

# HOMEPAGES

THE QUARTERLY NEWSLETTER OF THE POCANTICO HILLS SCHOOL

SPRING 2017

## Embracing the Sciences, from PreK through Grade 12

In this issue we will take a look at how students are experiencing science beyond the typical classroom from PreK through grade 12. We start at the commencement level focusing on the science research program offered at each of our partner high schools. Sponsored by the University at Albany, the program allows students to earn up to 16 college credits as they pursue their passion through research while working with mentors from medical schools to our own school. “Science is the mechanism for interpreting and learning about the world around us,” said science teacher Vincent Cook. “It creates a framework for creative problem-solving that students can use throughout their lives and in all areas.”

All our science research students presented at the Westchester-Rockland Junior Science & Humanities Symposium (WR-JSHS) held at John Jay High School in Katonah, and also at the Westchester Science and Engineering Fair (WESEF) that was hosted at Sleepy Hollow High School on March 4. **Ethan Wilens** placed fourth in the engineering category at WR-JSHS and presented at the State Level Poster Division, so we begin with him at **Sleepy Hollow High School**.



Vincent Cook and Ethan Wilens

“No matter what subject the students are interested in, they can investigate it,” said Janet Longo-Abinanti, science research instructor at SHHS. “The three-year research process begins with identifying a hypothesis, then gathering evidence to support and finally, proving it—or not.” Ethan’s work is titled, “The Effect of Titanium Dioxide on the Surface of Turf Fields,” and science teacher Mr. Cook is his mentor. “Ethan is an excellent example of solving everyday problems through science,” he said. “He is going to have a significant impact in the sports world by solving this serious issue pertaining to turf fields.”

**The research:** Turf fields have become more common in athletic facilities and schools as people begin to realize that they require less maintenance than grass fields. But during warmer days, turf fields can exceed temperatures up to 15°C warmer than grass fields, leading to uncomfortable environments for the athletes that may lead to heat-related illnesses like heat stroke. Ethan’s results showed that using titanium

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## LETTERS HOME

HEARING FROM OUR COMMUNITY LEADERS

### A Message from the Superintendent



Dear Pocantico Hills Families,

This time last year I began transitioning into my role as your superintendent of schools. Since then,

I’ve appreciated the opportunity to hear directly from students, staff and community members about overall experiences and unique perspectives as you generously shared with me your ideas and suggestions and hopes and dreams for the future of our school district. I am honored to serve this unique and wonderful community and look forward to all that lies ahead. I count on your continued input and support as we chart a course for the future of our school district.

We are hard at work building short- and long-term plans to promote ongoing improvement. We are developing initiatives around identified priorities driven by our mission to grow a community of thoughtful and productive global citizens whose ideas enhance learning and the world around them.

At the heart of our planning is a commitment to personalizing learning for every

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LEARNING • ACHIEVEMENT • GROWTH • DIRECTION



# LETTERS HOME

HEARING FROM OUR COMMUNITY LEADERS

## Letter from the Superintendent *continued from the front page*

child, providing universal support to meet individual needs and differentiating instruction to appropriately challenge all learners. We've begun extensive mapping of our current curriculum as we engage in aligning to new NYS standards and expanding our planning to include national and international standards as well.

Curriculum development and staff development go hand in hand. We are working with experts in the field to build our capacity in both content and pedagogy to create and implement rigorous and dynamic lessons that not only strengthen students' skills and abilities, but excite and inspire them to learn. An overarching goal for our instructional program is to build school-wide connections from classroom content to global issues through the tools of inquiry, problem-solving, critical thinking, project-based learning and community engagement. We are exploring and analyzing best practices and design elements of developmentally appropriate, vibrant and interactive classrooms to direct our efforts. By building thematic units of instruction that grow skills and competencies and strengthen interdisciplinary connections, we will make learning increasingly relevant, challenging and attainable for all children.

Equally important to a well-articulated instructional program is promoting a positive, student-centered school culture. A priority for our faculty and staff is developing a common language to discuss social and emotional concerns and provide our students with essential life skills that empower them to take ownership of the responsibility to practice good citizenship. By establishing clear and consistent expectations, and explicitly teaching and reinforcing these throughout and beyond the school day, we give our children the maximum benefit of all we have to offer them.

