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2005–2006

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The word “hero” may initially conjure up images of daring rescues and superhuman powers, but there also are heroes in our everyday lives who help us to grow, explore and meet our full potential. Calvin Coolidge, a Clarke trustee for 13 years, said that heroism is not only in the individual but “in the occasion.” When a situation calls for courage, focus and commitment, ordinary individuals become heroes. We have been working for over 140 years to empower deaf and hard-of-hearing children and their families to reach beyond their initial expectations and find success they may have thought impossible.

Walk into any Clarke classroom and you will see engaged and enthusiastic students working hard to listen, talk and learn. Our students play team sports, manage the school store and star in drama club productions. Music is a part of our curriculum at every grade level, and I am filled with wonder each time I hear our students sing. Our determined and spirited students are gaining the skills and self-assurance they need to lead happy and productive lives wherever they go. I am proud of the leading role that our skilled professionals play in their journey to independence and self-discovery.

With today’s progressive technology, this journey begins early. Universal newborn hearing screening can now identify children with hearing loss within the first few days of life, thereby creating a critical need for early childhood services. As part of Clarke’s commitment to address this need, last spring we proudly opened our emerging Family Center in Alexander Graham Bell Hall. With five of our Northampton-based outreach programs in one central location, the Family Center functions as a vital resource center for parents and professionals from across the country and for individuals of all ages through our audiological services.

The Family Center also is an ideal training ground for students in the Smith College/Clarke Graduate Teacher Education Program and many others to work directly with these very young children and their families and gain exposure to our comprehensive educational evaluation process and evolving technological advancements.

For more than a century, Clarke has helped deaf children realize their potential and supported families as they learn together. Our five schools directly serve more than 500 children and their families. Through Clarke’s extensive network of professionals, more than 10,000 children and adults benefit each year from our educational programs, curriculum development, research and support to mainstream schools. Clarke is touching more lives than ever, by helping individuals with hearing loss to be independent, participating members of their communities.

Heroes are easy to find at Clarke. Our parents make important decisions for the future of their children. Our teachers inspire students to new levels of confidence and achievement. Clarke’s professional staff works diligently to offer support and expertise where it is needed. Our trustees and many friends make all our programs possible through their generous support. Together, all these individuals create a strong community of knowledge, experience and compassion that carries out Clarke’s unwavering mission of teaching deaf children to listen and talk.
As part of a major initiative to serve more families and professionals, this year we created a new Family Center in Alexander Graham Bell Hall. Clarke’s emerging Family Center clusters our Early Intervention programs, Center for Audiological Services, Assistive Devices Center and Comprehensive Educational Evaluation program into one central location. The Family Center also houses our Northampton preschool, where teachers of the deaf and other early childhood professionals serve both deaf and hearing children.

By uniting these services, Clarke professionals in audiology, speech and language pathology, psychology and early childhood education and evaluations create a dynamic environment for families. Our Family Center provides support and education for the parents of newborns diagnosed with hearing loss, families of deaf children struggling in their neighborhood schools and individuals of all ages who feel isolated due to hearing loss.

The Family Center will serve as an educational site for early childhood teachers, audiologists, speech and language pathologists and graduate students in the Smith College/Clarke Graduate Teacher Education program.

Future renovations to the Family Center will create additional conference space to accommodate our growing educational programs. We will be poised to respond to advancing technology by investing in state-of-the-art equipment. As the demand for early childhood services increases, we will maintain our commitment to support young children and their families and the professionals who serve them.
Our Early Childhood programs helped more parents become partners in their child’s learning process through participation in individual and group sessions, observation of their child in the classroom and participation in school activities.

The Preschool program engaged both hearing and hearing-impaired preschoolers in activities that foster social interaction and facilitate all aspects of development.

The Comprehensive Educational Evaluation program served 62 children, ranging in age from four to 18 years old, a 20% increase from the previous year. Educational evaluations help determine the best educational and support services for each child. Comprehensive reports are developed by a team of Clarke professionals to guide the child’s family and school system, and students often return for follow-up testing to evaluate their progress over time.

