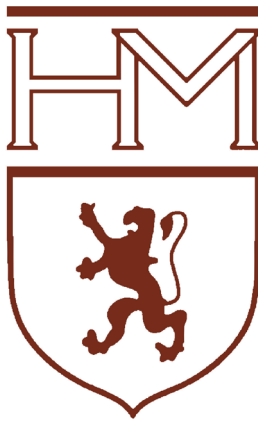


A LOOK AT HM TODAY
FOR PROSPECTIVE EMPLOYEES



magna est veritas et praevalet

HORACE MANN SCHOOL

EST. 1887

Mission Statement

Horace Mann School prepares a diverse community of students to lead great and giving lives. We strive to maintain a safe, secure, and caring environment in which mutual respect, mature behavior, and the life of the mind can thrive. We recognize and celebrate individual achievement and contributions to the common good.

--revised by the Curriculum Council, Fall, 2008

Our School's Core Values

- Life of the Mind
- Mature Behavior
- Mutual Respect
- A Secure and Healthful Environment
- A Balance Between Individual Achievement and a Caring Community



HORACE MANN SCHOOL
Bronx, New York 10471

THOMAS M. KELLY
HEAD OF SCHOOL

718-432-3880
Fax 718-548-2739
Tom_Kelly@Horacemann.org

Dear Colleague,

As Horace Mann School's ninth Head of School, and the parent of a young alumna, I'm delighted to share a selection of information about our school that may help with your consideration of whether our school is the right fit for you professionally.

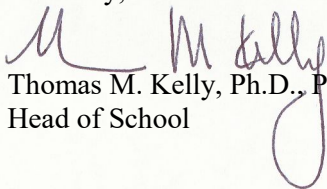
The history of Horace Mann School is one rich in tradition, scholarship, and leadership. It is a history founded on the premise that learning is not to be measured by grades alone, but by the remarkable, compassionate, and socially significant lives our students and alumni choose to lead while at Horace Mann School and beyond. That history is alive in all that we do at Horace Mann School, in the passion our students bring to their work in our classrooms and labs, on our stages, in our art studios and recital halls, and on our athletic fields. That tradition becomes dynamic as it informs our school today.

Our school is a model of traditional educational excellence and sound values in a society in search of both. We are a community that cares deeply about its students within a structure of immense expectations. We pride ourselves on having a talented and diverse faculty, capable of producing citizens who think freely and respond to reason. We pride ourselves on attracting students who long to be pushed to the height of their ability and want to mine their worth for all its worth. We are equally proud of our emphasis on service beyond one's self.

Whether exploring the possibility of applying for an administrative position, or looking to lead in the front of the classroom, or contemplating any number of staff member positions critical to the school's overall wellbeing and ability to teach and care for students at the highest of levels, we hope you will enjoy this opportunity to get to know us better. We also encourage you to visit the school's recently updated website at www.horacemann.org to learn more about our school's history, the recent addition of 100,000 square feet of new and renovated instructional space, and HM today.

Your interest in joining our community of learners is greatly appreciated and we look forward to learning more about your professional interests throughout the interview process.

Sincerely,



Thomas M. Kelly, Ph.D., P '18
Head of School

Horace Mann School Yesterday and Today

Horace Mann School was founded by Nicholas Murray Butler in 1887 as a coeducational experimental and developmental unit of Teachers College, Columbia University. In 1947, it became an independent day school for boys in grades seven through twelve. The reestablishment of coeducation was accomplished through mergers with the New York



School for Nursery Years (founded 1954) in 1968, the Barnard School (founded 1886) in 1972, and the enrollment of girls in the high school beginning in 1975.

Horace Mann School is incorporated as a nonprofit organization under the Education Law of New York State and holds a charter from the New York State Board of Regents. Horace Mann School is a 501(c) 3 organization authorized by the Internal Revenue Service. The School is governed by a Board of Trustees with up to thirty-five members including alumni and parents.

Horace Mann School stretches the imagination, intellect, and perception of its students while also developing their character. Education in the lower grades, which builds upon the natural desire of children to learn, is designed to teach basic skills and the joy of learning in a supportive environment. The goal of the Middle and Upper Divisions is to provide a sound liberal education through the intellectual, moral, and physical development of each student.



