions are the norm. In fact, during a recent class, Mr. Kaplan used a PowerPoint presentation about the major philosophers to point out, among other things, that "Rene Descartes was the Mac Daddy of philosophy."

The class of some 15 juniors and seniors comes to life under the leadership of the youthful Mr. Kaplan, nicknamed "Kap" by students, and terms like "rationalism" and "a priori ideas" are as commonplace here as a discussion of the philosophical implications of "The Matrix."

Elsewhere in "D" wing, a small group of freshmen and sophomores are just as riveted by an analysis of "A Haunted House," a Virginia Woolf poem in which two ghosts return to their old home and poignantly recall their memories. Here, in the new Creative Writing class taught by Gerry O'Neil, students faced with the pressures of growing up discuss what the poem means to them.

"What do you miss about being younger?" asks Mrs. O'Neil, now in her 7th year of teaching in Harrison. It takes a while for students to open up, but once they do, time suddenly seems to be flying and no one really wants the bell to ring.

"Being older is just so much work," says an exasperated freshman, Natalie Fogarty. "You have to be what you think everyone wants you to be. You can't just be yourself."

"I miss the innocence," says sophomore Caitlyn Holowaty.

"I miss naptime," says freshman Greg Briem.

Creative Writing and Philosophy are just two of the new courses introduced at the High School this year, many the direct result of suggestions made in last year's survey by students like Erick Rabin.

HHS Principal Keith Schenker said that the school conducted the student survey last year to gather ideas about courses of study that students would find engaging and exciting.

"I'm extremely pleased with the way in which Harrison High School has begun to offer our students a variety of new and original courses that they themselves inspired," said Mr. Schenker. "I hope to continue the dialogue and encourage more students and faculty to offer more suggestions in the future."

This year, the traditional English 12 course, which previously had been a full-year course with a focus on British literature, has been revamped and is now offered as two semester-long courses, one more traditional and the other providing students with choices. Semester I is a survey of British literature, from Beowulf to the present. In class, students explore themes like "Heroes and Villains," "Love and Madness," and "Responsibility and Carelessness." Instead of taking a culminating exam, students prepare and submit a portfolio of their own writing developed throughout the semester.

In Semester II, students select from among literature-based electives. Determined by last spring's survey, this year's choices are Contemporary Issues, Sports in Literature, and Film as Literature. Each elective will conclude with a multi-media, research-based project or presentation.

Creative Writing, Mrs. O'Neil's course, was introduced to appeal to students in grades 9-12 who enjoy writing and wish to express

their creativity in prose and poetry, fiction and nonfiction. Different from courses that require traditional expository writing, Creative Writing allows students to develop their own imaginative voices. With help from the teacher, they write daily in journals, keep a personal portfolio of their work, and publish a literary magazine every spring.

All of the new English courses are aligned with the state's English Language Arts learning standards and reflect best teaching practices.

In the area of science, the High School now offers the Harrison Science Research Program to sophomores, juniors and seniors. The program provides students with the opportunity to participate in scientific research and scholarship as part of their high school experience, and encourages them to work with research scientists and professionals in their chosen area of interest.

In this class, students conduct independent research in math, life science, physical science, psychology or the social sciences, and are required to use technology and maintain a portfolio of their work. Students also strengthen their presentation skills and learn how to effectively communicate scientific concepts to a general audience. The program will prepare students to enter scientific competitions and gives them the ability to earn up to 12 college credits. Although it is designed to provide students with a three-year research experience, students can enroll at any time after they have completed ninth grade.

Both teachers offering the course, Dr. Christopher Tyler and Nancy O'Reilly, are involved in their own authentic science research. Dr. Tyler is continuing a study of neurotransmitters and their role in the sleep-wake cycle, and Ms. O'Reilly participates in the Aquanaut program, which involves teachers and students in a study at sea. The science research program can be applied toward the Regents science requirements.



Heath Kaplan's Philosophy class discusses the theories of philosopher Rene Descartes. Mr. Kaplan is seated by the windows, center.

NEW ELECTIVES TO THE MASSES

Another new course, Environmental Science, provides students with a study of Earth's natural processes and the development of policies and regulations designed to protect the planet. Through case studies, lab activities, reading, discussion, field-work, and technology-based activities, students explore the science behind the interdependence of Earth's systems, its population dynamics, and environmental quality.

