

BYRAM HILLS SCHOOL DISTRICT SPECTRUM

A COMMUNITY OF LEARNERS COMMITTED TO EXCELLENCE



CONGRATULATIONS TO THE CLASS OF 2020

On June 23rd the Class of 2020 was honored drive-in movie style. This picture-perfect evening, albeit far from traditional, brought together 193 seniors and their families to the west parking lot of SUNY Purchase for a celebration to remember. All eyes were on two 40 foot screens as participants tuned in to the simulcast on their car radios. The presentation contained words of wisdom, pride, and messages about resilience and strength as this class faced a unique set of challenges leading up to graduation.

The audience heard from Salutatorian, Elena Lowe who said, “We can only hope this will be a year of change for the better and we should not be afraid of it.”

Alison Lehman, the Valedictorian, addressed her peers and stated, “When we look back at this time, remember all that it gave us. Our sadness, frustration, and anger highlight what we value most and will change our lives for the better.”

Mr. Walsh referred to the Class of 2020 as the 52nd graduating class from Byram Hills but quite different from all the others. “You are the only class who had a car procession in your honor, a video tribute on movie screens, and graduation on the turf field,” Mr. Walsh said. “I will always remember this grade for leading the way into an unknown world.”

Dr. Jen Lamia addressed the seniors by speaking about how much has changed during their journey on the path to graduation. “Change helps us develop into our true selves. A part of each of us is developed by the way we think, we act, we relate, we dream, and we exist during change,” said Dr. Lamia.

The eighty-minute program incorporated moving messages from Board of Education President, Mr. Scott Levy, high school teachers, tribute slides from parents and students, a clever diploma hand-off, and a montage of photos and videos starting from when the seniors were in elementary school. This was truly a magical night filled with well-deserved recognition, great joy, and much hope for the Class of 2020.

The formal Commencement Ceremony will take place on August 4th on the high school campus.

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THE SHIFT TO REMOTE LEARNING



*From left to right:
Joshua Rios,
Annielese Calvao,
Noa Benerofe,
Luke Berliner.*

According to the United Nations, school closures in thirteen countries disrupted the education of 290 million students globally in order to contain the spread of COVID-19. This left millions of teachers, administrators, and students navigating online learning.

In a matter of days, Byram Hills and schools worldwide shifted from classroom learning to e-learning. This created numerous challenges. E-learning became the educational catchphrase of 2020.

As of March 16, by NYS Governor's Executive Order, schools closed statewide and Byram Hills moved into emergency management mode. This was the first of four phases of the District's implementation of e-learning.

Phase One included making sure every student in the Byram Hills community had a computer to participate in their schoolwork and that all families had internet access. On March 16 and 17, the District deployed over 600 Chromebooks and 40 wifi units to Byram Hills students.

Phase One also included the implementation of professional learning for faculty and staff. This was essential in teaching new technologies and integrating tools with on-line curriculum. The District assembled over 300 workshops to expose staff to new platforms and strategies for learning.

According to Dr. Tim Kalteneker, Deputy Superintendent, the immediate concern was "the what and how" in the e-learning process. "We had to identify and prioritize the essential content for what was expected of students through e-learning," said Dr. Kalteneker. "How do we deliver instruction now that students are not in the classroom and what online methods will we use to accomplish this?"

The second phase of the District learning went deeper into subsistence learning. Teachers had to readjust their expectations for student learning while exploring new ways to present information. Student wellness, an important aspect during each phase, became a large focus during Phase Two. Teachers needed to assess how the student body was dealing emotionally with the new learning.

A crucial component of e-learning,

implemented during Phases Two and Three was to create a 'blended' learning environment. This type of learning environment is a combination of synchronous learning, which is instruction that takes place in real-time; asynchronous learning, which incorporates recorded videos, and independent work; and interdependent learning, which is the interaction between the student and the teacher.

Also, during Phase Two, the District provided parents and students with seminars offering useful tips on transitioning from the classroom to e-learning. Byram Hills acquired consultant Dr. Nancy Sulla, to assist with the transition so that students would be successful in e-learning. Dr. Sulla introduced the community to eight essential elements of home-based learning: Creating structure, finding special projects, providing resources, allowing downtime, facilitating constructive conversations, creating balance, celebrating educational successes, and meaningful reflection on one's effort.

"I have found that keeping a similar structure throughout the days is extremely helpful to me," said high school junior, Sophie Stumacher. She shared that in her home designated times have been set aside for homework, exercising, meals, and family time.

Mrs. Jennifer Rowell, a second-grade teacher, shared that on the first day of e-learning, a parent emailed her that her son had set up a classroom at home just like his classroom at Coman Hill. The parent added, "He has a schedule, a calendar, and a warm-up to start his day."

During Phase Three, teachers worked to refine the new learning environment, finding a balance between synchronous and asynchronous instruction, independent learning, and providing relevant feedback to students. The teachers designed instruction for learning new content and created more structured

time for synchronous sessions. During Phase Three, portal feedback became available in the secondary schools, which helped keep students on task and parents aware of their progress.

By adapting the curriculum, learning new instructional strategies, and mastering new technologies, Byram Hills teachers have been working on e-learning. This process has shown everyone how important the student/teacher relationship can be.