The **Nursery Division** is located in a building on Manhattan's Upper East Side that was originally the carriage house of the Andrew Carnegie estate. The original three-story structure was renovated and expanded to six floors in 1961 and became the New York School for Nursery Years. In addition to the ten classrooms in the Nursery Division, the building houses a library, nurse's office and two outdoor areas including a rooftop playground.

The **Lower Division** campus in the Riverdale neighborhood of the Bronx occupies the site of the former Barnard School. The main Lower Division building houses classrooms for grades one through five, as well as the library, gymnasium, cafeteria, arts and technology center, music room, Music Annex, nurse's office, modern language classrooms, literacy center, math center, science center, and administrative offices. Kindergarten classes are housed in free-standing "cottages" that are nevertheless an integral part of the Division. Facilities that contribute to the Lower Division program include the "Grasshopper" (a synthetic play surface), a large playground and the O'Neill Arboretum. The campus is also home to the Alumni and Development Office.

The 18-acre **Middle/Upper Division** campus overlooks Van Cortlandt Park in the Bronx. Campus buildings include Tillinghast Hall, which houses classrooms, computer laboratory facilities, and the Katz Library. Alfred Gross Hall (1961, rebuilt 2005 as Mullady Hall) contains the 650-seat Gross Theatre, along with The Heyer Upper Division Administration Suite and guidance offices. Pforzheimer Hall (1956, renovated 1999, 2019) and the Gratwick Science Wing (1975) include classrooms and facilities for Middle Division science, Middle Division offices and academic support services. The **Middle Division** moved into Rose Hall in September 1999, adding the sixth grade to the existing seventh and eighth grades. Rose Hall contains classrooms and an atrium. The College Counseling Office is located in Pforzheimer Hall. Prettyman Hall (renovated 2018) is home to the Richard A. Friedman '75 Gymnasium, Steven M. Friedman '72 Gymnasium, Simon Family Fitness Center, Okin Family Athletics, Health and Physical Education Suite, the Moose Miller Room and locker rooms. Prettyman Hall is adjacent to Friedman Hall (2018), a welcoming atrium for student athletes and campus guests, and the Jeffrey H. Loria Family Aquatic Center (2018). Fisher Hall (1999) includes studios for the visual arts, music classrooms, the Gallery, Sanders Recital Hall, the Cohen Dining Commons and the Berger Faculty Dining Room. Lutnick Hall (2018) houses the Mignone Independent Research Labs, science



laboratories and classrooms, the Olshan Great Room, the Mindich Family Campus Center and the Center for Community Values & Action. Outdoor facilities include Alumni Field, Four Acres Field, Andrew Feinberg '96 Tennis Center and a basketball court. Van Cortlandt Park provides additional space for athletics.

In 1965, Horace Mann established the **John Dorr**

Nature Laboratory in Washington, Connecticut with a gift of 83 acres. The Laboratory now encompasses 320 acres of fields, streams, and ponds in which students can explore nature and engage in outdoor pursuits. Dorr's resident faculty instructs

students in environmental science, conservation, and outdoor living. Student visits begin in the second grade, with overnight programs beginning in the third grade. The eight-day program for eighth graders includes a three-day backpacking trip along the Appalachian Trail. A 2009 \$8 million capital project resulted in the creation of a new access road, the purchase of an additional parcel of land on which a new faculty residence is situated, the construction of a second bunkhouse, and the building of a Gold LEED-certified lodge and multi-purpose barn. The project also upgraded mechanicals and utilities. The new facilities insure greater sustainability and provide more space for programming.

Accreditation



Horace Mann School is incorporated as a nonprofit organization under the Education Law of New York State and holds a charter from the New York State Board of Regents. Horace Mann School is a 501(c)(3) organization recognized by the Internal Revenue Service. Horace Mann School is accredited by the New York State Association of Independent

Schools (NYSAIS) and is also a member of the Association of Teachers in Independent Schools (ATIS), the National Association of Independent Schools (NAIS), New York City's Guild of Independent Schools, the and Educational Records Bureau (ERB).

School Leadership

Trustees of Horace Mann School are fiduciaries to the institution as a whole, collectively responsible for overseeing the welfare of the School and the pursuit of its mission. A vital part of that oversight is seeking to ensure that all legal obligations are met and that sound financial management is provided for both current and future operations. Although trustees often have other relationships with the School—as alumni/ae, parents, or relatives of current or former students, officers of alumni or parent associations or otherwise—each trustee must put aside these personal relationships and concern him or herself solely with what is in the best current and long term interest of the institution as a whole.

