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APRIL 20, 2023



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PARTNERSHIP IN EDUCATION SPONSORS

Tonight, we celebrate the Community Foundations' Annual Partnership in Education program which recognizes the teaching profession and the value of education. We are grateful to the following community leaders for their sponsorship of this grant program and celebration.

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The Fund for Excellence in Education is supported by the following funds of the Community Foundations:

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PROGRAM

WELCOME

Sally J. Cross, President & CEO

SCHOLARSHIP PRESENTATIONS

Gabriella Fryer, Program Manager

Stephanie D. Brown and Barbara J. Murphy Memorial Scholarship

Dennis J. Markle Memorial Scholarship

GRANTEE PRESENTATIONS

Allison Woolston, Carmel High School

Tina Dierna, Kingston High School

NUVANCE HEALTH TACONIC IPA SCIENCE EDUCATION GRANT AWARDS

FUND FOR EXCELLENCE IN EDUCATION GRANT AWARDS

INCLUDING THE:

Dennis J. Markle Community Service Award

David Kennon Moody Award

FINAL REMARKS

SCHOLARSHIPS

The Community Foundations annually provides more than \$350,000 in scholarships and awards to students through the generosity of our donors. Tonight, we will award students planning for a future in education.

STEPHANIE D. BROWN AND BARBARA M. MURPHY

MEMORIAL SCHOLARSHIP

Established by the family of Stephanie Brown and Barbara Murphy to honor their memories. Stephanie was devoted to children and was tragically killed in a car accident. Barbara was a devoted mother to Stephanie, a Board member of the Community Foundations and held many job titles including that of teacher. This scholarship is available to female Dutchess County high school graduating seniors who intend to major or minor in Education with career plans to teach in Elementary, Middle or High School.

2023 Scholarship Recipient

THEODOSIA WILSON

John Jay Senior High School

DENNIS J. MARKLE MEMORIAL SCHOLARSHIP

Established by the family and friends of Dennis Markle, a beloved history teacher at Poughkeepsie Middle School, the scholarship is available to a graduating student of Poughkeepsie or Millbrook High School planning to major in education or history.

2023 Scholarship Recipient

ANIKA MAYA AMOY COUSINS

Poughkeepsie High School

NUVANCE TACONIC IPA SCIENCE EDUCATION GRANTS

This fund was created by Taconic IPA, whose mission is to provide the premier healthcare delivery network in the greater Hudson Valley. Grants from this fund are awarded to secondary school science teachers in Dutchess, Orange and Ulster counties to expand student learning opportunities in the sciences through the acquisition of classroom and laboratory equipment.

2023 GRANTEES

Gian Ascione
Oakwood Friends School

Jane Colbert
Mizzentop Day School

Elyse Joy
Orville A. Todd Middle School

Andrew Nikola
Wappingers Jr. High School

Christine Pizer
Poughkeepsie High School

Emily Price
Arlington High School

Jackie Stock
Upton Lake Christian School

FUND FOR EXCELLENCE IN EDUCATION GRANTS

Fund for Excellence in Education Grants are awarded to recognize the important contributions that teachers make in our community; support the personal and professional enhancement of teachers; and champion teacher initiatives to improve learning opportunities.