The Assistive Devices Center worked with 181 children and adults in selecting appropriate equipment to help them lead more independent, safer and easier lives.

The Center for Audiological Services helped 784 individuals improve their access to sound through expert evaluations and state-of-the-art amplification in a supportive environment.

Heroes are defined as individuals admired for their achievements and noble qualities. Dennis Gjerdingen certainly fulfills those requirements, and his noble deeds at Clarke have been remarkable. He will leave Clarke with its reputation unparalleled as the leader in oral education. Clarke is financially sound and planning for a major capital campaign. We are in the forefront of training staff and administrators for the field. The credentials of our staff and faculty are unmatched, and the depth and strength of their dedication imbues Clarke with an abundance of talent at every management and teaching level. Dennis’s impact on auditory/oral education for deaf children and on Clarke will be felt and admired for generations.

The Board has restructured its governance so that all Trustees now have a limit of three terms of three years. New Trustees are being sought to reflect our geographic diversity. It is our hope that these limits and diversity will allow for new energies and viewpoints to keep us fresh and innovative.

We welcomed two new Board members this year, Barbara Maddern of Jacksonville, FL, and Dr. Theodore Mason, of Westfield, MA. Mrs. Maddern, a graduate of University of Vermont, is a former accountant and very active in the greater Jacksonville community. Dr. Mason graduated from Cornell University and University of Vermont School of Medicine. He is an otologist with Ear, Nose and Throat Associates of Springfield, MA and a cochlear implant surgeon at Baystate Medical Center.

We also thank five trustees who celebrate anniversaries this year: 20 years each for James Dreikorn and Dwight Ebeling, both of Longmeadow, MA; 15 years each for Stephen Davis and Robert Sullivan both of Longmeadow, MA; and 10 years for Mark Berman of Williamsburg, MA. We are grateful for their vision and commitment to Clarke.

Although the dedicated work of our Board often goes on behind the scenes, the effect is immediate as we all support and educate confident, capable students who can live and work independently, productively and with pride in their communities.
Clarke Jacksonville students learned about heroes, as part of a unit on “Community Helpers,” such as firefighters, police officers and doctors. Students focused on listening, language and literacy skills through a variety of dynamic theme units. Director Susan G. Allen proudly reported that more families than ever were served this year through Clarke Jacksonville’s Early Intervention, Audition/Speech/Language Services and School Programs.

A new toddler program was initiated to serve two-year olds through weekly group and individual sessions with parents, teachers and auditory-based speech therapists.

Students participated in a “Drop Everything and Read” challenge and tracked a total of 800 minutes in the second half of the year.

Students took their music program on the road to a local nursing home where they sang holiday songs and talked with residents.

Our dedicated parents organized the 7th Annual “Celebration of Sound” Gala and Auction, which featured hero and Olympic gold medalist Dan Jansen as guest speaker and which helped to raise more than $28,000 in scholarship support.

Director Dan Salvucci developed our facility to provide additional classroom and play space, therapist work stations, parent conference space and a computer area in our lower level. He also announced the launch of the Parent Involvement Project to encourage and support parent participation in school activities.

Our teachers worked with more families in their homes to provide support and early intervention services and help foster independence and confidence in parents.

Another class was added to the toddler program which helps to provide children with the communication skills and confidence they need to transition into their neighborhood schools.

Parents organized a photography exhibit and auction of works by our friend and noted Seattle photographer Kevin Swett and raised funds for our growing school.

Our teachers utilized The Creative Curriculum for Preschool, a widely used program that assists teachers in using purposeful play to promote active thinking, experimentation and discovery.
“I can do it. I am special!” That is how Director Teresa Boemio describes the outlook of students at Clarke School – New York. All our schools help children develop confidence, self-respect and a love of learning. The addition of more classrooms, therapy rooms and parent conference space helped enrollment at Clarke School – New York reach an all-time high this year.