Board members are nominated by the Committee on Trustees & Governance and elected by the full Board. New Board members are selected based upon the immediate and long term needs of the School, and for their commitment to the School. The full Board meets at least six times a year, on and off campus, to receive and discuss reports

from the Head of School and other administrators, Board Committees, outside consultants and students, where appropriate. The Board handles the majority of its business through standing committees, which meet regularly.

While the School's policies and procedures are established by the Board of Trustees in consultation with the Head of School, the Head is responsible for the day to day operations of the academic and interscholastic programs. The Head utilizes a seventeen-member Administrative Council as a vehicle for ensuring adequate levels of communication within and across the School's divisions and departments, and for the vetting of new ideas and strategic planning. This Council meets twice monthly, with additional opportunities for individual administrators to meet with the Head on either an as-needed or scheduled basis. In separate meetings twice monthly, the Division Heads meet with the Head of School for the purpose of discussing the academic program and trending student needs.

The Administrative Council is currently comprised of: Head of School, Head of Upper Division, Head of Middle Division, Head of Lower Division, Head of Nursery Division, Director of the John Dorr Nature Laboratory, Chief Financial Officer, Director of Admissions, Director of Athletics, Health & Physical Education, Executive Director of College



Counseling, Director of Development, Director of the Office for Identity, Culture & Institutional Equity (ICIE), Director of Facilities Management, Director of Institutional Research & Enrollment Management, Director of Public Safety, Director of Technology, Director of the Center for Community Values & Action, and the Executive Director of Summer on the Hill.

The Head of School is readily accessible to employees and students alike given his full-time residency on the Bronx campus.

Sampling of New & Ongoing Initiatives

- ❖ The Nursery & Lower Divisions' ongoing work with the Yale Center for Emotional Intelligence, inclusive of the introduction of Yale's RULER initiative
- ❖ Phasing out of Advanced Placement Program (the Class of 2022 is the first graduating class not to sit for AP courses or exams) in favor of our own enhanced and accelerated course offerings
- ❖ Elimination of final examinations in favor of culminating projects, 6-12
- ❖ K-8 *Women in Science & Engineering* Initiative

Sampling of New & Ongoing Initiatives (continued)

- ❖ The School's N-12 partnership with the Royal Shakespeare Company which includes RSC practitioners training 50 faculty each year, including classroom visits; 2-day summer workshops at HM attended by over 75 HM faculty and week-long acting intensives involving over 50 UD students; and summer trainings in Stratford-upon-Avon, the RSC's home, for over 60 faculty
- ❖ The implementation of a STEAM curriculum in grades K-5
- ❖ The creation of a dedicated space for Computer Science & Engineering in the Middle Division
- ❖ Expansion of the School's Upper Division robotics program to include opportunities for the design and construction of the School's competitive robots
- ❖ Introduction of Engineering I & II in the Upper Division
- ❖ New electives in the Upper Division (tied to the phasing out of the AP Program) including, but not limited to, electives on Gender, Islam, Latin America, and Voices of Protest, Human Anatomy & Physiology, Organic Chemistry and its Applications in Biochemistry, and The New Community Project
- ❖ More than 105 current administrators, faculty and staff members trained through the ICIE's S.E.E.D. (Seeking Educational Equity and Diversity) initiative, an opportunity for employees to learn and practice inclusive educational tools designed to bring about cultural change through a deeper understanding of intent vs. impact
- ❖ The Parent Association's good work with alliance groups extending to include working groups, parent surveys and a new web site.
- ❖ A growing number of opportunities for faculty members to advise and counsel students beyond one's discipline or grade level and beyond the traditional school day
- ❖ Revised Middle Division advisory program
- ❖ Middle Division assembly program linked to the social-emotional growth of its students
- ❖ The School's most recent capital campaign – HM In Motion – supporting science, health and wellness, physical education, athletics, and student life.
- ❖ School directed and supervised college tours
- ❖ Implementation of a college counseling curriculum for juniors
- ❖ Implementation of the STEPS (Students Together Empowering People of Color Successfully) mentoring program for self-identified students of color in the Lower, Middle & Upper Divisions
- ❖ The School's ongoing commitment to sustainability with the installation of solar panels on Rose Hall, spearheaded by the longstanding tradition of the John Dorr Nature Laboratory of Horace Mann School