One of our greatest assets is our ability to develop and sustain personal relationships with children and families over time. Through collaborative planning and problem-solving, meeting the needs of all learners is a purposeful team effort, and strong home/school connections is key to our collective success.

This is an exciting time. The Pocantico Hills School Community has much to be proud of. We are building a vision for the future anchored on the foundation of our rich history and traditions, and the best is yet to come.

**Carol Conklin-Spillane**  
*Superintendent, Pocantico Hills CSD*  
*(914) 631-2440 x703*

## BUDGET CALENDAR

Monday, April 3	Deadline to request transportation to non-public school
Tuesday, April 4	Regular Board Meeting: Budget Work Session
Monday, April 17	School Board Petitions Due to the District Clerk by 5 p.m.
Tuesday, April 18	Regular Board Meeting: Budget Work Session Board adopts Proposed Budget and Property Tax Report Card
Tuesday, May 2	Regular Board Meeting: Public Hearing on Proposed School Budget Budget Statement Available
Wednesday, May 3	Mail Budget Newsletter/Notice to Residents
Monday, May 8	PTA Meet the Candidates Night – 8 p.m. School Library
Thursday, May 11	Last Day to Register to Vote
<b>Tuesday, May 16</b>	<b>Vote on Budget, Propositions and Election of Candidates – 7 a.m. – 9 p.m. School Library</b>

# LETTERS HOME

HEARING FROM OUR COMMUNITY LEADERS

## From The Board of Education

**Dear School District Residents,**

The Pocantico Hills Board of Education encourages our community members to vote on the 2017–2018 school budget, Tuesday, May 16 from 7 a.m. to 9 p.m. in the school library. We believe that this year’s budget provides for incredible growth in our academic programs, addresses the needs of the physical building and grounds, and strengthens our fiscal preparedness for the future. By starting with a zero-based budget, we are ensuring that the needs of our students and their education propel the spending recommendations.

We start with a new administrative team whose mission it is to grow a community of thoughtful and productive global citizens. Carol Conklin-Spillane is Pocantico’s new Superintendent. Formerly the Principal at Sleepy Hollow High School, Mrs. Conklin-Spillane has close ties with Pocantico and our families. Along with the Board of Education, Mrs. Conklin-Spillane has a vision for what Pocantico can be as a place for learning, growing and exploring. Joining her team is Mimi Heslin, Assistant Superintendent for Business and Operations, who brings with her a depth of business acumen and experience in public school finance that greatly benefit Pocantico.

The budget emphasizes teacher skill-building and curriculum development. To help further this growth, the leadership in the building will change in significant ways, to align major academic areas under responsible leadership. A Director of Special Programs will oversee Special Education and Support Services, among other responsibilities. A Staff Developer for Humanities will help to develop and implement Language Arts and Social Sciences curriculum throughout the grades; a Director of Curriculum and Technology/Staff Developer for STEAM (Science, Technology, Engineering, Arts, Mathematics) will lead Pocantico in these crucial areas of learning and skill building.

Under the leadership of the School Principal, the grades will be teamed together for enhanced learning opportunities. We continue to have two teachers per grade level in elementary school, with PreK–K, 1–2, 3–4 working in teams. An important addition will be a Special Education/Reading teacher assigned to each team, and Teaching Assistant to push into classes in each grade. The Middle School will also have a Special Education/Reading Teacher and Teaching Assistant for the 5–6, 7–8 teams. Pocantico recognizes that our students may need social and emotional support during their school day, and we will continue to offer support services through the School Psychologist and Guidance Counselor. Teachers and staff will receive additional training to develop the skills and tools of emotional intelligence in addressing the needs of our students as well.

This budget allows us to reimagine World Language, to start instruction in Kindergarten and to weave foreign language development throughout our curriculum. We continue to support our excellent Music, Art and Physical Education programs, dedicated to shaping the whole child.