"I'd say the biggest challenge for me is not seeing my students each day, said Ms. Leisa Palmer, a fourth-grade teacher. "They know that I'll always be there for them."

Students miss the day-to-day connection with their teachers. "My English teacher, Mr. Horn, holds Google Meets to just see how we are," said high school junior, Alexa Tusiani. "This reassurance that our teachers are there for us has been incredible."

"My favorite part of e-learning is Google Meets because I can actually see my teacher and my friends," said Juliette Rosner, a fourth-grade student. "I miss them and even if it is through a computer, it helps me feel connected."

"One 'silver lining' has been the relationship between students and teachers," said Sydney Levy, a high school sophomore. "I am getting to know my teachers more because everyone is going through this together and I think we help each other."

In Phase Four, the District implemented some new and different end of year rituals to honor students and are planning for the fall of 2020.

The District is reflecting on how this experience has changed the look of education. Byram Hills is a strong community with the collaboration of teachers, administrators, parents, and students.

THE INSTRUCTIONAL APPROACH TO E-LEARNING

In March, Byram Hills shared its last day together as a District before orders required schools to close their doors for the remainder of the school year. Since then, the District has been working fervently to create, implement, and sustain a smart e-learning environment to suit the needs of students at every level.

Here is a snapshot of Byram Hills e-learning.

Elementary School

What We Know: Younger students are dependent upon their teachers for learning; therefore, parent and caregiver participation is crucial. Young students work towards independence but need guidance as they complete their work. Independent work allows students in grades K-5 to begin taking ownership of their learning, which is key to development.

What We Did: Teachers in every grade utilized Google Classroom, an e-learning management system that allows teachers to communicate directly with students, as well as post video recordings of themselves teaching the entire class or small groups. In grades K-5, live sessions were flexible and tailored to the students' learning plan, purpose, and need.

How It Worked: E-learning allowed students to complete assignments in unique ways. Mathew Torre, a fourth-grader said, "I will always remember wearing my pajamas while I work and doing classwork while sitting in a tree one day."

"My favorite part about e-learning has been working on my Seashore research project," said Jack Vataj, a second-grader. "I like using the e-resources to find cool books and videos about my favorite sea animal, the great white shark."

Middle School

What We Know: In grades six through eight, students are becoming more independent learners. This holds true whether in the classroom environment or learning virtually.

What We Did: H.C. Crittenden implemented a schedule that allowed time for the different content areas, as well as individual student-teacher meetings. The schedule was differentiated by grade



Frank Cangelosi: Grade 6

level and by team and incorporated the methods of blended learning. Parents and students accessed a portal to check on the status of students' schoolwork, monitor quality, and view teachers' feedback. In addition to keeping everyone updated, the portal assisted the students with organization and executive functioning.

How It Worked: At H.C. Crittenden students in Mrs. Smith's science class conducted experiments and recorded their results on Flipgrid, a program allowing students to post videos that facilitate discussions about their work. For example, Frank Cangelosi, a sixth-grader, recorded an experiment with an egg in salt water and another in tap water and demonstrated the reason why one floated and the other sank. Frank said, "I liked doing the experiment at home because I could do it on my own time and the other kids could just watch my Flipgrid."

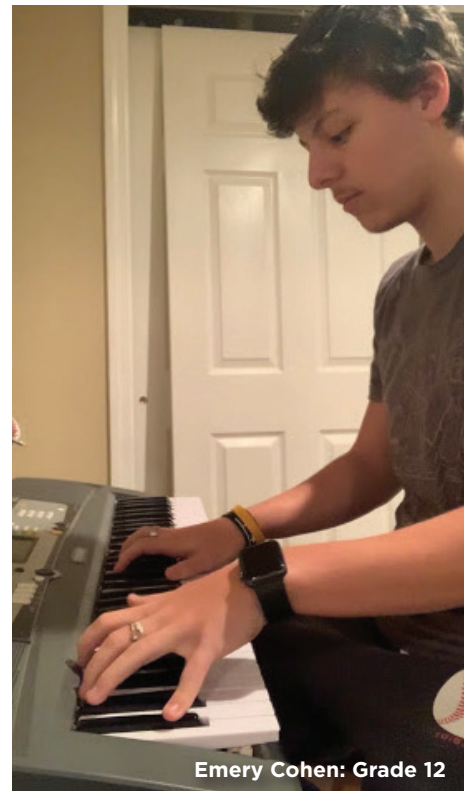
High School

What We Know: High school students work better with structure. With many traditional measures such as standardized tests canceled, they also needed grading procedures that accurately reflected their performance and showed them in their best light.

What We Did: At the high school level, expectations were still high. Teachers followed a structured schedule for launching their weekly assignments, and throughout the week they provided live classes, office hours, help sessions, and other ways for students to interact with them directly. Teachers and staff

helped juniors and seniors complete college applications in new, creative ways that highlight their achievements and successes.

How It Worked: Without the pressure of standardized tests, there has been more time for project-based learning opportunities. Students in Mr. Lockwood's Studio Music Production & Composition class were given an e-learning assignment to compose a song, analyze it, and then explain why it worked through a video presentation. The task was based on the popular YouTube series "What Makes This Song Great." "I enjoyed this assignment because it was different from anything we normally do," said senior, Emery Cohen. "We got to integrate technology in a fun and positive way."