HM Facts & Figures, 2021-22

A tremendous amount of data is collected yearly that serves to define our community in unique ways. Below are a few of our most frequently queried data points:

- School Motto: Magna est veritas et praevallet.
(Great is the truth and it prevails.)
- School Colors: Maroon & White
- School Mascot: Lion
- 1793 students in Nursery - Twelfth Grades
 - 144 at the Nursery Division in Manhattan, 3 year olds, pre-kindergarten & kindergarten
 - 457 at the Lower Division, kindergarten - grade 5
 - 457 in the Middle Division, grades 6 - 8
 - 735 in the Upper Division, grades 9 - 12
- 184 is the average senior class size
- 264 faculty members with 180 master's degrees and 37 doctoral degrees
- 35 members of the Board of Trustees, several seats currently vacant
- 150 zip codes in 3 states are used when we send students' families mail
- 46% of students identify as students of color
- \$12,000,000 in annual financial aid granted to 15% of our students
- 18 acre main campus in the Riverdale section of the Bronx
- 1 historic brownstone is home to our Nursery Division in Manhattan
- 320 acre outdoor education center, the John Dorr Nature Laboratory, in Bethlehem, Connecticut
- 2 semesters (Middle & Upper Divisions) or 3 trimesters (Nursery & Lower Divisions) in our academic year
- 230 courses offered annually in the Upper Division, including 6 world languages and more than 100 upper level electives
- 60+ student clubs and organizations in the Upper Division
- 118 years of publishing *The Record*, an award winning weekly student newspaper
- 29 additional Upper Division student publications -- many of which are nationally recognized, and 3 student publications in the Middle Division
- 70+ middle division, junior varsity and varsity athletic teams are available for students to join
- Involvement in Service Learning projects required for graduation.
- 1 art gallery on campus showcasing student, faculty, alumni and guest artist exhibits
- 1 state-of-the-art theatre which seats 650 and hosts many productions and guest speakers each year
- 1 U.S. Swim certified Aquatic Center
- In excess of \$7,300,000 annual charitable giving to support the breadth and depth of School programs
- 1 of the 10 largest independent day schools in the United States

Professional Development for Horace Mann School Employees

As model learners in a school community, faculty members strive to reach their full potential by seeking new knowledge, collaborating with each other, developing skills, and undergoing periodic evaluation. Consistent with the ideal that professional development is most effective when woven into the daily activities of faculty members, the school has introduced new and innovative ways of weaving these processes in the faculty's daily life with programs for both new and experienced teachers. These programs supplement the moneys that are already available in department budgets for attendance at workshops and conferences.

While the opportunities listed below apply exclusively to members of the faculty, there are, at times, limited funds available for administrators and staff members. Those employees interested in administrative or staff member specific professional growth are encouraged to speak to their immediate supervisor who, in turn, will consult with the Head of School.



We are fortunate to have a community that supports professional development. A portion of this support targets Faculty Grants and Fellowships in the following areas:

Curriculum Development Grants - Beyond the curriculum work that takes place beyond the regular, contractual, year, Horace Mann School encourages

teachers to develop new curriculum projects during the summer months. Curriculum Development Grants support innovation.

Study Grants - Grants are intended to support course work toward a degree or certificate and may not be used to maintain residency in a graduate program. In addition, grants are not intended for a course of study unrelated to a faculty member's primary assignment at Horace Mann School.

Summer Travel Grants - Summer Travel Grants support travel that enhances the intellectual and personal growth of faculty members. The travel should have a connection to the recipient's work or may be an exploration of a new area of interest.

Teacher Initiated Projects - Horace Mann School encourages teachers to initiate short-term or even one-day projects and learning experiences. These projects may not

fit into other traditional grant categories and include experiences such as classes that are not part of an advanced degree.

Diversity in the Curriculum Grants - Horace Mann School strives to promote inclusion in all aspects of school life. Faculty members may apply for a Diversity in the Curriculum Grant to incorporate topics and materials into the existing curriculum or to create new units of instruction that help students to develop a deeper understanding of human society's divergent forms.

Named Faculty Chairs - Horace Mann School is proud to cultivate a learning environment that values, rewards, and renews teaching excellence. While we actively recruit wonderful teachers at every grade level, and have a strong program of professional development and evaluation in place to ensure that faculty members will continue to learn as well as teach, we also believe in recognizing teaching excellence. Members of our community, including current parents, alumni, and parents of alumni, have supported our efforts to recognize both scholarly teaching and the scholarship of teaching and learning by establishing named Faculty Chairs. For more information about individual Chairs, visit our website.