Co-taught by Judith Bukofser and Danielle DeLeo, Environmental Science is an inclusion course in which students of varying academic abilities and interests are welcome to enroll. Academic Intervention Services are provided for students who qualify. This year, some students taking the course can prepare for the Advanced Placement exam in Environmental Science.

Math Explorations is a 9th grade course that gives students a chance to go beyond the traditional mathematics curriculum. The class began the school year, for example, using John Allen Paulos' *A Mathematician Reads the Newspaper* as a jumping off point to discuss the shortcomings of the U.S. election system, from a mathematical perspective. Students in Math Explorations also have been introduced to The Geometer's Sketchpad, computer geometry software that can be used to explore, demonstrate, and apply the Pythagorean Theorem. The class will continue to investigate math-related issues that appear in current events, and will learn more about the slide rule, spherical geometry, graph theory, trigonometric investigations, and *The Mathematical Tourist* by Ivars Peterson.



Harrison High School teacher Gerry O'Neil discusses a Virginia Woolf poem with her Creative Writing class.

Two new technology electives are likely to appeal to the technology-oriented high school student and to those hoping to go into a technology-related field. The courses also will allow students to earn a technology credit toward graduation. Digital Age Literacy examines the promise and pitfalls of modern technology and gives students hands-on opportunities to learn with digital tools. The class helps students learn to use multimedia to communicate ideas, engage in online discussions, improve their online research skills, and create presentations using PowerPoint and a SmartBoard.

According to Robert Greenberg, who teaches the course, Digital Age Literacy also "engages students in the study of how technology is affecting our lives." Topics will include the ethical issues that arise in a digital society.

The other new technology elective, Information Technology, exposes students to the emerging discipline of information technology, one of the fastest growing and rapidly changing industries of the 21st century.

Students in this class, taught by Diane Frawley, learn the principles of computer hardware, desktop software, peripherals and the basics of networking. Emphasis is placed on authentic, hands-on applied learning, and units of study include technology careers and industry; computer hardware and software troubleshooting; installing, configuring, maintaining and upgrading PCs; security and virus protection; setting up and configuring peripherals (printers, scanners, digital cameras, PDAs); and networking hardware and operation.

BOARD OF EDUCATION MEETING SCHEDULE FOR THE REMAINDER OF THE 2004-05 SCHOOL YEAR

The public session of all meetings begins at 8:15 p.m. Executive session begins at 7:15.

WEDNESDAY, DEC. 8: Harrison Avenue, Regular Business Meeting

WEDNESDAY, APRIL 13: Harrison Avenue, Regular Business Meeting, Budget Adoption

WEDNESDAY, JAN. 5: (2005) LMK, Work Session

WEDNESDAY, MAY 4: LMK, Work Session, Budget Hearing

WEDNESDAY, JAN. 19: Parsons, Regular Business Meeting

WEDNESDAY, MAY 25: Parsons, Regular Business Meeting

WEDNESDAY, FEB. 9: Purchase, Regular Business Meeting

WEDNESDAY, JUNE 8: LMK, Work Session

WEDNESDAY, MARCH 2: LMK, Work Session

WEDNESDAY, JUNE 22: HHS, Regular Business Meeting

WEDNESDAY, MARCH 16: Preston, Regular Business Meeting



Daniel Johansen tries his hand at the sack race.

Sixth Graders Play the Field

Sixth-grade students at Louis M. Klein Middle School stashed their books and skipped afternoon classes on a recent sunny day in October. Together with the sixth-grade teachers, the Guidance Department sponsored an afternoon event to welcome all students and let them know that, although a lot of work is expected of them this year, school can still be fun when everyone pulls together.

Students took part in relay races, potato sack and three-legged events, a tug-of-war, and group cooperative building skills such as knots and standup.

Students met and mingled while also learning how to work cooperatively together. The PTA provided refreshments, and Superintendent Louis Wool kicked off the afternoon with a warm welcome to all.



LMK students, left to right, Rachel Crozier, Lily Aslanian and Elizabeth Gomez take a break in between races.