Our Parent-Infant program enhanced parents’ play and interaction skills and helped our families to realize their own strength in providing their children with good language models.

Local colleges referred nearly 150 undergraduate and graduate students to Clarke School – New York for classroom and speech/language therapy observations. We also provided internships for seven graduate students from Hunter College and Teachers College. In a community service partnership now in its fifth year, seventh graders from nearby Chapin School volunteered in the classroom with our preschoolers.

Our families and staff were featured in a documentary, “Listen to Me,” produced by Clarke School – New York parent Amy Cohen and Alexandria Loxton. The documentary follows three families with children who have received cochlear implants.

Executives from Goldman Sachs hosted our second field day in Central Park where students enjoyed a picnic and participated in outdoor games.

Clarke School East Director Cara Jordan, families and staff cheered for our preschoolers who sang at Symphony Hall in Boston this spring. Music is part of the curriculum at all our schools, and this historic performance illustrated the remarkable success of our students.

Clarke School East was selected as one of 10 sites for the innovative FIRST YEARS program of University of North Carolina at Chapel Hill and the Alexander Graham Bell Association. Our professionals will offer practical experience in auditory learning with very young children.

Through Clarke School East’s Cochlear Implant Habilitation program, our professionals worked closely with parents and children before and after implant surgery to evaluate each child’s listening and speaking skills, promote optimal listening and language development and develop a personalized and well-integrated program of expectations and strategies.

Our students practiced their listening and speaking skills with many new friends, including residents of a local retirement community, members of the Lions Club and volunteers from Bank of America, who helped plant a special garden outside the school.

A Clarke School East student was featured on a special radio program with his mother and Cara Jordan. He spoke confidently and clearly about his cochlear implant and his school.
Elementary and Middle School

Our Northampton day and boarding programs provide elementary and middle school students with learning experiences that nurture self-esteem, independence, creativity and problem-solving skills. Clarke is one of only two schools in the country that offers a residential program exclusively dedicated to the speech and language needs of deaf children. Our goal is to prepare our students with the skills and confidence they need to participate fully in schools with their hearing peers. Clarke students form friendships, gain leadership skills and build the foundation for a lifetime of independence.

Students learned about historical and community heroes and discovered stories of their own family heroes during their interdisciplinary winter unit. They also made a video about heroism and shared their thoughts and ideas on an interactive heroes bulletin board.

Students participated in extracurricular activities including Ski/Snowboard Club, School Newspaper and Student Council. Our soccer and basketball teams competed with other local schools and were cheered on by the Clarke community.

Our music program that has expanded to include all grade levels taught students to read music, play simple instruments and sing songs. Clarke’s first-ever school chorus performed before a delighted audience at Parent’s Weekend.

As part of the “We Got your Back” fundraiser, Clarke School classes helped to fill new backpacks with school supplies for children affected by Hurricane Katrina. The Clarke community also came together to support the Red Cross by organizing a Farmer’s Market and Tag Sale.

Drama club presented Guys and Dolls in the spring, with students singing, dancing, acting and participating in all aspects of production. Poetry Cafés gave students the opportunity to read their own poetry and perform songs, skits and dances for the Clarke community. In addition, Good News Assemblies allowed our students to share their “good news” and practice speaking in front of an audience.

As a capstone of their Clarke experience, our eighth-graders researched Washington, D.C., and worked with their teachers to develop an itinerary for their senior trip to the capital. They enjoyed exploring the city, visiting museums and historical monuments and talking with government officials. Students later wrote about the trip, as they reflected on their accomplishments at Clarke and made preparations to enter mainstream schools.