Emery Cohen: Grade 12

In Conclusion

During this historical educational shift, students of different ages have adjusted to e-learning with different timelines and with different hurdles. Students thrive in the live classroom setting and have experienced a separation from their school environment in significant ways.

As second grade teacher, Mrs. Rowell concludes, "I think the greatest strength my students have shown during this strange time is flexibility and positivity." We look to a brighter future where we can go back to our traditional way of classroom learning, stronger and together.

THE SECOND GRADE SENDS A HEARTFELT MESSAGE

The second graders at Coman Hill found a heartwarming way to stay unified and positive during difficult times by helping those who are willingly helping others. The students came together to create a virtual message of thanks to the healthcare workers in our community.

The concept was to design a slide presentation of thank-you messages from second-grade students and share it with the local medical community through email and social media platforms.

The project was accomplished through e-learning and was a perfect example of how students, working outside their normal classroom setting, were able to complete a project from separate locations. According to second-grade teacher, Mrs. Li, transitioning to a digital landscape was challenging, however, the students adapted and rose to the occasion.

The teachers used the current world situation to teach writing with a purpose. This project established a connection between the students, as citizens, and their community, which is part of the second-grade curriculum. This lesson also reinforced the idea that students can “be all three:” respectful, responsible, and safe, which are core principles taught at Coman Hill.

The second graders drew colorful, cheerful pictures and wrote positive messages expressing their gratitude. With the assistance and expertise of the Coman Hill Technology Department, the project was transformed into a five-minute slideshow.

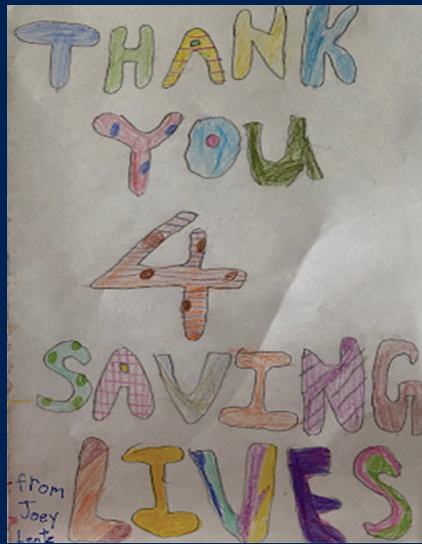
The teachers and second-grade parents sent the tribute to their personal doctors and other healthcare professionals and were hopeful that the message would extend far into the community.

Joey Lentz, a second-grader, said “I feel thankful that so many people are helping others.”

Second-grader, Amisha Thakral, added, “It made me feel like I was helping those that are helping people smile.”

“We felt the assignment started a conversation between the students and their parents about the role of healthcare workers in our community and why they are working so hard to help keep us all safe,” said Mrs. Li. Mrs. Li spoke of the

pride and delight she felt in providing students the chance to apply what they have learned to real-life circumstances. “I believe learning is meaningful when it is relevant, memorable, and theirs to own.”



Ms. Crupi, Coman Hill Principal, added, “I am so proud of our teachers and how they have utilized our school closure to create a wonderful opportunity for student instruction and how it seamlessly integrated into our e-learning.”

Throughout the year young students are taught how they can make a difference. Ms. Crupi concluded, “This is one way that our youngest learners showed that Coman cares.”

WAMPUS LIBRARIANS ARE TEACHING OUTSIDE THE BOX

India Edwards, a Wampus fifth-grader, is racing around the library with her class trying to solve the puzzle that will open a series of locks. If they can open them all, they will discover what is in their “breakout box.” They participated in an immersive educational game called Breakout EDU. This interactive activity was made possible by a grant from the Byram Hills Education Foundation (BHEF) and brings the challenges of “escape the room” learning to the classroom.

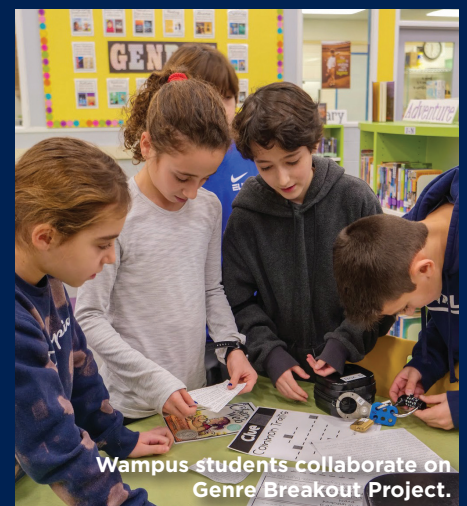
In the last few years, there has been a worldwide growth in educational “escape the room” formats and many educators are adapting the concept to fit the needs of their classes. Students develop social skills while integrating creativity, collaboration, communication, and critical thinking, often referred to as the four C’s of 21st Century learning.

Breakout EDU serves as the culminating activity to the Wampus Library’s unit on Genrefication, defined as “the process or idea of classifying literature into specific genres or categories.” Genrefication is often considered an addition to, an alternative to, or an adaptation of the traditional Dewey Decimal System.

“One of the goals in this project has been to facilitate greater student ownership or investment in the library,” said Mrs. Jessica Murti, Wampus Librarian. “The idea was to get students more involved with how the books were organized, broaden their interest in different categories, and to support and nourish their love of reading.”