And we are incorporating Adventure Education as a tool for the deliberate practice of self-directed learning and reflection, responsible decision-making and positive risk-taking. This initiative will be one of the ways in which we plan to bring yearlong learning to Pocantico, coordinated with our Summer Camp program.

As you can see, the 2017–2018 school budget offers support for important initiatives in our academic programs. We welcome you to come to Board meetings to learn more about this budget, and to call or write the Administration to ask questions or express viewpoints. Working together—community members, school administration and faculty, and Board of Education—we will provide the best education for our students and the most opportunities for their very bright futures.

*Sincerely,* Emily Segal, President, Board of Education

### BEWARE! PRESENTATION WARNS STUDENTS ON THE DANGERS OF THE INTERNET

Grades 5-8 students learned about the dangers of social media, cyber-bullying, digital footprints, and the Internet in general from Susan Brownbill-Vega of the District Attorney’s office. Each grade level had its own 45-minute session in the library during the day. “It was fantastic—very powerful and eye-opening for the students,” said Mr. Brown. “She broke down misconceptions about privacy, the law, and the lasting effects of digital mistakes, while at the same time being developmentally appropriate.”

# Community Partnerships Take Many Forms

## IBM Saturdays



**“It’s fun,”** said fifth-grader Austin when asked how he liked participating in the IBM Research Family Science program on Saturdays. “Especially making ice cream using nitrogen and freezing cookies. Nitrogen is really cold you know.”

The partnership is a long-standing tradition between our school and IBM, and we thank Shai Halevi, an IBM employee and Pocantico parent, who sponsors our school and volunteers in the program. Held at the T.J. Watson Research Center in Yorktown, the program invites fifth-grade students to participate for six Saturday mornings. “It’s a big commitment,” said science and STEM teacher Mario Suarez, particularly because students must commit to attend all six Saturdays in order to participate and their parents must attend with them.

Some of the science experiments include kitchen chemistry, polymer science, introduction to electronics and algorithms. Austin also enjoyed experimenting with cubes of frozen carbon dioxide (better known to non-scientists as dry ice) to inflate balloons. “It’s the sublimation process,” Mr. Suarez casually explained with Austin nodding in agreement. “With sublimation, a substance changes directly from a solid to a gas without a liquid phase.” Of course!

## Teatown program brings natural world to PreK students



**Our PreK students** have been learning about environmental science as part of Teatown Lake Reservation’s “Nurtured by Nature” program that brings animals such as rabbits, turtles, snakes and frogs right to our classrooms. The partnership began this year and reinforces classroom instruction as it helps the children gain a better understanding of nature and how they fit into the natural world.

Students are treated to 20 sessions throughout the year, each 30 minutes long, and a big focus of the program is learning about seasonal changes.

A recent visit from a box turtle was a springboard for the topic of hibernation. Students are allowed to carefully touch the live critters. In other lessons, Teatown Environmental Educator Mary Haley might have props such as furs, skulls, seeds, leaves and puppets. “They love to meet the animals,” she said. “Environmental education fosters a sense of caring and creates a desire to learn more about nature’s complexities and relationships as it familiarizes students with the animals, plants and trees right in their backyard.”

## On BioBus, tiny creatures make big impression



**Get ready for the BioBus!** As it did last year, the BioBus will be visiting Pocantico Hills School this spring to provide a hands-on science education experience for students in grades 1-6. The mobile laboratory space (with \$100K worth of scientific equipment) is powered by solar panels and engages students who use powerful state-of-the-art Hitachi microscopes. This lets them observe the tiniest crustaceans and other creatures that become larger than life on connected screens.

Under the tutelage of BioBus scientists, our own budding scientists learn how to use the microscopes to see the inside of Daphnia, a shrimp-like millimeter-long crustacean found in ponds and puddles across the country. This program is organized by science and STEM teacher Mario Suarez and sponsored through the school’s community partnership with Hitachi.

