



ALUMNI NEWSLETTER

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The story of the Bronxville Promise really begins with the School's founding. Almost 100 years ago, Bronxville citizens established a public school system rooted in the Progressive Movement of the 1920s and the educational philosophy of John Dewey. This philosophy believed in organizing education around student interest, learning by doing, group work and social responsibility. This philosophy set a new pathway from rote learning to a more active approach with the intent of engaging students in new ways and producing lifelong learners, goals of the Bronxville School then and now.



Recently, new educational mandates have made it more difficult for the Bronxville School to place its original ideals at the center of the school's daily work. At Bronxville, easily measured results and specific targets on standardized tests have never been considered conclusive evidence of the school's progress or the individual growth of its students. The Administration, along with the entire school community and Board of Education, studied and discussed the enduring characteristics that have always made a Bronxville education distinctive. This work created The Bronxville Promise, which was endorsed by the Board of Education in 2015 and, since that time, has provided a framework of four dispositions: innovation, leadership, critical thinking and engaged citizenship. These four dispositions are designed to guide the way students plan their course of study, the way teachers organize teaching and learning activities, the way the School recognizes and rewards accomplishment, and the way parents and the larger community support the school. The Bronxville Promise broadens and deepens the educational experience for all students by valuing the dispositions the Administration and faculty believe are essential for success in the 21st century.

Since its inception, the Bronxville Promise has been embedded into the life of the school. It has become the District's guiding vision and provided a benchmark for the Board in its assessment of the school's goals and growth. Faculty, across all grade levels and disciplines, have redesigned curriculum and instruction to include learning opportunities that will ensure their students develop in the four dispositions. The essential question for all constituencies has become: How well does our work align with the four dispositions of The Bronxville Promise?

The Bronxville School Foundation is dedicated to supporting the school's mission and has funded curriculum development, projects, facility renovations and professional development opportunities including Project Based Learning initiatives for faculty across the three schools, classroom redesign to foster inquiry based learning, Bronx River Research and National History Day, to name just a few. It is important to note that the Foundation has also supported the development of an assessment framework that will allow teachers and students to assess and monitor student progress toward the four dispositions. This component is essential in the process of identifying student needs and adjusting curriculum and instruction in ways that will allow all students to achieve the Bronxville Promise.

The Bronxville Promise recaptures and updates the original ideals of The Bronxville School. It reaffirms that the School's highest aspirations for its students go beyond test scores and transcripts. The Bronxville Promise builds and sustains a school culture that values innovation, leadership, critical thinking and engaged citizenship and prepares students to take their place in the world.

BSF 2016 Grants in Action

Project-Based Learning Grants

The Foundation has provided steadfast support to the exciting roll-out of Project-Based Learning (“PBL”) at the School. PBL is a teaching method through which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Consistent with the Bronxville Promise, PBL allows students to develop as innovators, critical thinkers, problem solvers and engaged citizens. PBL is designed to create a more student-centered classroom and places a heavy emphasis on collaboration. Over the last two years, a large majority of the faculty has completed introductory PBL training developed by the Buck Institute of Education. The training is not just about learning to implement PBL projects, but about shifting a teacher’s role away from that of an instructor who stands in the front of the classroom to an effective guide, coach and facilitator who motivates the students to drive the learning. PBL involves all classes across the district and across disciplines. Follow-up visits to the school by a PBL consultant from the Buck Institute have solidified the benefits of the training and enabled the faculty to continue to develop exciting PBL work across the district.

This summer, a team of five STEM teachers from the High School will travel to the Buck Institute’s headquarters in California to attend PBL World, one of the premier conferences in the field of education for PBL. They will receive training that will focus on technology integration, incorporating PBL into AP level courses, and refining the implementation of PBL to meet the needs of all students. The team of teachers is very excited to attend the PBL training in California where technology is so infused into the classroom and students are taking their learning to amazing new levels such as patenting designs and developing start-ups. Exposure to PBLs on the west coast will surely provide the team with inspiration to be more innovative in the classroom and open new venues of exploration to their students.