For the Breakout EDU’s, the librarians set up four padlocked boxes, each with a set of puzzles to be solved in order to open the boxes. Teams of four or five students worked together using clues to locate genre-related answers from different sections in the library. To solve these challenges, students were instructed to use everything they had learned about genre, as well as their knowledge of how the library is managed.

India Edwards said, “This was a mystery inside a mystery. In our group, we decided to divide and conquer the tasks, and each focused on one thing.” India later admitted that it took the entire group working together to finally open the breakout box.



Wampus students collaborate on Genre Breakout Project.

The problem-solving component is a challenge but forces students to think deeper. This activity is about how to navigate and communicate in a group. They practiced time management, working under pressure, and respect for their group members, which are all significant life skills.

Mrs. Murti said, “The Breakout EDU genre assignment connects the curriculum in an authentic way and aligns perfectly with the District goals of 21st Century learning.”

CONGRESS IN SESSION FOR GRADE 7



Senior Bennet Schwartz reviewing a groups work.

The Model Congress Unit included the entire seventh grade at H.C.Crittenden and incorporated one of the District's goals of integrating project-based learning into the curriculum. "We saw a great opportunity for students to take more ownership of their learning as they developed their own laws," said Mr. Andrew Benowich, H.C. Crittenden Special Education teacher.

The unique hands-on learning experience involved every seventh-grader, as well as high school seniors enrolled in the AP Government class. At the beginning of the unit, students were tasked with creating bills and going through the process of ushering the bills into law.

The students took on current issues in American culture and politics, such as equal rights, animal testing, veteran rights, and the environment. They researched the problems and offered solutions in the form of proposed legislation.

49 high school seniors served as mentors, traveling to HCC several times during the project, helping students research, produce, and shepherd their bills through committees.

While the seventh graders' study government, law, and politics, this was the first year in which students from Mr. Andriello's high school AP Government class were in their roles as mentors.

"It was nice to go back to the middle school and guide the students in a way that would make a difference," said Sophia Giamartino, a Byram Hills senior.

Owen Jacobs, a seventh-grader, said, "I loved working with the high school students because they influenced me to think more in-depth and put more detail into my bill."

Students evaluated the bills as lobbyists and advocated for or against a variety of issues ranging from the environment and climate change to gun control. The high school students researched, prepared, and presented testimony.

Mr. Andriello added, "It was interesting to empower the seniors to be leaders. The seniors worked well with the seventh graders answering questions, guiding internet searches, keeping them on task, and completely engaged for the limited time they shared."

According to Mrs. Iskovitz, seventh-graders learned how to work together, compromise, hear other opinions, and respond to people who might be against their idea. "These are real-world skills."

In the end, eight bills made it to the House of Representatives for a vote. In a formal session of Congress, there was a live vote, and students heard the results in real-time.

Student, Owen Jacobs, introduced a law that would institute armed security guards at main school entrances. Owen said, "Out of 52 bills, mine was one out of four that passed into law, it felt great!"

The students' excitement when they saw which bills passed, regardless if they wrote it, showed how much they were invested in the project.

THE BHHS AWARDS CEREMONY

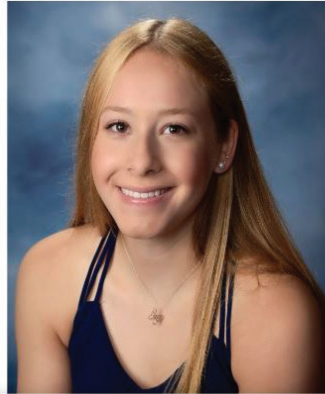
Every spring a number of juniors and seniors are notified via mail that they have been nominated for an award but are not told in what category or for which honor.

“This has been an incredible year for our students on many different levels,” said Mr. Christopher Walsh, Byram Hills High School Principal. “Many of the students were celebrated, not only locally, but on the state and national levels. Their accomplishments were recognized by organizations such as National Merit, Section One Athletics, NY State Athletics, Con Edison, Regeneron, College Board, NYSSMA, and countless others.”

This year’s award ceremony reflected the unique challenges of the year. It was viewed virtually, as students and parents found out together what award each student had won. Presenters spoke about each recipient and the specific award being given. Categories covered English, Mathematics, Social Studies, Science, World Languages, Fine Arts, Music and Theatre, and Physical Education. The awards were chosen by teachers, coaches, and administrators.

There are traditionally two awards that are student and faculty/staff nominated. They are the PTSA Caruolo Leadership Award and the Hy Blatte-Jack Wollenberg Memorial Award. Both awards are only granted

PTSA CARUOLO LEADERSHIP AWARD



ALYSON KAPLAN

to seniors who display certain characteristics that are recognized by their classmates and the faculty. The PTSA Caruolo Leadership Award is given to a student on the basis of leadership, character, dedication, loyalty, humanity, and an interest in education. This year’s award went to Alyson Kaplan.

The Hy-Blatte-Jack Wollenberg Memorial Award is the final award presented each year and is considered the highest honor for a Byram Hills High School senior. It is awarded to a student who has a humanitarian outlook, a willingness

to extend themselves to others, and an optimistic approach to life and its challenges. “It does not go to the student with the highest grades, best extracurriculars, or most friends,” said Mr. Walsh. “It is intended to go to a senior who is most respected and trusted or the one that classmates can count on in a time of need or trouble.” This year’s award went to Dominic Picca. Nick presented a heartfelt, virtual speech to close the Awards Show.