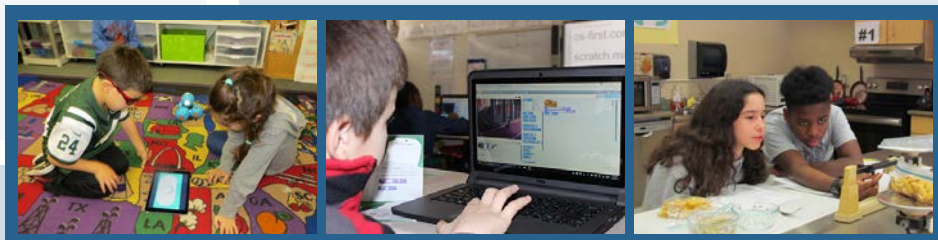


# Supporting STEM Initiatives In and After School

## Robotics and programming begin early with Dash, Dot and Scratch

“Asking questions is what science is all about,” said Amber Reilly, our technology integration specialist and BOCES consultant. One of the questions she always asks students is, “What is a robot?” Through the use of Dash and Dot robots, first-grade students discover the answer to that question and more as they learn to use a block-based coding language on an iPad to program Dash, the robot. With their help, Dash becomes capable of multiple tasks, including movements where he turns or goes forward. “Using math and science in this fun way is very captivating to this age group.”

In third and fourth grade, students learn computer science via CS-First and Scratch, a program where digital blocks are used to develop characters and create stories. “Creating an on-screen environment through which they learn computer science and programming is like a game,” Ms. Reilly explained. It not only teaches students how computers work, but stretches their imaginations as it reinforces skills such as reasoning, sequencing and logic. “They are fully engaged and focused as they learn the fundamentals of programming.”



## Robotics Club encourages kids to think on higher levels

Kids love robotics, which is evident in the popularity of the after school club Lego robotics, which reinforces STEM concepts while students create a robot that has a specific task. Twelve students in grades 6-8 meet every Wednesday after school from 3-5 p.m. During the course of the development of the robots, students act as designers, builders, programmers, analysts and problem solvers. They work in teams, creating robots that serve different functions, and the possibilities are endless. One team has constructed a stair-climber, other teams have built rovers that respond to the environment, with ultrasonic sensors. Yet another team built a robot that draws kaleidoscopic images.

“The overriding goal of the club is for the students to achieve higher levels of initiative creativity, patience, perseverance and knowledge,” explained science teacher Vincent Cook, who is advisor. “I provide the guidance and assistance they need to solve problems related to design concepts,” he said. “This club creates the critical framework for creative problem-solving, giving the students a formidable foundation to become lifelong learners.”

## In school, 3D printer teaches on many planes

The MakerBot Replicator 3D printer is a popular piece of technology equipment that supports the incorporation of STEM in the curricula at all grade levels. With the help of science teacher Vincent Cook, students use the printer to create projects that help develop problem-solving skills and techniques that are beneficial in all subjects.

“The 3D printing introduces students to the iterative process of design. It begins with create, design, prototype, test, modify, and redesign, until the perfect design is achieved,” explained Mr. Cook. It also serves as an introduction to the design and testing of various components through computer programming, and it runs on free Tinkercad software that allows students to design and create parts as needed for their projects. Students are challenged with design problems that require a novel solution, and then they design, build and evaluate three-dimensional objects created in the printer. They continue to modify the design until the final goal and desired result is achieved.

## Eating in space: (Dehydrated) food for thought

While most of us will never be astronauts, it is possible to get a taste of the space flight experience. At least our students do! According to NASA, dehydrated foods and drinks onboard the spacecraft make up a significant part of the menu selection. Our sixth-graders were treated to a tactile experiential opportunity when they learned about dehydrated food as part of the grade 6 unit on astronomy while utilizing math principles. Using a food dehydrator and scientific principles, math teacher James Cioffi and FACS teacher Ilana Brennan guided students as they experimented with the process in dehydrating and rehydrating food. Because water is produced by the fuel cells as a byproduct (therefore making water abundantly available for space food), these dehydrated foods and drinks are a logical solution to long-term food availability. The students’ goal was to determine the percentage of water reduction and absorption in dehydrated food items, and they found that a significant weight reduction is achieved by rehydratable food and drinks.