“Clarke did not just help me with my education. It changed the way I look at the world.” — Jovani Colon, Class of 2006
Mainstream Center

Our goal has always been to prepare deaf students with the speech and language skills and self-confidence they need to participate fully in schools with their hearing peers. Since 1977, Clarke’s professionals at the Mainstream Center have assisted schools from preschool through postsecondary levels in providing the support and technical assistance needed for successful transitions. We help parents and students to explore their questions and concerns about entering a mainstream school and work with staff at the new school to create an individual plan of support for each student.

The 26th Annual Fall Conference on Mainstreaming Students with Hearing Loss, Empowering Students, featured Jim Kyte, the NHL’s first deaf player and brought together over 200 professionals.

Our Mainstream Center published two new books this year:

“What Works for Me,” by Claire Blatchford, contains interviews with ten young hearing-impaired adults between the ages of 20-30, in which they tell their stories about coping in the mainstream.

“Have You Heard? Welcoming a Student with Hearing Loss to Your School Community,” by Melissa Griswold, provides handouts for school staff members, from music teachers to librarians to bus drivers, with tips and guidance for supporting the new student.

Mainstream Center professionals assisted over 60 students and their families this year and made presentations to more than 4,800 people around the country.
Clarke’s commitment to training professionals has never been stronger. The Smith College/Clarke Graduate Teacher Education Program prepares teachers to work with deaf children all over the world. Our Mainstream Center and Professional Training Institute provide current practices and guidance to families and professionals. More audiologists and speech/language pathologists are gaining hands-on experience through clinical fellowship training at Clarke. Staff from all five campuses give presentations at conferences, lead seminars and offer support to other schools.

Clarke entered the second year of our commitment to help professionals in Bermuda improve their auditory/oral programs. Members of our staff traveled to Bermuda to offer their expertise to educators and speech/language pathologists, and professionals from Bermuda received training on our main campus.

In addition, we maintained consulting and collaborative relationships with many schools, colleges and educational programs, including:
- The Atlanta Speech School
- Baystate Hospital
- Bloomsburg University
- The California Ear Institute
- Children’s Hospital of Philadelphia
- College of New Jersey
- Dartmouth-Hitchcock Medical Center
- HEAR in New Hampshire
- hear ME now!
- The Jean Weingarten Peninsula Oral School for the Deaf
- La Salle University
- Seaton Hall University

CLARKE IMPACT

Twelve graduate students from eight states and Canada completed the Smith College/Clarke Graduate Teacher Education Program. Each Teacher in Training participated in two intensive three-week internships at schools and educational programs for deaf children.

Educational Consultant Training Program (ECTP) we offer in conjunction with Smith College and Children’s Hospital of Philadelphia trained teachers in specialized techniques for children with cochlear implants. The program has also expanded to include sites in San Francisco and Atlanta.

Clarke’s Professional Training Institute offered a variety of professional development workshops:

A workshop on bilateral implants was led by Trustee and cochlear implant surgeon Theodore Mason, M.D. and Clarke audiologist Jeanne Coburn.

Carol Flexer, Ph.D. presented “How to Achieve Spoken Communication and Literacy.”

Clarke Pennsylvania sponsored the workshop “Auditory-Verbal Therapy Charting the Course.” Teachers and therapists from the Philadelphia area discussed lesson planning and activities to promote listening and speaking.

We educate teachers to work with deaf children all over the world.
**Financial Report**

**Fiscal 2006 finances were boosted by an increase in**
revenue in Northampton due to higher tuition rates. That
coupled with an increase in restricted contributions enabled
Clarke to end the year with an increase in total net assets of
$3,082,820, compared to the prior year increase of $1,616,271.
Combined net assets of $35,013,044 consisted of $13,802,260
unrestricted net assets, $7,021,277 of temporarily restricted net
assets, and $14,189,507 of permanently restricted net assets.

Contribution revenue of $9,481,332 was up $3,256,077
over the prior year. Gifts to permanently restricted endowment
and annuity funds totaled $44,291, even with the prior year.
Contributions to unrestricted net assets totaled $1,230,101,
up $91,581. The large increase in contributions were to
temporarily restricted funds of $8,206,940 including new
FY2007 commitments from a foundation in a new Block grant,
and renewed grants to Clarke School East, Clarke Pennsylvania,
Inc. and Clarke School - New York as well as other grants for
the East Coast programs, Mainstream, Model Middle School,
the Family Center and professional training.