Students Honored During Italian Heritage & Culture Month

Nine Harrison students were honored for their academic achievement in the Italian language in ceremonies held during the month of October, which is Italian Heritage & Culture Month. High School students John Tassone and Christine Panetta were scholarship recipients at the Columbus Day Society of Harrison's annual dinner, held at the Fountainhead in New Rochelle. At a ceremony at the Antonio Meucci Lodge in White Plains, HHS students Toni Ann Marraccini, Jessica Paris and Mr. Tassone were honored by Westchester County Executive Andrew Spano as "Outstanding Students of the Italian Language." Also honored for their achievements in Italian were LMK students Angelo Mariani and Andrea Morano-Sagliocco. HHS student Stephanie DiFazio was honored by the Westchester County Board of Legislators for outstanding achievement in Italian. Harrison students Vanessa Guzman and Jamie Baker participated in an Italian poetry reading competition at New York University, sponsored by the Italian Teachers Association. Miss Guzman took the third place prize in the non-native category. Finally, two Harrison students were recognized for their performance on a national Italian 4 reading and listening test sponsored by the American Association of Italian Teachers. Nicholas Sodano came in first place and received a \$150 prize, and Jessica Muia earned an honorable mention.

LMK Library Receives State Award

New York State Education Commissioner Richard Mills recently recognized the Louis M. Klein Middle School Library as an "Electronic Doorway Library," one of the libraries in the state officially designated for its use of computers and telecommunications technology. The library was presented with the Electronic Doorway Award on Sept. 22 at Manhattanville College in Purchase.

"This official designation recognizes that the Louis M. Klein Middle School Library is using advanced technology to revolutionize the delivery of library services," said Janet M. Welch, State Librarian and Assistant Commissioner for Libraries. "Our vision is that every individual in New York State will have access to electronic doorway services and that all 7,000 libraries in the State will become electronic doorway libraries."

On most school days in the LMK library, it's not unusual to find students and teachers searching for library materials using an online catalog, doing research in online databases, and using software to publish school-related assignments.

Hats Off to Merit Scholars!

Congratulations to 11 Harrison High School students whose high PSAT scores earned them prestigious placement in the 2005 National Merit Program: Rohan N. Kumthekar and Sarah A. Witkin have been named semi-finalists in the 2005 Merit Scholarship Competition, and the following students have been named commended students in the National Merit Program: Marisa A. Dilemme, Zach Fleishner, Victoria A. Grossman, George M. Hubbard, Jiha Lee, Erick S. Rabin, Laurie A. Simson, Bradley Smith, and Tyler W. Thompson.

Students Cast Their “Votes” in Presidential Election

Students at Harrison High School and LMK put their knowledge of citizenship to work when they held mock elections and cast their votes for the three Presidential candidates –



Students cast their votes for President at Louis M. Klein Middle School.

incumbent President George W. Bush, Democratic contender John Kerry, and independent Ralph Nader.

At the High School, 349 students cast paper ballots and “re-elected” Bush as President, but by a slim 3 percent margin. Bush received 190 votes, or 48 percent, while Kerry received 176 votes, or 45 percent. Nader trailed with 28 votes, a mere 7 percent. The

High School vote margins were eerily similar to the margins separating the two major candidates in the real election. Bush received 51 percent of the popular vote to Kerry’s 48 percent. But HHS students gave Nader more support than he received from the voters of this country, only .3 percent of whom cast ballots for him on Nov. 2.

At LMK, students culminated an Election Project by casting their ballots on Oct. 28, 29 and Nov. 1 during their Social Studies classes, a longstanding tradition at the school that has been successful in encouraging students to become active participants in the democratic process as adults. LMK students used the same voting machines that residents of New York State have been using for the past 50 years. (Unlike the voting methods used in Florida, New York’s voting machines have a high rate of reliability.) In the LMK Election Project, students learned about the Presidential elections in advance and were encouraged to develop fact-based opinions before casting their ballots.

Fitness and Fun at the 12th Annual XC Invitational

600 runners from 35 of the region’s middle schools came together to compete in the Harrison Cross Country Invitational on Oct. 7th. Louis M. Klein Middle School Principal Rosemary Brooke stood at the finish line to hand out awards to Harrison racers, and Superintendent of Schools Louis Wool and Board of Education members joined spectators on the sidelines to help cheer the kids on.