2023 GRANTEES

Cathryn Biordi
Sargent Elementary
School

Nora Callahan
Pine Bush High School

Laura Collins
North Park Elementary

Erin Daniels
Haviland Middle School

Tina Dierna
Kingston High School

Clay Drinko
High Meadow School

Krista Greer
Upton Lake Christian
School

Christina Hoff
Myers Corners
Elementary School

Elyse Joy
Orville A. Todd Middle
School

Joanna Jusino
Haviland Middle School

Stacy Kaegi
Dutchess Day School

Mary Langenau
North Park Elementary

Jean-Daniel (JD) Louis
Woodstock Day School

Christine Pizer
Poughkeepsie High
School

Krysta Weiss
Arlington High School

Christopher Williams
Austin Road Elementary
School

Allison Woolston
Carmel High School

Nelson Zayas
Seymour Smith IL Center

FUND FOR EXCELLENCE IN EDUCATION GRANTS

DENNIS J. MARKLE COMMUNITY SERVICE AWARD

Originally established by the Dutchess County United Teacher's Council, the Markle Community Service Grants are awarded to public school teachers for projects involving their students in community service. These community service awards are made in memory of Dennis Markle. Dennis was a history teacher at Poughkeepsie Middle School, Secretary of the Dutchess County United Teachers Council, and a member of the Selection Committee for our Partnership in Education Grants program for many years.

Allison Woolston, Carmel High School

Delightful Deliveries: A Community Service Project!

DAVID KENNON MOODY AWARD

Established by Dr. F. Kennon and Mrs. Mary Moody in honor of their son's graduation from law school, grants are awarded for either professional development in teaching writing or for a specific program designed to enhance the writing abilities of a teacher's students.

Jean-Daniel (JD) Louis, Woodstock Day School

Support for the Battering Ram Literary Journal Project

GRANT SUMMARIES

NUVANCE TACONIC IPA

Gian Ascione, Oakwood Friends School

Hunting Electricity-Generating Bacteria in Riverbeds

MudWatts are devices that generate a small electric current from soil (specifically, from microbes in the soil). They are renewable power sources that convert the chemical energy stores of soil microbes into electrical energy that can be used to power a light-emitting diode (LED) indicator. Gian intends to use these devices as an avenue to foster in his students a more complex schema of the relationships between living organisms and electricity, that is, to see electricity as a truly natural phenomenon of the biosphere, in addition to that of the atmosphere which we humans have learned to exploit to our enormous benefit and potential peril. Furthermore, these Mudwatt kits will provide long-term experimental opportunities for his students to engage in a bit of electrical engineering, discuss energy sustainability, as well as recognize the often-overlooked importance of decomposition and nutrient cycling that *should* inform all technical innovation. He hopes to afford students the chance to obtain their soil samples from the bed of the Hudson River or one of its tributaries during my school's field trip to the "Day in the Life of the Hudson and Harbor" data collection event sponsored by Columbia University and the NY Department of Environmental Conservation.

Jane Colbert, Mizzentop Day School

Green House

Growing plants in a greenhouse will teach students responsibility and gives them a chance to learn most school subjects as they come to life through hands-on training. Understanding the wonders and law of nature is the focus of this environmental study. Greenhouses for schools and projects can be a simple facility in which students or members of the group can explore by handling crop variations and cross-pollination, cooling, and heating, etc. These greenhouses improve the physical, mental, and personal well-being of students and or members of the group. Being inside the garden provides satisfaction and a better quality of life.

Elyse Joy, Orville A. Todd Middle School

The Physics of eSports

As an environmentalist and science teacher, when Elyse was first asked to coach the middle school eSports team, she was not sure that she would be able to support something that she felt would take kids out of nature and put them in front of a screen. After her first week of coaching, she changed her mind entirely. She immediately saw the applications of the games to her classroom. When they discussed strategies about moving a ball, or the physics of collisions, she saw the kids' faces light up as they made meaning that was relevant to them. She also noticed kids that would normally be in their room, alone, all of sudden be part of a supportive team of like-minded people. Elyse has kids on the team who also play soccer, piano, do karate, and are active in their communities. She realized that her perception of eSports was totally wrong. She also learned that Marist College offers degrees in gaming and that 4 local high school students received college scholarships for eSports. The science of these video games is incredible. They spoke with a video game designer who explained the science that goes into the design of these games. They discussed the physics of a skateboard game. He explained everything from the shadows under the skateboard to the impact from the angle it hits the wall.

Andrew Nikola, Wappingers Jr. High School

Push VR Experiences to the Limit!