Operating revenues and transfers (excluding investment
gains) of $13,269,031 were offset by expenses and transfers
of $13,269,031 (excluding depreciation) leaving a net surplus
for the year of $84,246. Tuition from the Northampton
campus was $2,487,378, substantially higher than the prior
year. Contributions (including pledges) and bequests utilized
for Northampton based operations totaled $4,217,075.
Contributions utilized for the operations at our East Coast
programs were $1,947,793. Contributions utilized for all
operations covered 46% of expenses and transfers, compared
to 48% in the prior year. The draw rate from the
endowment was 4% and totaled $424,696, covering 3.2% of expenses and transfers,
similar to the preceding year. The
expansion of the East Coast programs
continued during FY06 with tuition
and fees increasing 32% to $2,781,963.

On the expense side, labor was
again the largest category with salaries
and benefits totaling $8,644,940, or
65% of expenses. Direct expenses
for the programs in Boston, New
York, Pennsylvania and Jacksonville
increased to $4,261,191, or 32% of total
expenses. Northampton residential and
day programs direct costs totaled $3,678,789,
up 2%. Administrative expense to run the entire
Clarke organization was $1,322,349, representing 10% of
expenses, against 11% the prior year. Fundraising costs totaled
$960,904, the same 7% as the prior year. Overall operating
expenses (excluding depreciation and investment fees) totaled
$13,269,031, an 18% increase over the prior year, due primarily
to program expansion and wage increases.

Net assets in the endowment ended the year at
$13,005,265. The endowment portfolio had a total return
of 7.9% for the year compared to 9.5% and 17.8% for the
preceding two years.

Clarke continued initiatives in the Facilities Master
Plan. Most significant was the remodeling of Bell Hall into
the new Family Center. The building now serves as the new
home of the preschool, early intervention, comprehensive
evaluations, assistive devices and the outpatient clinic as well
as the dormitory for the graduate students with observation
areas and conference areas to support increased professional
training. The build-out of the lower level of our Pennsylvania
site was completed. In total over $2,871,547 was invested in
facility renovations and new equipment purchases in
the various locations. For the year, depreciation
expense charged against the plant buildings
and equipment assets totaled $1,061,808. At
year end, there were $41,808 in temporarily
restricted net assets designated for capital
equipment items and $171,392 was being
held for the future classroom building in
Jacksonville.

The net asset value of the annuity
contracts totaled $279,346. Market value
of the life income portfolio ended the
year at $207,008, and the unitrust portfolio
increased slightly to $104,171. The Caroline
Yale Alumni fund increased 3% during the year
and ended at $206,553. Income from this agency
fund in which Clarke serves as custodian is used to
grant financial aid awards to college bound students.

We are grateful to our families and friends, Board of
Trustees and staff who provided generous support, leadership
and inspiration to Clarke this year.
Clarke stands tall as an international leader in teaching
listening, speech, language and academic skills to deaf children
and assisting families and training professionals to work with
them. With hearing loss as the number one birth defect in the
United States, Clarke is a champion at reaching more families
and children in their early weeks and months. Every year, we
rely upon the gifts of many Clarke supporters, true heroes to our
families and professionals. We received more than 2,100 gifts and
pledges for an all-time high of $9,481,332.

The Oberkotter Foundation provided
tremendous support to our five schools that are
serving more than 500 children and their
families. An additional 10,000 children
and adults benefited from teachers and
professionals trained at Clarke, and
from our research, mainstreaming and
other outreach services. Thanks to the
Oberkotter Foundation’s commitment
to providing educational opportunities for
children, families and professionals, Clarke can
reach more families than ever before.