Congratulations to all Byram Hills High School award recipients!

**BHHS AWARDS
2019-2020**



HY BLATTE-JACK WOLLENBERG MEMORIAL AWARD



DOMINIC PICCA



**BHHS AWARDS
2019-2020**



CONGRATULATIONS TO THE BYRAM HILLS HIGH SCHOOL CLASS OF 2020!

Samuel Cole Aberman
Noah Matthew Ackerman
Jenna Nicole Adelsberg
Blake Lauren Assael
Connor Bamsey
Benjamin Barad
Spencer Myles Baron
Denis Stephen Barry IV
Alexander Max Behar
Lucas Brienza
Oliver Brocato
Ethan Christaan Burke
Grace Kathleen Byrd
Liam Cabaleiro
Atiya Chace
Kaity Chen
Emery Cohen
Maximilien Étienne Cohen
John Michael Cozza III
Claire Ellis Cronin
Ariana Dan
Zachary Louis Daniel
Cole Gizzi Davis
Nina Frost Dekker
Alexander William Dempsey
Taylor Duffy
Gabriel Saul Dweck
Jack Noah Eagle
Meagan Julia Eickelbeck
Kathryn Ann Eisenhower
Elisabeth Marie Esposito
Mark Fakler
Toby Reid Faller
Aaron Falto
Madison Nicole Fang
Nicholas Matthew Ferrante
Christina Ferrari
Ross Jacob Fisher
Matthew Jason Fliegel
John James Fortugno
Sam Franzese
Olivia Susan Frischman
Victoria Grace Ganeles
Alexis Sydney Gershuny
Nicole Giaccio
Sofia Giamartino
Sophia Ann Gifas
Ella Lauren Gitler
Ava Giuliani
Isabella Grace Gizzi
Sydney Paige Glassman
Abigail Parsons Glickman
Samuel Isaac Goldman
Thomas Andres Gomez
Benjamin Sandler Gordon
Tyler Joseph Gray
Henry Andrew Greene
Tyler Charles Greenfield
Thomas Daniel Grgurovic
Riley David Grimm
Madison Taylor Gummer
Yusuf Amr Hafez
Benjamin Meyer Hammond
Jonathan Michael Hazan

Madison Higgins
Andrew Ty Hirshman
Kallie Hoffman
Farran Maureen Horowitz
Sarah Ilany
Edison Lee Ingberman
Marco Philip Irizarry
Ariana Suzanne Ishkhanian
Jordyn Danielle Jacobson
Kevin Elijah Jean-Mary
Cole Lucas Kaiser
Daryn Heather Kaplan
Alyson Kaplan
Spencer Philip Karp
Cassandra Paige Kaufman
Emma Elizabeth Keatley
Caroline Kelly
Victoria Khaldarov
Codi Kingston
Kate Emily Klein
Sydney Elizabeth Kossoy
Austin Kottoor
Zachary Paul Krupa
Alex Lambos
Amanda Lammers
Stefana Latella
Matthew Raymond Leary
Alison Lehman
Matthew Benjamin Levy
Isabelle Levy
Julia Margit Levy
Emma Grace Lewerenz
Elena Lowe
Jackson Alexander Mackey
Amanda Brooke Mackey
Jacqueline Tate Madden
Thomas Malone
Zachary Harris Malter
Ella Rose Manners
Ellie Rachel Margolin
Meredith Anne Mayers
Alexa Marie McGrath
Phoebe Miles
Andrew Myles Miller
Julie Ann Monforte
Seth Walter Morrison
Adam James Moss
Jacob Grant Mozarsky
Jack Christopher Mucker
William Mykytiuk
Isabelle Rose Nelson
Matthew Robert Nichols
Amanda Hope Nivasch
Isabelle Reese O'Brien
Sarina Oliveira
Rosa Padilla
Michael Nicholas Parrotta
Carolina Pedraza
William Colten Picca
Dominic Joseph Picca
Alexander James Plousadiz
Taleen Marie Postian
Emma Grace Primes
Arielle Zoe Ragals

Emily Hannah Ragals
Jared Andrew Ray
Eliana Miriam Reinhardt
Hallie Drew Remnitz
Ethan Noah Resnik
Sami Rifai
Nicolas Rios
Louis Vincent Rocco
Bryan Zachary Roden
Lilian Brandt Rolfs
Jesse Rosenberg
Carly Jordyn Rosh
Sydney Madison Rosh
Eli Joseph Roth
Christina Lynn Salandra
Stacey Paige Samit
Anna R. Santiago
Andrew Sarno
Nicholas Constantine Sarro
Jessie Schachter
Jesse Stone Schmalholz
Talia Sydney Schuster
Bennett Eli Schwartz
David Benjamin Schwimmer
Isabelle Rose Seelig
Jeffrey Sergio
Michael Holden Sergio
Jake Aaron Shamus
Roman Nikoli Shapiro
Daniel Robert Sheehan
Abigail Marie Siconolfi
Paige Autumn Sider
Spencer Sidoti
Nicholas Skiera
Owen Hansen Skriloff
Peter A. Spadafino
Allison Winick Stillman
Ramon Andres Fenoll Suarez
Isabelle Sullivan
Reese Lauren Tateo
Jessica Sadie Tauber
Arianna Rose Tedesco
Carlos Toribio
Jonathan Thomas Trongone
Amanda Grace Tuzzo
Michael Joseph Vaquero
Jack Louis Varsames
Ana Vataj
Emily Rose Verboys
Victoria Vettoretti
Sophia Villani
Leah Ellyn Weinfeld
Nolan Laub Weiss
Jarrett Owen Weiss
Jamie Lynn Weiss
Alex Zachary Weissman
David Roger White
Jake Alexander Wild
Isabella Laura Yaloff
Zachary Charles Youngblood
Alea Rose Zaccagnino
Veronica Zawojek
Adam Zeng
John Daniel Zepf