ClassVR is an open platform, supporting Virtual, Augmented, and Mixed Reality curriculum content, as well as allowing students and teachers to create, upload, and share their own content, creating a collaborative community of global educational resources. Andrew cites the need for technological tools to inspire a generation who have never known life without smartphones. Virtual and Augmented Reality is a fantastic example of technologies with untold possibilities in the years ahead; there is no better way to inspire and engage students. The buzz and enthusiasm in a classroom when anything to do with virtual reality is hard to beat – and the learning potential is immense. This, in turn, drives student engagement. Andrew also feels it is imperative to develop empathy in classrooms. One of the less frequently considered benefits of VR in the classroom is the unparalleled opportunity it gives students to truly inhabit the perspectives of others.

Christine Pizer, Poughkeepsie High School

Aquaponics: Engineering Designs for Academic Modeling

With support from fellow teacher Mary Ficht, the two are currently running a pilot program where students are using 1-gallon tanks to create aquaponics systems. While the tools are working fine, they have their limits. The impetus behind the project is the integration of the Next Generation Science Standards into their everyday academic endeavors. Specifically, the students are creating a system whereby plants and animals live in harmony, circulating essential materials and coexisting in homeostasis. As they progress through units in the curriculum, the plants are used in several different experiments during the first semester as they accumulate content knowledge. Then, they will repeat the same content knowledge but through the lens of an animal, namely the goldfish they have been nurturing. Experiments during the second semester will include the use of their goldfish as models for animals exemplifying their importance in global systems. The students have an increased sense of responsibility and seek to preserve both species in the best possible conditions. Those students that keep both species alive throughout the year can take their "pets" home in June.

Emily Price, Arlington High School

AP Physics Equipment

With support from fellow teacher Brittany Tompkins, Emily will be using funds for inquiry labs equipment in AP Physics. The Ring and Disk Set is for a lab about angular momentum. The pendulum sets and rotary sensors are for a rotary motion lab. Both labs are inquiry-based explorations for students to discover these scientific phenomena. The concepts taught about rotary motion are new for this level of physics course and these students have a true opportunity for inquiry learning through this lab activity. Students would be deriving equations to model rotational collisions. All students in the AP Physics course will now be able to complete this lab work as a hands-on, group inquiry activity.

Jackie Stock, Upton Lake Christian School

Spectroscopy Equipment for Science Labs

Jackie will be using the funds to purchase the Vernier Spectrum Tube Single Power Supply. This patent pending instrument will provide a simple means of viewing gas discharge spectral lines with any compatible spectrometers. The following spectrum tubes will also be purchased so students can view hydrogen, helium gas, carbon dioxide, argon and neon. Any unit in earth science, general science, chemistry and physics that address light will be enhanced by this new equipment. Students can do hands-on learning labs to gain a better understanding. Online demonstrations are not as effective in helping students to understand and retain the information as these practical instruments.

FUND FOR EXCELLENCE IN EDUCATION

Cathryn Biordi, Sargent Elementary School

Mad Science of Mid-Hudson

The "Mad Science of Mid-Hudson" brings workshops and materials into the classroom and trains teachers to do hands on science experiments with students in class that are aligned to STEM objectives and are correlated with the Next Generation Science Standards (NGSS). With professional lesson plans, pre-and-post activity guides, and animated instructors, Mad Science workshops are an ideal way to reinforce core science concepts and embed teacher professional development into an "in class field trip." PK - Preschoolers help create a cloud in a bottle and make it rain inside. They also learn all about the water cycle and weather patterns and design their very own windsock to take home. K - Astronaut in Training Program, will learn all about the elements of space and get to take their very own mini rocket home. 1st - An introduction to chemistry with mysterious mixtures and surprising solutions. 2nd - Students will be introduced to the concept of matter, and the properties and characteristics of its three most common manifestations: solids, liquids and gases. 3rd - Children learn about ecosystems from the perspective of a field naturalist. Overall, the goal this year as a school is to focus on student engagement and providing more opportunities for more hands-on learning experiences. This grant will support teachers in meeting this building level and district level expectations.