Service Beyond One's Self

Horace Mann School is a proud and involved citizen of the Fieldston neighborhood, the Riverdale community, the borough of the Bronx, New York City, and the tri-state area. Horace Mann remains committed to interacting with our neighbors in meaningful ways; we continually strive to nurture and be nurtured by our neighborhood and neighbors. Mutual respect, a Horace Mann core value, remains the basis of our continued engagement with the world beyond our campuses.

The School defines citizenship in terms of how we purposefully communicate and interact with the communities in which we reside. While we are privileged to be members of a talent-rich community, recognizing the resources and traditions of our neighbors serves to define our school in unique and socially significant ways.



Horace Mann's relationships with its surrounding communities are truly collaborative and symbiotic, incorporating a sharing of facilities, programs, resources, and visions for the

improvement of our neighborhood, borough, and city. Our interactions and relationships with our neighbors are mutually beneficial to both the community and the School.

In 2006, Horace Mann established The Center for Community Values & Action (CCVA) to strengthen our commitment to service and citizenship. As individuals and as an institution, we at Horace Mann continually strive to find opportunities to better our local and global communities.

To learn more about the School's legacy with Saturday Morning Tutoring, the three-season Service Learning Team, Horace Mann School's commitment to the Summer on the Hill program, our athletes' work with Habitat for Humanity, and the more than 50 other program partnerships the School maintains, visit our website at www.horacemann.org/citizenship.

HM's Commitment to Diversity

The Horace Mann School mission, the Core Values, and the Principles of Good Practice for Equity and Justice of NAIS (National Association of Independent Schools) guide the work of the Office for Identity, Culture & Institutional Equity (ICIE). By focusing our diversity work in the three areas of Identity, Engagement and Culture & Curriculum we strive to make culture more explicit, affirm identity, create context for understanding through academics, and engage the community in meaningful dialogue.



Horace Mann School actively seeks to enrich and to nurture a school community with a diverse student body, a diverse faculty, staff and administration, and a rigorous and innovative curriculum. Our goal is to move with purpose and conviction toward greater inclusion. We define inclusion as policies, practices, and programs based on a set of shared community values. Inclusivity is measured by the degree to which people of all backgrounds, people of all perspectives, and people of all beliefs have an equal opportunity to contribute, to belong, and to achieve within the community. We believe that inclusion requires everyone to recognize, to respect, and to value difference.

Diversity at Horace Mann School means attracting and admitting the best and brightest young people regardless of race, ethnicity, gender, socioeconomic class, sexual orientation, religion, or (dis)ability and ensuring that they have the opportunity and support to succeed at Horace Mann School. It is our strong belief that diversity is everyone's concern and is in everyone's best interest beginning in the Nursery Division, and continuing through the Upper Division.

Across all divisions, diversity is integral to the daily life of the school. The Office for Identity, Culture & Institutional Equity and the school administration are committed to furthering equity and justice in our school community by fostering active participation, encouraging open communication, and supporting meaningful and purposeful diversity initiatives for all members of the community.

The tables below provide a better understanding of our current student population.

All School Student Race & Ethnicity Summary, 2021-22¹

Division	Nursery	Lower	Middle	Upper	Total
African American	1	16	39	51	107
Asian American	31	86	120	138	375
Caucasian/ Did Not Reply	80	242	198	393	913
Hispanic/ Latino	6	20	20	45	91
International	2	11	18	25	56
Middle Eastern	2	1	4	3	10
Multiracial	22	81	58	79	240
Native American	0	0	0	1	1
Total	144	457	457	735	1793

¹Student Race & Ethnicity Information is self-reported by families

All School Tuition Financial Aid Summary, 2021-22 to date²

Division	Nursery	Lower	Middle	Upper	Total
Number of Recipients	7	58	65	140	270
Average Amount per Award	\$31,314	\$35,801	\$45,458	\$43,427	\$41,964
Total Amount Awarded	\$219,199	\$2,076,446	\$2,954,764	\$6,079,846	\$11,330,255

²Tuition Financial Aid numbers above do not include the employee perquisite benefit or additional Aid subsidies for lunch, books, transportation, fees and other programs.