2019-2020 TEACHER RECOGNITION AWARDS



From left to right:
Lily Li, Katie Constantine,
Melinda Fuller,
and Peter Lichten

Four Byram Hills educators, one from each school, were honored for receiving the 2019-20 Teacher Recognition Award during the June 22nd virtual Board of Education meeting. "Byram Hills has been presenting this award since 1981, and has maintained the tradition, now totaling 139 teacher recipients," said Dr. Jen Lamia, Byram Hills Superintendent. "This recognition is for a particular contribution or service that is beyond the scope and bounds of a teachers' performance." The following remarks are excerpts from each of the principal nomination letters to the Superintendent.

Coman Hill, Ms. Lily Li

"An outstanding teacher is someone who has passion, compassion, and courage," said Ms. MaryBeth Crupi, Principal of Coman Hill. "Ms. Li has all of these characteristics, times ten, which makes her such a notable educator. Ms. Li has perfected what it means to have high standards while also having compassion for her students. Her compassion comes in the form of teaching the skills necessary to have perseverance with academic pursuits, as well as navigating the social terrain in second grade. Ms. Li teaches problem-solving skills, so her students are successful in all aspects of life. She is an outstanding educator - passionate, compassionate, and demonstrates courage regularly. We are so fortunate to have Ms. Li at Coman Hill."

Wampus, Ms. Katie Constantine

"Katie's care and compassion for children matched with her passion for the arts, create a dynamic learning experience for all children in the Creative Art Space," said Mrs. Peggy McNerney, Principal of Wampus. "Her level of care for every child is awe-inspiring. She was part of the vision for The Creative Art Space built during the 2019-2020 school year and worked collaboratively with all stakeholders to allow the space to be shaped and molded into what it is today. Katie has modeled the core values that are part of the fabric of Byram Hills. She is part of a collaborative problem-solving team, and she is dedicated to continuous improvement. Katie is always there to lend a hand, greet you with a smile, step up, and help a friend, she is a true asset to our school, our District, and our community."

H. C. Crittenden, Mrs. Melinda Fuller

"Mrs. Fuller's students and colleagues have been her priority since she started at H.C. Crittenden. This has been exemplified in the lessons and units she has developed through extensive collaboration and commitment to professional development," said Ms. Kim Lapple, Principal of H.C. Crittenden. "The 2019-2020 school year has proven to be unique but this has not deterred Mrs. Fuller from keeping student-centered learning the driving force in her work. Mrs. Fuller has engineered an environment that

fosters student reflection and embraces the concept of student growth. As E-Learning took place at H.C. Crittenden, Mrs. Fuller's care for her students was exhibited in her pursuit to provide rich, robust learning experiences. Mrs. Fuller's students have learned to question, analyze, and realize that they each have an important perspective to contribute."

Byram Hills High School, Mr. Peter Lichten

"At the beginning of this year, it would be difficult to predict the impact that Peter's work would have on our school," said Mr. Christopher Walsh, Principal of Byram Hills High School. "A few years ago, he dedicated himself to learning and mastering robotics. Peter saw how it sparked interest and the ability to reach students through different pathways. Peter is a teacher who knows when to support students and when to let them figure things out on their own. In a world that too often asks for perfection, Peter's classroom is a refreshing mix of failures, trials, errors, and successes. He helps students see those failures for what they are; opportunities. When the building shifted to remote learning, Peter was a tremendous source of support for students, faculty, and staff through technology needs and by offering countless professional development sessions. Peter is a true professional, lifelong learner, and exemplifies the best ideals of our District."

BYRAM HILLS TENURED TEACHERS AND ADMINISTRATORS

On June 9th four Byram Hills teachers and two administrators received tenure. This year's teachers included Andrew Benowich, Kim Gewitz, Deena Horvath, John Van Alstyne, and the administrators were Kristen Sautner and Christopher Walsh.

"Our tenure candidates have made a commitment to the Byram Hills community and that commitment is to remain lifelong learners," said Dr. Jen Lamia, Byram Hills Superintendent. "That means reinventing yourselves as educators and leaders to make sure you are meeting the needs of our children."

Andrew Benowich goes beyond his role as a special educator and embraces content area and District initiatives. Examples of his work can be seen in the seventh-grade Monologues and the Legislative Process Project.

Kim Gewitz has many years of experience as a special educator and a social studies teacher. She brings perspectives on instructional approaches and strategies to work with all types of learners.