All finishing runners took home ribbons and medals, and teams received trophies. Coach Dennis Fulton said: “We had a gorgeous day at LMK, and the kids had a great time. Every coach at the meet cheers for runners from every school, so the competition aspect is somewhat played down. What’s most important is the camaraderie. The students make new friends in a fun social gathering, and that’s what it’s all about.”

Harrison 7th-grader Sasha Tharani was an individual winner, and LMK’s 7th grade girls’ and boys’ teams finished in first place. In addition the following Harrison students led their teams to the finals with strong finishes:

7th Grade Girls – Caroline Ponce de Leon finished 4th and Emily Reddy finished 6th

7th Grade Boys – Sam Freeling finished 4th ; Matt Pon finished 5th and Jared Hodes finished 22nd

8th Grade Boys – Nick Wilson finished 5th

Harrison Welcomes New Teachers and Administrators

Welcome to the new teachers and administrators who have joined the Harrison Central School District this year, representing a wide range of specialties and backgrounds.

Mary Ellen Betzler has been hired as director of pupil personnel services, and **Louise Cleveland**, formerly the District’s elementary English Language Arts and Social Studies supervisor, was chosen to fill the vacant position of Assistant Superintendent for Curriculum and Instruction.

Mrs. Cleveland has actively worked on revising and enhancing the K-5 curriculum and the assessment system that accompanies it. Before joining the District, she served as Director for Professional Development & Curriculum for the Vestal, N.Y., Central Schools. Ms. Betzler, who began work on Oct. 15, previously worked as administrative program specialist in special education for the Poway Unified School District in Poway, CA. She also served for seven years as a special education area coordinator for the Special School District of St. Louis, MO.

Alice Pratt, new principal of the Harrison Avenue Elementary School, previously was English Language Arts supervisor in the high-achieving Bethlehem Central School District in Delmar, NY. She also worked for seven years in the Ballston Spa, NY, school district, where she was intermediate instructional supervisor. Scott Wood, new assistant principal at Harrison High School, served for two years as assistant principal at Hendrick Hudson High School and for six years as a social studies teacher at Eastchester High School.

Lorraine Anne Sciafani, new assistant principal at Louis M. Klein Middle School, most recently served as middle school assistant principal in District 10 of the New York City School System. She has considerable experience as a teacher of reading and English in the New York City schools.

Harrison’s new teachers, support staff and administrators are listed here, by school building:

DISTRICTWIDE

Karen Bloom, Health Teacher. Bachelor’s, University of Delaware; Master’s, Queens College

Mary Ellen Betzler, Director of Pupil Personnel Services. Bachelor’s in Education, University of Missouri at St. Louis; Master’s in Special Education, Southern Illinois University.

PARSONS MEMORIAL ELEMENTARY

Jennifer Beck, ESL. Bachelor’s, Middlebury College; Master’s, Monterey Institute of International Studies; post-Master’s, Manhattanville College

Helene Bon, Grade 4. Bachelor’s, Temple University; Master’s, Hunter College

Kim-Marie Cortez, Special Education. Bachelor’s, University of Miami; Master’s, Pepperdine University; Masters, Hunter College

Susan Cotton, ESL. Bachelor’s, C.W. Post College; Master’s, Mercy College

Catherine Johnson, Library Media Specialist. Bachelor’s, Bethany College; Master’s, Columbia University

Sandra Tavares, Grade 1. BS, Pace University; Masters, University of Central Florida.

PURCHASE ELEMENTARY

Joann Bravi, Speech & Hearing Handicapped Teacher. Bachelor’s, Pace University; Master’s, Lehman College

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New Teachers and Administrators

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Mollie Greenfield, Grade 3. Bachelor's, Tufts University

Vanessa Plastino, Grade 5. Bachelor's, University of Delaware; Master's, Fordham University

Trisha Stetson, Physical Education. Bachelor's, SUNY Cortland

Lorice Townsend, Special Education. Bachelor's, Allegheny College; Master's, Bank Street College

SAMUEL J. PRESTON ELEMENTARY

Pauline Kola, Library Media Specialist. Bachelor's and Master's, Lehman College

Anthony Shay, Special Education. Bachelor's, Johns Hopkins University; Master's, New York University

HARRISON AVENUE ELEMENTARY

Alice Pratt, Principal. Bachelor's in Psychology and Master's in Reading, State University of New York at Albany. Completed educational administration program at Mass. College of Liberal Arts.