Employment at Horace Mann School

Horace Mann School welcomes inquiries about employment whether or not we have a specific opening that suits your qualifications. As a potential candidate or member of our faculty or staff, we encourage you to become acquainted with our School by making use of the appropriate links on our website or by calling an administrator who will be able to answer your questions. By getting to know our history, values, and mission, you will insure yourself of a productive conversation when you call or visit the School.



The tables below provide some demographic information for our current employees.

All School Faculty Summary, 2021-22

Division	Faculty	Male	Female	Non-Binary
Nursery	30	3	27	
Lower	61	4	57	
Middle	63	24	39	
Upper	107	51	55	1
Dorr Nature Lab	3	2	1	

All School Employee Summary, 2021-22

	Total	Male	Female	Non-Binary
Administrators	45	20	25	
Faculty	264	84	179	1
Support Staff	64	16	47	1
Maintenance	22	18	4	
Public Safety	32	31	1	

For the 2021-22 academic year, 34% of our administrators, faculty and staff members self-identify as people of color based upon our national organization's criteria *(including Asian American, Black/African American, Latino/Hispanic American, Multiracial American, Native American/American Indian/Alaska Native, Native Hawaiian/Pacific Islander/Pacific Islander American)*.

We are always interested in talking to new or experienced teachers and to people who might be interested in a career in education. We seek potential teachers who are devoted to students, who can make their subject accessible and exciting to them, and who will make a contribution to our School community both inside and outside the classroom. We want members of our staff who are good at their jobs, care about our students, and create the right kinds of relationship with them. We offer many opportunities for personal and professional growth. We expect all community members to know and represent our School values. We value and actively seek diversity in both our student body and among the adults who serve the School. Horace Mann School is an equal opportunity employer.



The School provides a comprehensive Health and Welfare Benefit Plan and a Retirement and Savings Plan to eligible employees. Details of these plans, including all terms and conditions and employee eligibility requirements, are governed by the applicable plan documents and relevant summary plan descriptions. Please refer school's website for a more detailed overview of our benefits.

Additional information and the School's current employment opportunities can be found on our website here: www.horacemann.org/employment

Contact Information

Thomas M. Kelly, Ph.D., P '18

Head of School
(718) 432-3862 Fax (718) 548-2739
tom_kelly@horacemann.org

Robert A. Annunziata, P '09, '12

Director of Athletics, Health & Physical Education
Director of Day Camp & Summer Programs
(718) 432-3820 Fax (718) 796-6271
robert_annunziata@horacemann.org

Marinés Arroyo

Head of Nursery Division
(212) 369-4600 Fax (212) 722-2460
marines_arroyo@horacemann.org

Jason H. Caldwell, '97, P '28, '33

Director of Admissions
(718) 432-4105 Fax (718) 432-3610
jason_caldwell@horacemann.org

Nick DePreter

Director, John Dorr Nature Laboratory
(860) 868-2230 Fax (860) 868-1494
nick_depreter@horacemann.org

Gordon Jensen

Director of Facilities Management
(718) 432-3989 Fax (718) 432-3620
gordon_jensen@horacemann.org

Kimberly Joyce-Bernard, Ph.D., P '27

Director, Center for Community Values & Action
(718) 432-4153
kimberly_joyce-bernard@horacemann.org

Adam Kenner

Director of Technology
(718) 432-3333 Fax (718) 432-3602
adam_kenner@horacemann.org

Javaid Khan, '92

Head of Middle Division
(718) 432-3710 Fax (718) 432-3603
javaid_khan@horacemann.org

Jessica Levenstein, Ph.D., P '23, '26

Head of Upper Division
(718) 432-3967 Fax (718) 548-2089
jessica_levenstein@horacemann.org

Mike McCaw

Director of Public Safety
(718) 432-4125 Fax (718) 432-3611
michael_mccaw@horacemann.org

Christine Moloney

Director, Office for Identity, Culture & Institutional Equity
(718) 432-3788 Fax (718) 548-2089
christine_moloney@horacemann.org

Lisa J. Moreira P '19, '21, '25

Director of Institutional Research & Enrollment Management
(718) 432-4115 Fax (718) 432-3610
lisa_moreira@horacemann.org

Deena Neuwirth P '22, '28

Head of Lower Division
(718) 432-3385 Fax (718) 601-0949
deena_neuwirth@horacemann.org

Canh Oxelson

Executive Director of College Counseling
(718) 432-3871 Fax (718) 432-3624
canh_oxelson@horacemann.org

Melissa Parento '90, P '22

Director of Development
(718) 432-3456 Fax (718) 432-3010
melissa_parento@horacemann.org

Markell Parker

Executive Director, Summer on the Hill
(718) 432-4116 Fax (718) 432-3614
markell_parker@horacemann.org

Edward L. Sinclair, Jr.