Nora Callahan, Pine Bush High School

School Based Enterprise at PBHS

Nora recently established an Apparel Store as part of their business program. This store will be fully run by students under her supervision. This is a multifaceted opportunity as it will incorporate students' expertise in a variety of courses including Accounting, Marketing, and Entrepreneurship. They will do market research to determine what to produce, use cost accounting to decide the optimal production materials and volume, use small business accounting skills to track the process for managerial decisions, etc. Once the infrastructure is established for this store, the school principal and Nora aim to incorporate other departments such as art (for graphic design) and technology (for the creation of other products). Nora is also the advisor for the Finance Academy, where students can gain a Certificate of Financial Studies for taking several credits of business courses. This endeavor will especially serve these students.

Laura Collins, North Park Elementary

Morning Warm-Ups

In partnership with fellow Kindergarten teachers Karin Farerre and Jill Landers, The "Morning Warm-Ups" project will pair social-emotional learning and fine motor skill building in three Kindergarten classrooms. Remote learning and social distancing have impacted the earliest learners on so many levels. Research is proving that two clear areas of deficit have emerged, Early Childhood social skills as well as sensory and fine motor skills. "Morning Warm-Ups" will enable students to enter their Kindergarten classroom and begin their daily routine by finding a friend and a "Warm-Up Box". The hands-on differentiated activities combined with student choice will make arrival time something to look forward to each day. This gentle start is an alternative to worksheets and screen time and will empower and enrich their students.

Erin Daniels, Haviland Middle School Garden Project

Haviland Middle School Garden Project

With support from Erin and fellow teacher Karin Armstrong, students began building a garden last year and are in need of funds to keep it up this year and beyond. Students broke ground and created every aspect. In the summer students volunteered to water and weed and harvest. This year, students will need to replant, add soil, build benches, and complete a fence and garden gate. With new benches, any class can teach or learn outside in this nurturing and positive environment.

The 7th grade cooking classes benefit from the garden directly, utilizing the harvest in their meal preparations. Students in the 6th grade are completing a problem/solution project, along with repurposing summer and fall harvest seeds as an experiment.

Tina Dierna, Kingston High School

Eradicate Period Stigma!

In its second year of the initiative, the Period Power Club meets every Tuesday to stop period stigma and get products to menstruators in their schools. The club believes that period poverty and stigma are some of the most neglected issues affecting the world today. They teamed up last year with Period.org to run their campaign, which helps make sure students at the local level have what they need in both KHS and our other district schools. They are led by fearless and motivated student activists who are fighting to eradicate period poverty and stigma in our community. This year they plan to begin the process of writing a book about their experiences as a club. They also intend to reach out to their local senator and inform her of their efforts. They will repeat their open-mic fundraiser at a larger venue and continue raising awareness around these issues. Several teachers have joined the cause in advocating for period products and education which leads to an overall increase in student sense of belonging and care.

Clay Drinko, High Meadow School

Expanding Capstone to Give Students Agency and Give Back to the Community

In his second year as the middle school humanities teacher, Clay is expanding what was once a month-long, end-of-year project. This year 8th graders are spending the entire school year crafting meaningful and personal inquiry questions. They will then research their question and write an academically rigorous thesis that includes a literature review and methodology. Their capstone projects will then be developed out of this research and must serve the community. Students will work with community mentors throughout the process, complete at least 25 hours of community service, and turn in a bound copy of their thesis by May 2023. The school's community will then gather for their capstone parade and fair, where the entire local community will celebrate the academic achievements, initiative, and resilience.