## Embracing the Sciences, from PreK through Grade 12 *continued from the front page*

dioxide, a chemical commonly found in sunblock, successfully reduced the temperature of the field to 25°C, compared to the control (33°C at times). Future studies will be done to implement the permanent solution that involves directly adding the titanium dioxide to the turf during manufacturing.

Ethan was happy about his fourth-place finish, and credits Mr. Cook for his help. “We met weekly to do this research, and his background in chemistry and engineering really helped me, especially to do all the testing,” said Ethan. “I was happy to represent the Sleepy Hollow research program.



From L to R: Janet Long-Abinanti, Ethan Wilens, Heidy Arana, Michele Zielinski

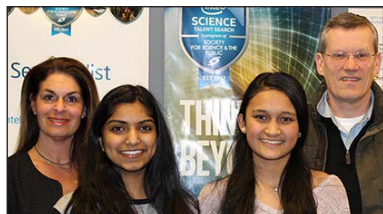
The projects were very impressive, and it was great to see what people showed in Albany, too. It was a good experience to get to states.”

**Heidy Arana**, also in Sleepy Hollow, researched “Using Baited Camera Traps to Verify the Presence of *Mustela erminea* and *Martes pennanti* at a Local Nature Preserve.”

**The research:** Identifying wildlife is important to monitor population growth, as well as the impacts on an ecosystem, and on nearby residential neighborhoods. Heidy’s results showed no photos of either animal were captured. Michele Zielinski, Heidy’s science research instructor, explained: “In Heidy’s case, she was trying to determine if these animals (short-tailed weasels and fishers) had migrated into the area. The result of her research has led her to a new question: ‘Did the lack of snowfall in 2016 or the type of bait used influence her findings?’”

### In Briarcliff High School

“Pocantico students have found tremendous success in the Briarcliff Manor Science Research program,” said Melissa Carnahan, the social studies coordinator and member of science research faculty.



From L to R: Melissa Carnahan, Samantha Manimala, Saroja Rao, Michael Inglis

She and science research teacher Michael Inglis worked with Samantha and Saroja. “It is an incredible experience that all of our students have worked hard to excel at,” she continued. “The two Pocantico Hills alums in this program have achieved amazing findings in their respective areas of research.”

**Samantha Manimala** researched “HSV- 2 ΔgD- Induced Cellular Anti-Viral Response and Death of Human Keratinocytes.”

**The research:** Samantha’s research involved comparing two potential vaccines for HSV-2 (the herpes virus) by looking specifically at the response of human skin cells to each vaccine. This would show how quickly skin cells die, which tells us about the vaccine safety

and also show the protein secreted by the cell during this process. Proteins tell us about protective immunity, which indicates how the body fights the virus. “I always liked science,” she said. “Mr. Cook taught in a way that made the subject interesting.”

**Saroja Rao** did her research on “Mental Health among Adolescents in Westchester County.”

**The research:** Through her work, Saroja found that there was a lack of statistical information as it pertained to determining which mental disorders were most prevalent. “I worked to narrow the gap of information,” she said. “Hopefully my research will do that.” Her results showed that mood disorders had the highest prevalence followed by behavior disorders and then anxiety disorders. These disorders were higher in minority youth. This research can be used to ask more questions to determine a link between the wealth of the county and the mental health of its residents.

### In Pleasantville High School

“Although we are a small high school (under 600 students), there are multiple opportunities for our students to shine in many different areas, from the sciences to arts and humanities,”



Joanne Pugliese & Seher Hussain

said Joanne Pugliese, science department chairperson. “**Seher Hussain** is an example of this. She is a brilliant scientist and is also active in sports, with leadership roles in many clubs. All the Pocantico Hills graduates fit seamlessly into all our programs, and this is a good thing.”

Seher Hussain worked on “Establishing a Postnatal Model for Autism with a Glutamate Agonist.”