Chief Financial Officer
(718) 432-3620 Fax (718) 884-9683
bud_sinclair@horacemann.org

Judy Lynch

Director of Human Resources
(718) 432-3418 Fax (718) 884-9683
judy_lynch@horacemann.org

Directions to Horace Mann School

Directions to the Lower Division Campus

From the East Side of Manhattan: Take the Major Deegan to Van Cortlandt Park South Exit. Bear right to the traffic light. Continue straight, bearing right at the yellow blinking light to Broadway (9N). Follow Broadway to the end of the elevated subway line. Turn left at the second traffic light (Manhattan College Parkway) to Post Road. Turn right at the stop sign. At the top of the hill turn left on West 246th Street. Drive two blocks and turn left on Tibbett Avenue. The school is the fifth driveway on the left.

From the West Side of Manhattan: Take the West Side Highway to West 246th Street Exit. Turn right on 246th Street. Continue five blocks to Tibbett Avenue. Turn right on Tibbett Avenue. The school is the fifth driveway on the left.

From Henry Hudson Parkway South: Exit at West 246th Street. Turn left onto 246th Street. Go five blocks to Tibbett Avenue. Turn right on Tibbett Avenue. The school is the fifth driveway on the left.

Directions to the Middle/Upper Divisions Campus

From the East Side of Manhattan: Take the Major Deegan to Van Cortlandt Park South Exit. Bear right to the traffic light. Continue straight, bearing right at the yellow blinking light to Broadway (9N). Follow Broadway to the end of the elevated subway line. Turn left at the second traffic light (Manhattan College Parkway) to Post Road. Turn right at the stop sign. At the top of the hill turn left on West 246th Street. The school is located on your right between Tibbett and Cayuga Avenues.

From the West Side of Manhattan: Take the West Side Highway to West 246th Street Exit. Turn right on 246th Street. Continue five blocks to Tibbett Avenue. The school is located on your left between Tibbett and Cayuga Avenues.

From Westchester: Take the Henry Hudson Parkway South to West 246th Street Exit. Turn left onto 246th Street. Go five blocks to Tibbett Avenue. The school is located on your left between Tibbett and Cayuga Avenues.

Directions to John Dorr Nature Laboratory Campus

Take the Sawmill River Parkway North to Route 684 North. Follow Route 684 to Route 84 East (Danbury, CT). Stay on 84 East for approximately 26 miles to Exit 15 (Southbury, Woodbury). Go down the ramp and turn left on to Route 6. Follow Route 6 for about 5 miles to the intersection of Route 47. Turn left on to Route 47 and go about 1 mile to Route 132. Bear right on to Route 132 and follow it for about 4.3 miles to Carmel Hill Road North (look for a grass island in the road). Turn left on to Carmel Hill Road North and go .5 to #121 on the left. Turn into the driveway and follow it for 1.2 miles to the parking area. On a GPS, use 121 Carmel Hill Road North, Bethlehem, CT 06751.

Alternate Route: Take the Cross County Expressway to the Hutchinson Parkway and follow it North to Route 684 or Route 87 (Major Deegan) North to Route 287. Take Route 287 east to Route 684 North

The **Nursery Division** is located at 55 East 90th Street between Madison and Park Avenues in Manhattan.

Notes

Alma Mater

We were strangers met in friendship, now we're kin to one and all
Who have passed their youth 'neath the guiding hand...of our Noble
HORACE MANN.

When we're lone and helpless wanderers in this dark and stormy sea
She's the beacon that will light the way to life and liberty.
For knowledge is the truth that makes us free.

Great is the truth and it prevails; Mighty the youth the morrow hails.
Lives come and go; stars cease to glow; but great is the truth and it prevails.

Let us honor Alma Mater as in tribute now we stand.
Pour your heart into each vibrant note that earth this song may span;
Let the heavens hear and hail to HORACE MANN.

- Robert Ackerman, '53



Horace Mann School

231 West 246th Street

Bronx, NY 10471

(718) 432-4000

www.horacemann.org