Our goal of offering educational opportunities to
all students continues with the help of our many friends.
Leadership gifts were given this year by Alice Willard Dorr
Foundation, The Alma Gibbs Donchian Foundation, the CVS
Charitable Trust, Inc., The Irene E. & George Davis Foundation,
Justin B. & Mary L. Perkins Foundation, Leonora H. Knowles
Trust, Julia J. Matthews, the Seth Sprague Educational and
Charitable Foundation, Mr. and Mrs. Robert Smith, Muriel
Murtagh and Eileen Lueder, the Theodore H. Barth Foundation,
Warner Brothers, the Trustees of Westfield Academy, and
Constance Whitney along with some very generous gifts from
anonymous friends.

Other inspiring gifts that provided support to all our programs
came from Dorothea Haus Ross Foundation, the Ida Ballou
Littlefield Memorial Trust, Ida S. Charlton Charity Fund, and
the Kegel Family Foundation. Additional major gifts were given
by MassMutual Life Ins. Co., Member’s Handicapped Children
Foundation of the NYSE, Mr. and Mrs. Robert M. Sullivan, Jr.,
and Mr. and Mrs. William Thomas II.

Major support was given to our individual schools. Gifts for
Clarke School East came from The Bessie Pappas Charitable
Foundation, The Bushrod H. Campell and Adah F. Hall Charity
Fund, the Copeland Family Foundation, Liberty Mutual Group,
TJX Foundation and Mr. and Mrs. Matthew Long. Leadership
gifts at Clarke Jacksonville came from BJ’s Charitable Foundation,
the Rotary Club of Mandarin, FL, and Southern Wine & Spirits
of North Florida. Mr. and Mrs. Trevor Dyer and The Edith
Glick Shoolman Children’s Foundation provided leadership gifts
for Clarke School - New York. These gifts allowed Clarke to
meet challenge grants and provided the very best educational
opportunities for our students.

Mr. and Mrs. M. Harrison Clark, Jr. made a generous gift
to their special fund that helps students enrolled in the Smith
College/Clarke Graduate Teacher Education Program. The
Gustavus and Louise Pfeiffer Research Foundation pledged
support for the study of classroom acoustics and the optimal
learning environment for children with hearing loss.

Scholarships were provided by many of our friends to give
students the advantage of a Clarke education. These friends
included the Bristol-Myers Squibb Foundation, The George F.
and Sybil H. Fuller Foundation, Jepson Educational Trusts, and
Loomis, Sayles & Company, Inc. Clarke champions Millie Ragis,
Dr. and Mrs. Richard Stone and Daniel Tandy and Nina Brill
all added generous gifts to their endowment funds
to provide scholarships now and in the future.

Jurgen H. Roetter, Chairman of the
Board of Trustees for 27 years, believed in
families - his own and those who turned
to Clarke. The Jurgen H. Roetter Fund,
established by his family and many
friends, will help families learn how their
child can succeed in life and will provide
assistance to those in need. The House that
Jack Built represents the growth and expansion
of Clarke from one to five campuses under his
guidance. His house extends far beyond the walls of our schools,
giving hope to families everywhere.

Clarke was supported by a number of friends whose final gifts
to deaf children came through bequests. We always will be grateful
for the very special help provided by Doris C. Burnett, Sally
Collins, Edward Manwell, M.D., Esther and Simon Soron and our
long-time trustee and devoted friend, Edward P. White.