Bronx River Research Grants

The Foundation has also provided support to the incredibly successful Bronx River Research Project since its inception. In what began as a research project in the summer of 2015, the Foundation provided funding to High School Science teacher Justine McClellan and two of her students, Isabella Lamadrid and Allison Barker, to collect and analyze water samples to examine the water quality of the Bronx River. Before the summer research program was piloted, Ms. McClellan and her students expressed their hope that the results of their summer work would be incorporated in some way into the school curriculum and analyzed by the larger student body. In fact, the Bronx River Research Project has grown to something much larger than any of them ever initially dreamed. The research team has expanded to 11 students who have conducted extensive research on the health of the Bronx River and presented their data to college professors, science teachers, specialists and community members. “With such a large group of students doing research studies on the Bronx River, it is my hope that we can branch off and specialize,” said Ms. McClellan, who would like to see her students publish their data and analyses online and collaborate with other institutions to get a broader perspective of the river. She added, “I hope that the students continue to take ownership of the project by taking on the roles of principal investigators and develop their own research questions and designing experiments and collecting data around their questions.”

The valuable research done by Ms. McClellan and her students has led to the implementation of a districtwide curriculum designed

to incorporate the Bronx River into a variety of classes and disciplines. Both Elementary and Middle School science teachers are in the process of introducing aspects of the Bronx River research into their curriculum. Last fall, all students in kindergarten through fifth grade took a trip to the Bronx River and collected an array of samples to analyze back in their classrooms. The students’ data and analyses will be used in a comprehensive study being assembled by the district on the water quality of the Bronx River. The project has allowed the students to become active participants in their own learning, further develop their critical thinking skills and engage with the community around them, all of which are closely aligned with the Bronxville Promise.

Innovative Classroom Grants

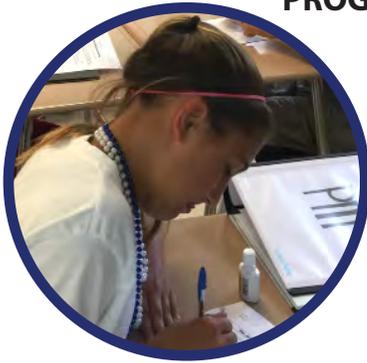
Over the last two years, the Foundation funded the build-out of three spectacular 21st century creative learning spaces at the Bronxville School. In 2015, a newly formed group of teachers known as the Innovation Fellows was tasked with incorporating innovative instructional and assessment strategies into the High School’s curriculum. As part of that endeavor, the Fellows researched the use of new learning spaces designed to positively impact the ability of students to innovate and collaborate. With the guidance of architects from Fielding Nair International, the administration wanted to explore what renovations might be possible within some of the building’s preexisting classroom spaces. To that end, the Foundation provided funding for Fielding Nair’s conceptual plan and redesign of three classrooms including specifications for electrical equipment, technology and furnishings. The updated classroom spaces incorporate collaborative group seating, individual spaces, and varied height seating designed to increase student engagement in learning and facilitate student-led discussions. The installation of state-of-the-art technology enables students to easily collaborate and access web-based resources in pursuit of their learning. Along the perimeter of the classrooms, “talkies” were installed, which are white boards that allow students to brainstorm ideas and then write them directly on the exposed wall surfaces. Thanks to the Foundation’s support, the three innovative classrooms are up and running. The rooms are available for use by classes across all of the disciplines. In particular, the spaces have provided the perfect environment for PBL and Socratic seminars. The faculty is confident that the new classrooms will allow them to take student learning to a different level.