**The research:** Autism spectrum disorder (ASD) affects a large population of children and findings have shown there is a relationship between autism and epilepsy. Seher’s research in this area to understand causes behind ASD started when she was a rising junior and then began to do lab work with her mentor, an associate professor at New York Medical College, whose work is in neurology. A student’s role in the lab is as assistant, with the mentor providing guidance in the research. With her mentor’s help, Seher narrowed her area of study to ASD, while reading professional journal articles extensively and learning methodology and background protocols. Seher then conducted cellular and behavioral testing using young rats and dosing them with a glutamate agonist to see how it affects neurons and other cells. These tests included a handling test and a social interaction test, among others. Using this protocol, the results showed differences in some tests but not others. The findings from this study will create a foundation for future studies in autism and epileptic-related issues.

“Like any good scientist, we spring off the work of those who have gone before,” said Ms. Pugliese. “In time, this paper may have a huge impact on the treatment of ASD.” Seher, who has had a family experience with cancer, wants to go into biology and the medical field, probably pediatrics. “I want to help kids who are sick, because they are the most innocent of all.”



# Our Students: Inventors in the Making

Have you ever been frustrated by some little difficulty in life, and said, “Someone should invent a solution to this problem”? Or have you had an idea for an invention only to find that someone else does eventually develop it, becoming a millionaire in the process?

Well, the truth is, that inventor could be you, but you first need to develop the “inventor’s mindset,” and learn a few other steps along the way as well. That’s exactly what our eighth-graders are learning in the Innovation and Design STEM course taught by guidance counselor James McVeigh, science teacher Vincent Cook and FACS teacher Ilana Brennan.

“We are teaching kids about the invention and entrepreneurship process in a hands-on way that guides them toward designing an actual invention or innovation, and then learning how to market it,” explained Mr. McVeigh, who knows first-hand what being an inventor is all about. He is a patented designer who created a solution to a problem he faced (a lighting device used in baseball equipment; patent number: US 8161570 B2).

The course took root three years ago and is now embedded in the eighth-grade curriculum as students develop ideas for products by looking for problems in everyday life and then seeking a solution to the problem. “Pay attention to what frustrates you,” Mr. McVeigh advises the students as they begin to brainstorm. “Don’t just complain, but think creatively about solutions. This is the mindset you need to be an inventor.”

The class breaks into different groups for brainstorming with each student expected to develop an idea for an innovative product within the first four weeks. “We call these think tanks, where students collaborate and advance an idea,” said Mr. McVeigh. Students log ideas into an individual “Inventor’s Notebook” that becomes his or her intellectual property. “This is real,” said Mr. McVeigh. “These notebooks are notarized and stamped. This intellectual property can result in a real product, so it is treated respectfully.” (This is why we cannot reveal here any products that are in development.)

The students are also taught to have “empathy for the consumer” as they develop their innovations and inventions. Credited to David Kelley (founder of IDEO, a global design and innovation company), this thinking philosophy fuels the invention process because inventors are designing for real people. “In this philosophy, inventors work diligently to understand what it is that consumers need and want,” explains Mr. McVeigh. “Developing empathy to understand their frustrations stirs creative solutions that help solve their problems.”

To make sure the idea is really new, students conduct patent searches learning all about the patent process as they do their



research and navigate the USTPO (United States Trademark and Patent Office). They have to show how their idea is different from similar products.

Once there is a clear concept, students create a PowerPoint presentation that is presented to a mechanical engineer who serves as consultant to the course. His feedback and ideas move the projects along, with the ultimate goal being a prototype, created with the help of Mr. Cook. He supports them in coming up with the prototype by integrating STEM components into the designs, often utilizing the 3D printer, as well as mechanics and electronics. “It’s about problem-solving and utilizing skills while we design and modify these inventions until we have a finished product. It’s really exciting, for me and the students.”

Mrs. Brennan’s role is to work with the students on the consumer end, including market analysis, such as price points. “It is important to analyze ideas with the consumer in mind,” she said. “We have to ask questions such as: ‘Is it profitable? Sellable? Affordable? Who is the target audience? How many prospective customers might this product have?’ These are all part of the entrepreneurial nature of the class.”

In some cases, students have created products that their families are now pursuing, and all students use their Innovation and Design inventions as part of the eighth-grade science fair. “You don’t have to be a genius to be an innovative entrepreneur,” said Mr. McVeigh. “You just need to think like an inventor, and ask yourself, ‘How do I solve this problem?’”