Deena Horvath, a school psychologist at HCC, was hired because of her vast knowledge in her field. She embraces the clinical model of teamwork, maximizes a positive support system, and manages many difficult issues.

John Van Alstyne, a special education teacher at HCC, values academic success and emotional wellness. He cares about developmental readiness but keeps his standards high.

Kristen Sautner, BHHS Assistant Principal, has helped evolve the organization. She is currently studying for her doctorate degree at Manhattanville College and

routinely applies her understanding of organizational theory to Byram Hills High School.

Christopher Walsh, BHHS Principal, is a leader whose direction starts with a vision to maintain rigor while focusing on the health and wellness of our students. Mr. Walsh finds the problem, looks for solutions, and gets results. From Challenge Success, to studying the Master Schedule, to integrating new high school courses, and more, Christopher is simply exemplary.



LONGEVITY SERVICE AWARD

Byram Hills honored 21 members of the faculty and staff with the Longevity Service Award at the virtual June 22nd Board of Education Meeting. "There are 490 years of combined service from our Longevity recipients," said Dr. Jen Lamia, Byram Hills Superintendent. "This is what it means to be dedicated to your craft."

50 Years:

Christine Pecora

John Naughton

Nancy Sarro

Chrystie Johnson

Dr. Timothy Kaltenecker

Mary Kelly

35 Years:

Cheryl Beck

20 Years:

Paula Arietta

Melanie Berkson

Patricia McElroy

Christina Motta

Robin Drake Sahinovic

25 Years:

Elizabeth Eininger

Elana Levy

Albert Lovelace

Josephine Calvaruso

Carmella DeCarlo

Mary Jane Fazio

Susan Fucale

Kirsten Russell Stacey

Steve Thompson



NEWLY APPOINTED BYRAM HILLS ADMINISTRATORS



Ms. Kim Sapone has been appointed to the position of Assistant Director of Special Services. She was a seventh grade Special Educator at Crittenden Middle School for 25 years before becoming the Chairperson of Special Education, K-8 for the past three years. "I have enjoyed watching our students learn and grow, working with the staff at Coman Hill, Wampus, and HCC, and supporting our students and community of parents," said Ms. Sapone.



Ms. Kristina Wilson has been appointed to the position of Byram Hills Guidance Chairperson, 6-12. She has just finished her 19th year in the District as a school counselor and most recently as Guidance Liaison. "I am looking forward to creating programs, experiences, and opportunities for students to expand their knowledge, develop social-emotional skills, and create plans for their future," Ms. Wilson said. Ms. Wilson has over 25 years of experience in education and has two Byram Hills graduates of her own from the classes of 2016 and 2018.

GRADE 5 MOVING UP

The fifth graders and their families were invited to attend a virtual Moving Up Ceremony that opened with a message from Wampus Principal, Mrs. Peggy McInerney. She spoke of three important concepts for the students to remember. "Trust in yourselves, stay connected, and don't be afraid to fail. You will experience struggles that will make you stronger." She concluded by saying, "Always believe you are enough. Be kinder and gentler to those around you by first being kinder and gentler to yourself." Mrs. McInerney's inspiring words were followed by a poem read via zoom by the grade five teachers and a heartfelt message delivered by Tamara Leopold, the PTSA fifth grade coordinator.

Following the presentations was a slideshow featuring a Wampus memory from each student, with concluding remarks from Mr. David Mack, Wampus Assistant Principal. He asked the students to reflect on their years at HCC. "Think about how you made Wampus a better place and the legacy you have left. Cherish these moments. Consider your friendships, what you've learned, and be thankful."

To end the ceremony, the students heard from Ms. Lapple, Principal of H.C. Crittenden, who welcomed the Class of 2027 to HCC. "I have been told that this class is outstanding and ready to make a difference as active learners and risk-takers. The Wampus Way has led you to HCC and we look forward to having you all join us in the fall."

To follow the Moving Up Ceremony Wampus held a spirited procession that began with a sea of cars on parade, decorated in red and blue, to honor the fifth graders. Teachers lined Wampus Avenue holding signs of congratulations and cheering as families drove by honking, waving, and offering words of thanks to their Wampus teachers. The energy and emotion could be felt by everyone.



GRADE 8 MOVING UP

On a hot day in June, bobcat spirit filled the air, as administrators, faculty, and staff stood along the front of H.C. Crittenden Middle School and eighth-graders and their families drove by in a procession designed to honor the students. Cars were covered with balloons, banners, and messages of thanks for the HCC teachers. Teachers cheered saying good-bye and good luck to the students as the line of cars drove by - a touching tribute to the class of 2024.



Later that evening, a more formal virtual Moving-Up Ceremony was held via live-stream. It was here that Ms. Kim Lapple, Principal of H.C. Crittenden, addressed the graduates from the grade eight hallway and spoke of how this class built a community through "voice and choice." "We asked for honest feedback and respectful dialogue and you guys did just that. You had a genuine interest in bettering HCC and your actions have set a high bar for future classes."

"We all know how important 20/20 vision is for the eyes to see clearly but know that this concept of 2020 vision applies to the lessons we have all learned during the 2020 school year," said Ms. Lapple. "Never stop pursuing community building, creativity, or empathy. If you hold these life lessons close to your heart, your 2020 vision will be more clear and more powerful than ever."