Mindfulness Grants

The Foundation has also provided funding to help introduce mindfulness into the curriculum across the Bronxville School. Research shows that mindfulness exercises such as meditation and yoga are powerful tools that not only increase focus and productivity in the classroom, but also benefit students’ emotional well-being and social relationships. Bill Meyer, a High School History teacher, submitted a grant application to the Foundation in 2013 to attend a course on mindfulness at the Omega Institute and introduced the concept to his students. Mr. Meyer’s students shared the mindfulness skills with other interested students in the High School’s Meditation Club, and the practices soon spread to the lower grades. Members of the Meditation Club arranged visits to fifth grade classrooms to teach the students breathing and relaxation techniques. Through an additional Foundation grant, Lisa DeSanto, a Guidance Counselor in the Middle School, received training to introduce mindfulness to her students through the use of yoga techniques and other exercises in their advisory classes. Mindfulness practices are now reaching even the youngest students at the Bronxville School. Last year, the Foundation funded training for Elementary School teachers to introduce a unique program to their students combining yoga and mindfulness, including practices to help students reduce anxiety and remain energized, engaged and eager to learn. By building mindfulness practices into daily life across the Bronxville School, students are likely to have a more balanced and fulfilled learning experience.

2016 Total Grants: 44 Amount: \$775,000

PROGRAM, CURRICULUM, DEVELOPMENT & EQUIPMENT



Columbia Teachers Writing Program

- i2 Learning STEM Immersion for ES/MS
- Movie Making with Jacob Burns for ES
- Challenge Success Project for MS/HS
- Lego ES Classroom Sets
- Social Studies ES Classroom Library
- Flashmaster Math Devices for ES
- Mindfulness & Yoga for ES
- Leveled Library For ES Special Ed
- Singapore Math Manipulatives for ES
- Author Visit/Writer's Workshop for ES/MS
- Play Group Theatre for ES
- Entrepreneur/Tech Incubator Club for HS
- Playwrights in Performance Course for HS
- National History Day Coaching for HS
- Poetry Coffee House for HS



MakerSpace ES Library

NEW TECHNOLOGY

- Mac Book Lab for Theatre Tech, Student Help Desk & Teacher Training
- Classroom Sound System for 2nd Grade
- Presentation AV Equipment for Cafeteria
- iPads/Professional Development for ES
- Film Equipment for HS
- Chromebooks & Document Cameras
- TI-Nspire Calculator System for HS

PROFESSIONAL DEVELOPMENT & TRAINING

- Columbia Teachers College Writing Program
- Teaching with Technology for ES/MS
- Bronxville Promise Assessment
- Project-Based Learning for ES/MS/HS
- Computer Science Conference
- Socratic Seminar for ES/MS
- Classical Studies Conference
- Inquiry-based Learning for Innovation Classrooms
- Strength/Conditioning/Sports Nutrition

INNOVATIVE LEARNING SPACES

- MakerSpace ES Library
- Alternative Classroom Seating Pilot for ES
- Art Room Redesign
- Architects' Assessment/Design for HS
- Innovative Science/Math Classrooms for HS
- Special Ed Learning Studio Renovation
- School Energy Audit with Student Input



Cardio Center & Weight Room Renovation



Innovative Math & Science Classroom

ATHLETIC EQUIPMENT

- Cardio Center/Weight Room Renovation
- Athletic Hydration System
- Mountain Biking Team Equipment



Project-Based Learning

Tribute to Dr. David Quattrone - Advancing the Promise



Superintendent Dr. David Quattrone, who has been at the helm of the Bronxville School District for the last 12 years, is retiring on June 30th, 2017. During his tenure, he has cultivated an intensely collaborative environment focused on leadership development and community engagement within both his student and teacher population. The mission: Educate the whole child in the way of the Bronx-

ville Promise -- not only to equip each child with factual knowledge, but to foster hope and the aspiration to use that knowledge to better the world around him or her.