POCANTICO HILLS CENTRAL SCHOOL  
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Sleepy Hollow, N.Y. 10591  
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### District Administration

Carol Conklin-Spillane  
Superintendent

Adam Brown  
Interim Principal

Marianne Heslin, Interim Director of Finance  
and Administrative Services

Maria Wrobel, Director of Student Services

### Board of Education

Emily Segal, President

Frederic Rickles, Vice President

Peter Basha, Trustee

Joan Waters Cusanelli, Trustee

Charlie Minton, Trustee



## upcoming dates

### April

- 3 Deadline to request transportation to non-public schools  
Foundation Meeting – 8 p.m.
- 4 Board of Education Meeting – Budget Work Session – 7:30 p.m.
- 10-14 Spring Recess (No School for Students)
- 14 Good Friday (District Closed)
- 17 School Board Petitions Due by 5 p.m.
- 18 Board of Education Meeting –  
Board to Adopt Proposed 2017-18 School Budget – 7:30 p.m.
- 25 Board of Education Meeting – 7:30 p.m.
- 27 Sundae Serenade – 7 p.m.

### May

- 2 PTA Teacher/Staff Appreciation Luncheon  
Board of Education Meeting – Public Hearing on Proposed School  
Budget – 7:30 p.m.
- 5 PTA Truck Day  
8th Grade Art Show – Hilltop Firehouse – 6-7 p.m.
- 8 PTA Meeting / PTA Meet the Candidates Night – 8 p.m.  
Foundation Meeting – 8 p.m.
- 10 Elementary Spring Concert – Grades 1 & 2 – 6 p.m. /  
Grades 3 & 4 – 7 p.m.  
K-4 Gallery Walk
- 11 PreKindergarten Orientation – 7 p.m.  
Last Day to Register to Vote
- 12 Superintendent's Conference Day (No School for Students)
- 15 Golden Guest Concert
- 16 SCHOOL BOARD ELECTION AND BUDGET VOTE – 7 a.m. – 9  
p.m. (School Library)
- 17 Middle School Spring Concert – 7 p.m.
- 18 National Jr. Honor Society Ceremony – 1:15 p.m.
- 19 PTA Family BBQ
- 23 Board of Education Meeting – 7:30 p.m.
- 29 Memorial Day (DISTRICT CLOSED)  
Memorial Day Parade – Hilltop Firehouse – 8:30 a.m.

For more information, please visit our website: [www.pocanticohills.org](http://www.pocanticohills.org)

## Welcome to Our Leadership Team



The District welcomes **Anthony Baxter** as our new Summer Camp Director. The lifelong educator comes to our school from Sleepy Hollow High School where he is assistant principal. He began his career as a teacher in Rye City Schools and served as Day Camp Director for both the City of Rye and Pelham, as well as the New York Athletic Club. Mr. Baxter is a NYS certified teacher and administrator.



We have known **Laura Hansen** for years as the Assistant Camp Director, and now we congratulate her on her new position as Associate Director. She is not only a Pocantico Hills graduate, she is also a certified PreK–6 teacher who is currently a teacher aide in our school.



Our new Pool Director, **Jody Cole**, is another familiar face here. She worked at Pocantico Hills Pool from 1967 to 1995 in many capacities including lifeguard, swim instructor, assistant pool director and lifeguard trainer. She is a certified physical education and special education teacher with a degree in education administration. She taught in the White Plains City School District and also at the college level for Manhattanville College.

We look forward to a wonderful summer at the camp and pool.

### SAVE THE DATE: FRIDAY, JUNE 2!

The 2017 Pocantico Hills School Foundation fundraiser will take place at Captain Lawrence Brewing Company on Friday, June 2 from 7–11 p.m. You can expect good food, good company and good cheer, all while supporting Pocantico Hills School. Last year's event was a fabulous evening, and we thank you for all your help in making it a big success. For more details, follow the Foundation on the school website and the Foundation Facebook page for the latest news. We look forward to seeing you in June!