Karen Baker, Library Media Specialist. Bachelor's, SUNY Binghamton; Master's, New York University; MLS, Palmer School of Library & Information Science at Long Island University

Lauren Glasser, Grade 1. Bachelor's, Boston University; Master's, Fordham University

Jennifer Markarian, Grade 2. Bachelor's, Johns Hopkins University; Master's, Lehman College

Jade Morano, Reading. Bachelor's, Iona College; Master's, College of New Rochelle

Theresa Napoli, Kindergarten. Bachelor's, Iona College; Master's, Lehman College

LOUIS M. KLEIN MIDDLE SCHOOL

Lorraine Sclafani, assistant principal. Bachelor's in English Education, Lehman College; Master's in Education, Fordham University; Master's in Educational Administration, Bank Street College.

Fernando Amico, Art. Bachelor of Fine Arts, SUNY Purchase

Jerrod Blair, Science. Bachelor's and Master's, State University at Buffalo

Alison Blunt, Science. Bachelor's, Cornell University; Master's, University of Pennsylvania

Pamela Bruno, Math. Bachelor's and Master's, Iona College

Kimberly Call Sternberg, English. Bachelor's, Rutgers University

Vania Concolino, Psychologist. Bachelor's, SUNY Purchase; Master's, Columbia University; Master's, Long Island University

Amy Hackenburg, Social Worker. Bachelor's, Elmira College; Master's, Hunter College

Thomas Hall, Social Studies. Bachelor's, Syracuse University; Juris Doctor Degree, Louisiana State University

Lisa Perry, Special Education. Bachelor's and Master's, Manhattanville College

Lisa Rondo, ESL. Bachelor's, William Paterson University; Master's, LI University

Lorraine Anne Sclafani, Assistant Principal. Bachelor's, Lehman College; Master's, Fordham University; Master's, Bank Street College

Nicole Somma, Social Studies. Bachelor's, Lafayette College; Master's, Brooklyn College

Laura Spence, Music. Bachelor's, SUNY Purchase; Master's, Hunter College

Jennifer Sullivan, Italian. Bachelor of Arts and Bachelor of Science, Penn State University

Gregg Walkes, Guidance Counselor. Bachelor's, Tufts University; Master's, Rutgers University; Master's, Manhattan College

Dominic Zanot, Social Studies. Bachelor's, Colgate University

HARRISON HIGH SCHOOL

Scott Wood, Assistant Principal. Bachelor's in History, University of Vermont; Master's in History, University College Dublin, Ireland; Professional Diploma, Educational Administration, Mercy College.

Aidan Burns, Math. Bachelor's, Binghamton University

Jeannette Drmacich, Social Studies. Bachelor's, Keuka College

Anne Marie Ebner, Physical Education. Bachelor's and Master's, Columbia University

Diane Frawley, Industrial Arts. Bachelor's and Master's, Iona College

Robert Greenberg, Technology. Bachelor's, Stanford University; Master's, Harvard

Scott Hendrie, Math. Bachelor's, Philadelphia University; Master's, Pace University

Michael Iorio, Social Worker. Bachelor's, Richmond College; Master's, Fordham University

Allister McRae, Science. Bachelor of Arts & Bachelor of Science, McGill University; Master's, Cornell University

Alan Potts, Science. Bachelors, Mary Washington College; Masters, Columbia University.

Brian Powers, English. Bachelors, Le Moyne College; Masters, Lehman College

Christine Prizeman, Math. BS, Manhattan College

Thomas Roberts, Guidance Counselor. Bachelors, Bethany College; Masters, New York University

Cathy Rogers-Ganns, Reading Teacher. Bachelors, Iona College; Masters, College of New Rochelle

Keith Schenker, Principal. BA, SUNY at Stony Brook; two Masters, Columbia University

Jennifer Shallo, Science. BA, College of Mount Saint Vincent

Scott Wood, Assistant Principal. BA, University of Vermont; MA, University College of Dublin

Jon-Erik Zappala, Physical Education. Bachelors, University of Arizona; Masters, Adelphi University

Jeanne Ziminsky, Math. BA, Fordham University; Masters, Manhattanville College

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