Dr. Quattrone's belief is that the Bronxville Promise existed in the fabric of the Bronxville community long before he got here. "Geography is destiny", he says, referencing the unique K-12 under one roof educational experience. High School students walking Elementary School younger siblings to and from school, the lack of school buses prescribing arrival or departure timing, and community events such as the Memorial Day ceremony where Elementary, Middle and High School students and teachers gather together with neighbors, veterans, and other members of the community are all part of the secret sauce. The logistics necessary to create these conditions in other communities is near impossible. The tight knit co-existence and co-dependency of child/parent/neighbor/teacher/community underscores the common goal by all to make the school (literally the heart of the town) the best it can be.

Innovate, discover, and create - make something new from what you know. The Bronxville Promise is a pledge between student and teacher; between self and community. It honors a higher aspiration for the K - 12 education. Bronxville teachers were asked what they care most about in their students. The response -- qualities such as resilience, curiosity, empathy, and persistence. These are not qualities that can be measured in the form of test scores or learned through worksheets. The Bronxville Promise is a commitment to develop these qualities while making grades - the combination defining academic excellence. The Promise is the counter-narrative and complement to the standardized testing movement. Public education has become much more prescriptive in nature and focused on what is taught and how it is measured. But the Promise allows for it all to fit together synergistically allowing a younger person to find and develop his or her own voice. Perfect transcripts may be a dime a dozen, but as per Dr Quattrone, "Who you are and what you do with it is what matters."

Find your voice and communicate clearly in order to lead with passion and persistence. So, how do you deliver on the Promise? It begins with investing in the educators. Dr. Quattrone's proudest achievement is the climate of professional support and collaboration and creativity that exists among the administration and faculty in the schools. Dr. Quattrone is immensely encouraged by our teachers' own willingness to assume positions of leadership themselves. Ann Meyer, principal of the High School, and Adrienne Laitman, assistant principal of the Elementary School are examples of faculty members who have chosen to take leadership positions within our schools and are in essence embodying and modeling the Bronxville Promise in their words and actions.

Think critically, explore nature, history, and culture. Gain the

understanding and courage to change. Teachers are investing in the school through professional development and bringing cutting edge methods of teaching back to the schools. In cooperation with the Bronxville School Foundation and the school district, teachers are inspired to find real examples for development grants. The Foundation has funded professional development for our faculty in such areas as Project Based Learning, Engaged Citizenship, Group Dynamics, and mindfulness, among other topics.

According to Dr. Quattrone, the focus on depth over breadth is what enables students to find and speak their voice in a way that says "this is what I believe and what I spent a lot of time studying because I care about it." Beginning from K through 12th grade, the Bronxville students are enveloped in a curriculum that encourages innovative leadership. As the children enter the elementary school in kindergarten, they are taught the expectations of Be3: Be Respectful, Be Responsible, Be Safe. The next year, first graders author and illustrate books summarizing Be3 and present them to children in community nursery schools. On the other spectrum, high school students are participating in a course called Student Help Desk. These students are certified as Google Educators Level 1 and are equipped to support the entire school district and assist their peers and teachers in resolving a wide range of technology issues. Students are encouraged to collaborate with faculty to research topics that interest them and create curriculum for future tech courses that can be offered at the school. These are just two of many examples of how the faculty, administration and students are creating, leading and changing.

Collaborate and serve - Engage in the world around you and make it a better place. The Promise allows students to take ownership of their education. They are encouraged to reflect on what resonates with meaning and motivates them and work with the faculty to find the best opportunities to advance those interests within their studies. Just one example of what a student did with her Bronxville Promise and how her engaged citizenship is impacting the world is Amelia Hopkins Phillips, a Bronxville High School Class of 2013 graduate. Phillips, a recent graduate of the University of California, Berkeley, where her studies concentrated on the developing world and global poverty, founded the Somo Project in Nairobi, Kenya in 2014. Its mission is to identify, train, fund and mentor people looking to drive social change by building enterprises in their own low-income urban communities. Through the Somo Project, Phillips provides training and tools that people in the slums of Nairobi need to break the cycle of poverty and can help bring long-term stability to urban slum areas. Amelia first began her research and study on the slums as a Bronxville High School student as part of an independent study with Mr. Bill Meyer, High School Social Studies Teacher. It was her work in high school that inspired her to further pursue her passion in college.