Krista Greer, Upton Lake Christian School

AP Statistics Summer Institute and Math Lab Training

Krista will use grant funds to explore the course framework, the exam, and the new AP resources while attending a College Board Summer Institute on AP Statistics that will help her to plan and focus instruction—and give feedback throughout the year on the areas where individual students need additional focus. She will also learn about completing the digital activation process at the start of the school year that will give her immediate access to the new resources and will help ensure that the students can register for AP Exams by the new fall deadlines. By attending this APSI, she will gain deeper insight into the following key takeaways: Understand the Course; Plan the Course; Teach the Course; Assess Student Progress; and Engage as a Member of the AP Community. She will also be able to provide more lab-based experiences in all math classes at Upton Lake with the purchase of a classroom set of 10 TI84+ scientific calculators, so each student has a calculator to use during classroom labs and then also on standardized assessment tests such as the PSAT, SAT or ACT

Christina Hoff, Myers Corners Elementary School

Breakfast with HEROES

The project Breakfast with HEROES (Helping Educate Responsible, Outstanding and Enlightened Students) gives Christina's Grade 2 students a classroom library of biographies and art and an opportunity to celebrate their learning. Through their study of biographies, students will learn about a variety of historical figures including artists, scientists, and world leaders. The project will help her second graders transition from learning to read, to reading to learn. After reading a

minimum of three biographies, students will choose a famous figure of their choice and create a unique profile of their hero on a wearable posterboard of biographical information. The students will then wear their posterboard to a Heroes Breakfast celebration. Zoom invitations will be sent to family and friends to attend their breakfast and meet her classroom heroes. Students will share with their classmates, friends, and family members interesting facts about their hero that they learned through their research. Reading biographies and then making these heroes come to life at the breakfast will help inspire students to become better readers. The Breakfast with Heroes Project will make history come alive for her students while learning about some of the great past and present historical figures.

Elyse Joy, Orville A. Todd Middle School

Community Garden and Nature Walk

Elyse is working in partnership with Special Education teacher Karin McGuire, their students and Poughkeepsie Farm Project, to grow okra and collard greens in their classroom greenhouse. They will continue working together at their community plot at the Farm and use the vegetables that they grow to feed the students and their families. The medicinal plants grown will be used by students to research native plants for medicinal purposes. Their desire to expose students to nature continues at the Middle School as they continue to develop a nature trail that includes writing stations, math activities, and seasonal science activities. The trail will include 5 spots for students to explore. It is their hope that by building this connection with nature, students will be compelled to want to protect it.

Joanna Jusino, Haviland Middle School

Multi-Sensory Materials to Support Special Class Reading

Joanna works with special education students who are reading 3-4 reading levels below their peers. Using the Orton-Gillingham approach to teaching reading, her students participate in a multi-sensory learning environment which helps them to better understand the reading skills they are learning. Through the teachings using OG methodology, students are able to better understand the relationships between letters, sounds and words. The multi-sensory approach taps and engages multiple pathways in the brain helping students to read and write. Students will use the materials detailed in her grant request on a daily basis during class. Last year she created many of these materials herself, but they have not lasted as long as she had hoped they would. To be most successful, it's best if each student has their own quality materials so they can work independently and more often. The materials she's purchasing are made and printed in a way that wear, and use will take years rather than months or sometimes weeks. This grant will also allow Joanna more time to focus on creating lessons that are even more differentiated for her students.

Stacy Kaegi, Dutchess Day School

Pre-K: Learning Through Block Play

Funds will support establishing a block play center for Stacy's classroom. Block play and materials to build a variety of structures is an essential part of preschool life. Through block play, children work on an assortment of skills whether they are building alone or collaborating with their peers. When children are playing, they are working on problem-solving as they try to fit pieces together, build higher, and learn how strong foundations help build stable structures. They use their imaginations as they build, so they can play out scenarios with props (cars, animals, human figures, &, etc.) as they enjoy the design they have created. In turn, they tell stories as they come to life which increases the use of vocabulary - block names and shapes, imaginative creatures and places, and self-expression is shared with pride. Block play allows children to have a creative license as they are in control of the building and can manipulate the pieces to suit their creative vision and scenario. Math skills are practiced, strengthened, and reinforced as children create patterns, compare sizes and weights, work on balance & symmetry, and also work on measurement when creating tall and wide structures. Block play also incorporates spatial awareness as children work solo or with their peers and they look at their structures from a variety

of angles. Block play also supports social/emotional learning as children learn to share materials and props, take turns constructing, and eventually listen to ideas from peers that can be attempted with trial and error. Children learn to work more cooperatively with each other through block play as it strengthens and nurtures relationships and helps students begin to respect another's ideas. Block play really rocks as it supports social, emotional, AND cognitive growth when children are actively engaged in constructing.