Mr. Christopher Walsh, Byram Hills High School Principal, said "We were fortunate to have this class join us at the high school for orientation on March 10th, the last day the schools were open. Now we have 175 days until you all become 9th graders and we can't wait to have you with us." To conclude the ceremony, Mr. Walsh officially and happily accepted the class of 2024.

BYRAM HILLS FIRST VIRTUAL SCIENCE SYMPOSIUM

Congratulations to our 20 seniors honored at this year's 31st Authentic Science Research Virtual Symposium held on June 3rd. These students graduated virtually from the program after spending hundreds of hours on their individual research projects in their field of interest. Projects by sophomores and juniors could also be seen by entering virtual classrooms and hearing their presentations. 'Forces of Nature', as the event was called, filled the evening with scientific facts, heartfelt speeches, and a huge effort on the part of all the science research students. It was completely student-run by the Fab 5, a group of juniors who were selected to organize this event. They deserve special recognition for dealing with a historical set of unusual circumstances this year with poise and grace. Congratulations to everyone involved on a wonderful event.

2019/2020 Authentic Science Research Graduates:

Benjamin Hammond

Samuel Aberman

Oliver Brocata

Allison Stillman

Seth Morrison

Meagan Eickelbeck

Alexa McGrath

Ariana Dan

Sydney Glassman

Thomas Gomez

Meredith Mayers

Taleen Postian

Sarah Ilany

Daryn Kaplan

Adam Zeng

Ariana Iashkanian

Carolina Pedraza

Spencer Karp

Amanda Mackey

Owen Skriloff

CONGRATULATIONS TO THE NATIONAL ART HONOR SOCIETY INDUCTEES

The National Art Honor Society (NAHS) recognizes high school students who demonstrate outstanding artistic and academic strength and have a commitment to service through the arts. Congratulations to the following students who are being inducted to the society this year:

AMANDA ANIKSTEIN

LILLY CEISLER

RYAN DANY

NINA DEKKER

REESE ERTEL

DARYN KAPLAN

AMANDA MACKEY

EMILY RAGALS

JORDAN SEIGEL

LEAH SOKOL

ANA WELLEY



CONGRATULATIONS TO THE TRI-M MUSIC HONOR SOCIETY INDUCTEES

The Tri-M® Music Honor Society is the international music honor society for high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and inspire other students to excel at music and leadership. Congratulations to the following students who are being inducted this year:

EDITH BACHMANN

NATHANIEL BERGMAN

GRACE BYRD

AMELIA CHUNG

EMERY COHEN

RYAN DANY

ALEXANDER DEMPSEY

MARK FAKLER

REBECCA FRIEDEN

PAUL LESTZ

THOMAS LOMBARDO

NORA LOWE

ELENI MORSE

MELISSA RIVERA

OLIVER RIVERA

NICHOLAS SKIERA

ALISON ZENG

PRISCILLA ZHANG



Tri-M® Music
HONOR SOCIETY



BYRAM HILLS SCHOOL DISTRICT
 10 TRIPP LANE
 ARMONK, NY 10504

OUR MISSION

In an environment of mutual respect, the Byram Hills School District and its community will provide students with the means, the knowledge, and the opportunity to excel in order to become productive and responsible citizens of the twenty-first century.
"A great place to learn."

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CONGRATULATIONS TO MU ALPHA THETA INDUCTEES

Mu Alpha Theta is dedicated to encouraging the continued pursuit of mathematics and service to others. The principal purpose of Mu Alpha Theta is to stimulate a deeper interest in mathematics.

LUKE ABBRUZZESE

OLIVIA ADDEO

ALEX ARAKI-KURDYLA

DEREK ARAKI-KURDYLA

LILY AUSTER

AIDAN BERKMAN

ALEX BERKMAN

SOPHIA BERLAND

RYAN BERNSTEIN

NICOLAS BISGAIER

JOHN BLACKMAR

EVAN BOEKEL

KAITY CHEN

MATTHEW DELUCA

SYDNEY DOOLEY

ROSS EAGLE

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RACHAEL GETREU

JACOB GEYMAN

NOWELL GIBSON

ALEXIA GIORDANO

SAMANTHA GLUSKY

ARIELLE GOLDMAN

ELIZA GOLDMAN

JAKE GOLDMAN

HALLIE GORDON

SAMANTHA GRECH

DYLAN GREEN

DYLAN HABER

HALEY HARRIS

BRINTON HIGGINS

EMILY HOLLANDER

ALEXA JINDAL

JESSICA KAHN

JAMIE KAPLAN

SARAH KAROFF

OWEN KIRKWOOD

LUCY KWITTKEN

MEGAN LEE

SAMANTHA LEFF

SYDNEY LEVY

NORA LOWE

JULIA LUCCHINO

ALYSSA MARGOLIN

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LOLA MINUTILLO

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JACOB MOZARSKY

JOHN NDOCAJ

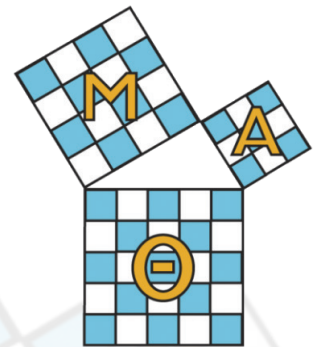
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ARIEL SHEINBERG

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