Farewell and Thank you Dr. Quattrone

Dr. Quattrone is the embodiment of the Bronxville Promise. Although he is quick to qualify that all progress has been made possible only through a collaborative effort with fellow administrators and faculty, it has been his style of leadership that has enabled change and improvement. Thank you Dr. Quattrone for your service and dedication to the Bronxville School District. When asked what his parting appeal to the alumni reading this article would be, Dr. Quattrone's response was he would ask them to preach the good word about the ideals of the Bronxville Promise. He believes public schools are the cornerstone of the republican form of government created by our founding fathers and were created to bring people from many lands together and to make them indivisible. At a time when the country is fragmented, the schools remain a place where rational discourse and respect are found. Create a Bronxville Promise where you are.

And A Blast From the Past . . .



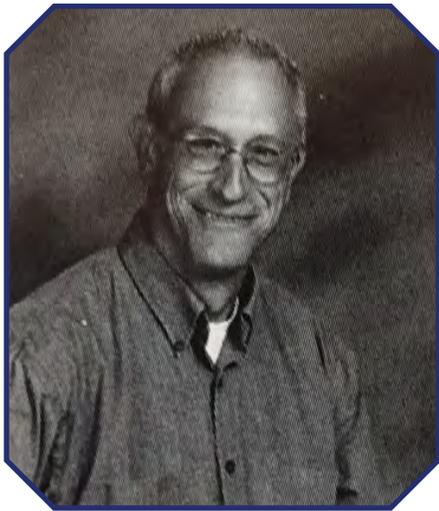
Jeff Zuckerman
22 Years at BHS:1986-2008



Dr. Ellen Carney
27 Years at BHS:1982-2009



Anthony Angotta
33 Years at BHS:1981-2014



Tom Rooney
35 Years at BHS 1973-2008



Micki Kennedy
35 Years at BHS:1972-2010

Bronxville School Alumni Walk

The Alumni Walk, created in 1994, has been enthusiastically built by donations from graduates of all ages, entire classes, as well as families and friends wishing to honor former students. More than 2000 bricks grace the path at the entrance to the Bronxville School. Add your brick today by completing the enclosed card or calling the Foundation Office at 914-395-0515.



Foundation Gifts

Gifts in memory of alumni, faculty, parents, or friends of the Bronxville School have a very special meaning. These thoughtful remembrances contribute to the Foundation's programs and honor the memory of the individual.

IN HONOR OF

Dr. Rachel Kelly, Pamela Simpson, Georgiana Stewart, Vicki, Kreiss

IN MEMORY OF

John Barry Anderson '48, Elliot J. Brebner '49, Elizabeth Gazouleas Dutton, David W. Foster '78, Mrs. Hunt, Barry Sullivan Sr., Member Bronxville Board of Education 1974-1980, Denise Valentine, Member Bronxville School Faculty 1980-2013, Bob Spenik, Member Bronxville School Faculty 1962-1995.

Bronco Basketball 1982 Section Champions - 35th Anniversary



On Saturday, February 4, 2017, ten members of the 1982 Bronco Basketball team came together to celebrate the 35th anniversary of their Section One Class C Championship and New York State Tournament run. John Shultz, Bill Wingertzahn, Wayne Soodek, Craig Keenan, Tom Wingertzahn, Ray Laraja, Tom Healy, John Priore, Rad Smith, and Pat Dowd traveled from as far as Atlanta, Seattle, and North Carolina to rule the hardwood once again. Coach Bill Green passed away in 2014 but his daughter, Betsy Reilly and assistant coach and former Bronxville Athletic Director and Football Coach Vito Priore were on hand to join in on the festivities. Team members Jamie Allen and Robb Harr were unable to attend. The '82 Broncos lost only one regular season game that year. The Broncos entered the state tournament with a 21-1 record and lost to eventual State Champion, Wyandanch.