Mary Langenau, North Park Elementary

Pollinator Partners Poetry Book Project

Mary has coordinated the development and maintenance of a National Wildlife Federation certified 'Schoolyard Habitat Garden'. The garden is home to native pollinator plants that attract a great variety of pollinators. Taking the children out to the garden, giving them opportunities to learn the beauty and importance role native plants play in supporting the life cycles of pollinators brings Mary and her students great joy. For the student's poetry book project, they will explain the powerful partnership that exists between plants and animals in the process of pollination. After learning about animal effects on plant pollination during the spring life science unit, students will learn various forms of poetry to write poems that explain the partnership between plants and animals during the process of pollination. Students will choose a favorite poem to illustrate and include it in a published class poetry book they can proudly share with their families.

Jean-Daniel (JD) Louis, Woodstock Day School

Support for the Battering Ram Literary Journal Project

The Battering Ram Journal was started in 2011 by a group of WDS students inspired to create a national/international journal for high school students with a shared passion for writing and literature. It is printed twice a year and approximately 60 students (per edition) from all over the U.S. and internationally are then selected to be published. There are over 100 pages of work in each publication - all curated, selected, and designed by Woodstock Day School students. WDS Battering Ram is in need of funding to help support the rising costs of publication. The journal is a meeting place for the artistic and literary lovers of our community and beyond. The students contribute and lead every phase of the project, from creating a timeline, budget, design, production, and all the editorial work, which is an essential aspect of the Journal. Many past students have gone to college to study writing and communications and ultimately have become editors.

Christine Pizer, Poughkeepsie High School

Work Stations for Safe Science

Christine is collaborating with science and special education teacher Mary Ficht on this project which will improve the organization, experience and efficiency of lab work. The new workstations will serve multiple purposes: 1) As a base station for labs they will keep messy lab materials away from individual computers and students' personal items. 2) When students engage in engineering design projects, they will be able to secure materials on these work stations and roll them away for safety and convenience as work may be necessary on multiple days. 3) One major component of this course is the engineering project where students create a working aquaponics system with live species. These work stations will allow their continued use throughout the school year as students examine live species (in the Living Environment course) while learning about how species function and interact, a major concept component of the new Next Generation Science Standards. More specifically, the examples that they have constructed will be wheeled to and from their seats for observation, experimentation, and exemplification. The projects will contain both plants and animals which not only serve as models but lessons in care, empathy, and responsibility.

Krysta Weiss, Arlington High School

UpFront Magazine Subscription (digital and print)

Funds will support the subscription to NYT UpFront Magazine for 3 US History & Government classes at Arlington High School taught by Krysta and Special Education teacher Richard Dima. . The subscription will include both a digital log-in and print copies of the magazine. These will offer teachers the opportunity to differentiate lessons to meet the various needs of all students. The magazine includes articles on current events, civic issues, and past events relevant to their curriculum. The subscription materials are compatible with Google Classroom, which they use on a regular basis. This allows accessibility to all students & challenges students to think differently. One of the classes that will benefit is an integrated co-taught (ICT) class taught by Krysta and Richard. Half of the students have IEPs to address various learning needs including Autism, ADHD, ODD, and learning disabilities. They have found that after students have engaged in the digital activities included in the subscription, they had better recall & overall understanding of the content.