With the valiant efforts of our dedicated volunteers, we raised
awareness and support on all five of our campuses. Clarke's 10th
Anniversary All-American Sports and Leisure Auction garnered
over $65,000 for student scholarships. Our friends at Goldman
Sachs hosted their 2nd annual field day for Clarke School - New
York families and staff. Grandparents Ray and Susannah Wolford
hosted a delightful holiday party in support of Clarke Jacksonville.
In addition, our families at Clarke Jacksonville organized the
Clarke supporters are true heroes to our families and professionals.
Our Coolidge Fellows program was launched in 1983 to rebuild the 57-year-old Coolidge Fund, established in 1927 to honor President and Mrs. Calvin Coolidge’s lifelong commitment to the School. Coolidge Fellows have contributed $1,000 or more in a given year. (July 1, 2005–June 30, 2006)

COOLIDGE FELLOWS

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American Electrical Contracting Inc.
American Hockey League
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John Arce and Marsuly Gonzalez
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Regional Development Officer-Greater Philadelphia
Kerrie Mitchell, B.S.
Regional Development Officer-Jacksonville/North FL
Christina Sanborn, B.A.
Regional Development Officer-Greater New York

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Business Manager and Treasurer
Rosalie Mizula
Administrative Assistant

BUSINESS OFFICE
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Payroll Bookkeeper
Constance Cough
Accounts Receivable/Medical Billing Specialist
Lisa Maupin, Assistant
Accounting Manager
Catherine Pyrro
Accounts Receivable Bookkeeper
Kim Watson, Accounts Payable Bookkeeper

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Bernadette Smith, Head Cook

Cooks/Assistant Cooks
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David Towne
Catherine Young

Food Service Assistants
Lisa Bachand
Deborah Carson
Cindy Constantilos
Eileen Diemand
Anne Donnis, B.S.
Jeffrey Donniss
Nancy Morin
Jacquelyn Murphy

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Chester Bara, AHERA
Assistant Physical Plant Engineer
Elizabeth Humphrey
Administrative Assistant
John Scott, Carpenter
Francis J. Taillon, Jr.
Grounds Supervisor

Groundsmen
Frank O’Kane
Michael Porter
Mark Richardson
John Shea
Dan Taillon

BUILDING SERVICES
Randolph Underdue
Supervisor

Building Maintainers
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John Power
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Director
Jacqueline Field, Office Manager

Speech/Language Pathologists
Lauren Cunio, M.S., CCC-SLP
Marla Rubin, M.A., CCC-SLP
Nuala Zafaracopoulou, M.S., CCC-SLP

Faculty
Elizabeth Alves, M.E.D.
Kelly Hulse, M.E.D.
Kelly Lovell, M.E.D.
Kathleen Murphy, B.S.
Kelly Pilla, M.E.D.
Julie Neumann, M.E.D., M.A.
Kathleen Murphy, B.S.
Kelly Lovell, M.E.D.
Elizabeth Alves, M.E.D.

Assistant Teachers
Beth Pilla, M.E.D.

CLARKE SCHOOL – NEW YORK
Teresa Boemio, M.S., CCC-A
Director
Suzanne Foley, Administrative Assistant

Speech/Language Pathologists
Alison Aizenstain, M.S., CCC-SLP, TSHH
Anne Carney, M.S., CCC-SLP, TSHH
Lori Chalom, M.S., CCC-SLP, TSHH
Karen Patti, M.S., CCC-SLP, TSHH
Jamie Segrich, M.S., CCC-SLP, TSHH

Faculty
Melissa Arnott, M.D.
Janet Ellwood, M.S.
Shauna Rogers, M.E.D.

Assistant Teachers
Amy Garay
Veronika Leiva

Physical Therapist
Dominique Wynn, DPT

CLARKE PENNSYLVANIA
Dominique Wynn, DPT

AUDITORY/ORAL CENTER

CLARKE SCHOOL JACKSONVILLE

Susan G. Allen, M.E.D., M.Ed., CCC-SLP, CED, Director
Sandra Austin, Office Manager
Cecelia Chin, Assistant to the Director
Gilman B. Allen, Jr., BCP
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Samuel Cabra, M.S., CCC-SLP
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Patricia Parekh, M.S., CCC-SLP
Cynthia Robinson, M.Ed.
Lynn Stoner, M.Ed.
Laura Waite Walsh, M.Ed.

Teacher’s Aides
Angela Christy
Tiffany Fader
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