The day started with a school tour given by none other than Jack Reilly, Alston Tarry and Matt Toal, captains of this year's squad. The former players viewed the new C-Wing, including the new Foundation Funded weight and cardio rooms with enthusiasm but were most excited reminiscing in the "old" hallways which have "hardly changed" since their time. Following the tour, the '82 team had a chance to sit down with this year's varsity players for an inspiring talk. Each member spoke of Coach Green's emphasis on an unselfish brand of basketball, a key to earning the Class C Championship that year. Finally, it was onto the Boy's Varsity game and half time ceremony. The team, Betsy Reilly and Coach Priore were presented with new banners to hang in the gym; one for the 1982 team's Championship and one to honor Coach Green, who also led a team to the Section 1 Championship in 1966. The highlight however was the "re-presenting" of a new Gold Ball Trophy since the original was lost to the flood of 2007. This year's Broncos did not disappoint these men; they went out and dominated first place Edgemont, posting a 68-44 victory!

BHS Alumni Reunions

Class of '76- 40th Reunion



Class of '96 - 20th Reunion



Class of '91 - 25th Reunion



Class of '66- 50th Reunion

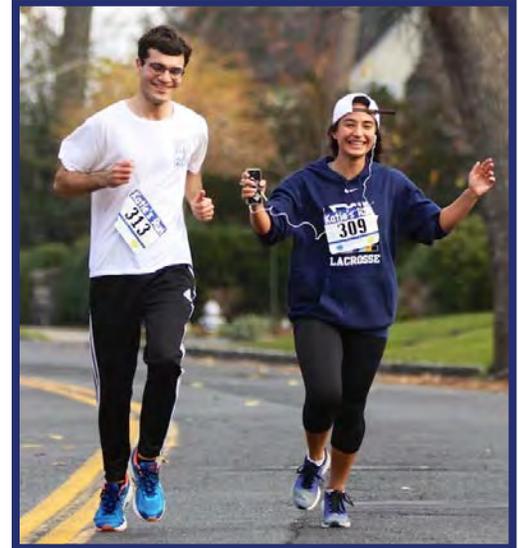


Katie's Run

Live
Laugh
Love



The 10th Annual Katie Welling Run was held on its traditional day - the Saturday after Thanksgiving. The run is in memory of Katie Welling, a 2002 Bronxville graduate and established by her classmates. The love and support from Katie's friends and so many in the community were and continue to be a great source of comfort; Katie's Run is a recurring manifestation of this community spirit of caring. Thank you to all who participated, whether you ran, walked, volunteered or just cheered from the sidelines. Your presence honoring Katie truly makes a difference to our Bronxville School family and community. Don't miss this magical event next year on the Saturday after Thanksgiving, November 25, 2017.



**SAVE THE DATE! THE ANNUAL KATIE WELLING MEMORIAL RUN/WALK
SATURDAY, NOVEMBER 25, 2017 - WE'LL SEE YOU THERE!**

Bronxville School Foundation Board of Directors 2016-2017

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2016 ALUMNI DONORS

Alumni gifts include donations to our Annual Alumni Campaign, Alumni Brick Walk, Class Gifts and the Katie Welling Memorial Run. Alumni donations to The Foundation benefit every aspect of current Bronxville Students' experience.

PAY IT FORWARD!

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| Flannery '57 | Underhill '76 | Maria Wein | | |
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| Kathryn Clarke '59 | William Gay, Jr. '77 | William Knox '87 | | |
| Adrienne Sullivan | Roger Goodell '77 | Carrie Mandala '87 | | |
| Smith '62 | Michael Sargent '77 | | | |