Christopher Williams, Austin Road Elementary School

Artistic Puppets Make History

The new Art teacher at Austin Road Elementary will collaborate with the 4th grade teachers to engage the students in creating puppets and preparing a performance. The students will design and build puppets in several different forms: hand puppet, marionette, and shadow puppets. The 4th grade teachers will incorporate this project into their Social Studies and ELA curriculum as the students write historical fiction narratives. Classes will collaborate in writing a narrative that pulls together elements from multiple students' stories. The resulting narrative will be presented as a puppet show with each student contributing to create an element of the performance. Throughout winter the teachers will have planning meetings to map out the cross-curriculum connections. Character development and narrative writing will happen in March. Students will begin designing and building puppets in April and May. Rehearsals for the show will begin in mid-May with the performances set for June. Teachers will adapt curriculum materials to incorporate the final plan of developing a cohesive narrative for the show. 4th grade teachers will plan lessons to team-teach with the art teacher to enhance the development of character, setting and visual storytelling. Students will explore puppetry to express themselves, tell stories, work together, and communicate. Through this exploration students will develop puppetry skills and workshop sections of the narrative for the final show. Students and teachers will be engaged in this creative process together as they refine the characters, the narrative and the students' puppet manipulation skills.

Allison Woolston, Carmel High School

Delightful Deliveries: A Community Service Project!

Students in the PACE (Life Skills) Program will create packages of items designed to spread cheer and messages of kindness to employees of the school district. PACE program students spend between 6-8 years at the high school level. They are exposed to functional academics, life skills instruction, social skills instruction, and vocational skills instruction. The packages they create will include handmade cards, small treats such as packaged snacks, stickers, and pens. They will also contain personalized note cards designed by the students in the PACE Program. The purpose of the project is to spread kindness throughout the Carmel Central School District community and to encourage others to engage in a campaign of "paying it forward". The students will design the packaging and will deliver the "Delightful Delivery" to the mailbox of the selected staff member. The project will include a focus on pre-vocational and vocational skills that can be generalized into other types of settings as these students move toward meaningful employment as adults.

Nelson Zayas, Seymour Smith Intermediate Learning Center

Fresh Air Fun

The intent of this grant is to get students outdoors in the fresh air, engaged in fun, interactive, educational activities. This will be in stark contrast to what school has looked like the past couple of years due to Covid. Each grade will be provided with equipment for these outdoor activities. Once implemented, the primary consideration to sustaining these activities will be the purchase of batteries. Classroom teachers allotted budget funds should be able to cover these. The proposed activities are as follows: 2nd Grade will learn bird watching and bird identification; 3rd Grade will learn metal detecting; 4th grade will learn geocaching; 5th grade will learn to fly and photograph using drones.

CONGRATULATIONS!

THANK YOU TO OUR VOLUNTEERS

Volunteers are essential to the work of the Community Foundations. We would like to thank the following individuals for the time, talent and energy they provided in selecting the recipients of tonight's scholarships and grant awards.

Brian Brown
Linda Cantor
Jackie Chatfield
Linda B. Clarke
Marty Collins
Maria DeWald

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Paul Fritz
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Community Foundations of the Hudson Valley

Our Vision: A prosperous, equitable, inclusive Hudson Valley with vibrant communities where all can live, work, and thrive.

Our Mission: The Community Foundations of the Hudson Valley delivers community and philanthropic leadership to inspire and celebrate local charitable giving and civic engagement.

Our Values: Integrity, Inclusiveness, Kindness

The power of community foundations is in their ability to pool resources, wisdom, and experience of a region to meet its most pressing needs. By investing in regional nonprofits, teachers, and students, and creating targeted initiatives, CFHV has addressed the dynamic interests of our community for over 50 years.

Join the Partnership in Education

Committed community members like you make classroom enhancing grants possible. Their generosity has made essential equipment and training accessible to teachers throughout the region. Each year, the Foundations receives exciting requests that far outweigh the funds available. You can bridge the gap to a brighter future for young minds! Make a tax-deductible gift today or plan for a future gift through your will or estate plan to invest in the next generation.

Contact us for more information by calling 845-452-3077 or visiting CommunityFoundationsHV.org.



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