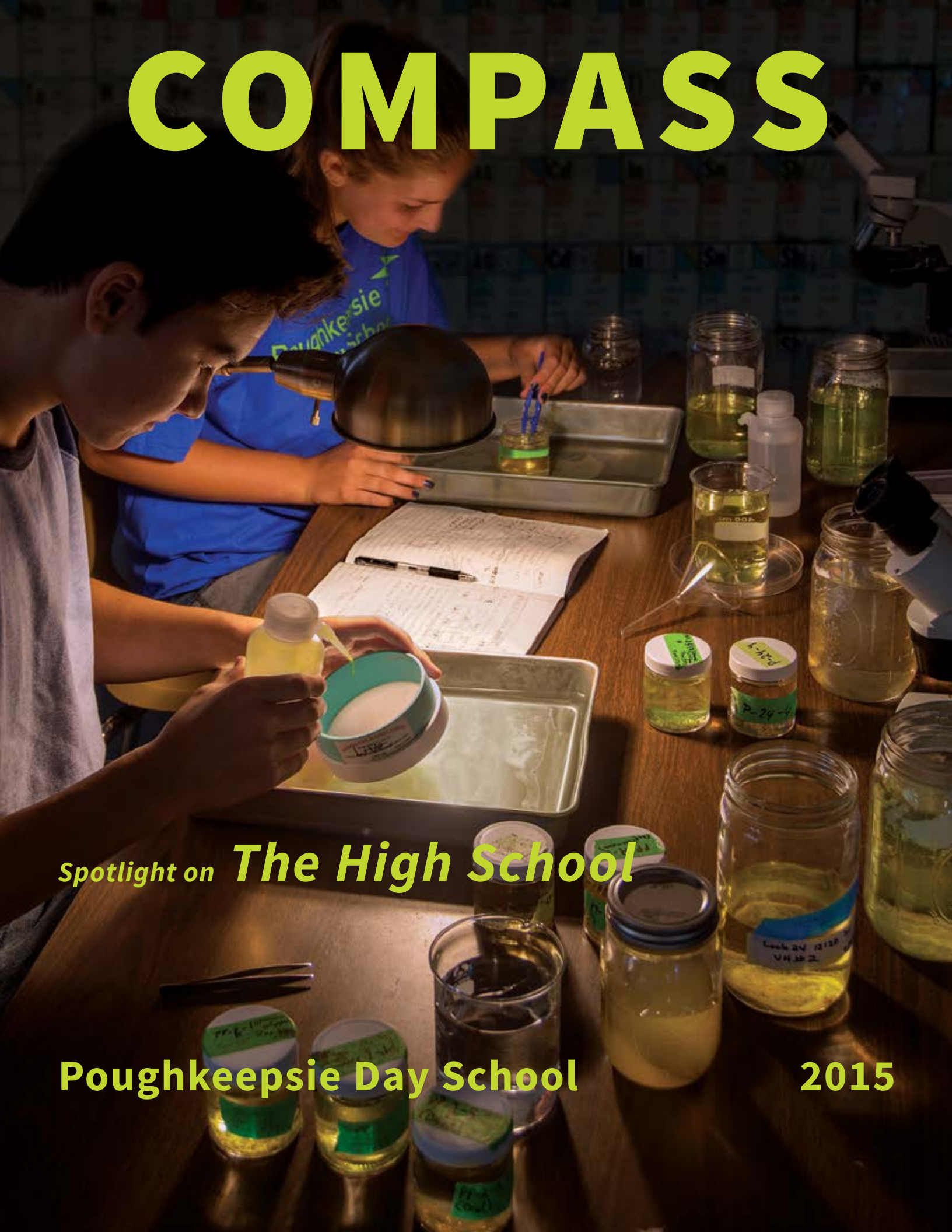


COMPASS



Spotlight on *The High School*

Poughkeepsie Day School

2015

Poughkeepsie Mini Maker Faire®

Saturday, November 14

10am-4pm

Poughkeepsie Day School

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Tinkerers
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On the cover

Kate McKeon '17 and Matt Warren '18 sorting and counting an invasive species of shrimp for use in fish feeding experiments, part of a collaborative research project between Poughkeepsie Day School, Ithaca College, Hobart and William Smith Colleges.

Photographers: Laura Graceffa, Johan Hedlund, Josie Holford, Keith Hudak, Stan Lichens, Christina Powers

Thank you to all of the faculty and staff who contributed photos.





From the Head of School & Board President

A responsive school for a changing world

In a time of unrelenting change, some good and some not so much, it helps to have a focus. And a filter to sift what must endure from that which can – and maybe should – change with the times. This is something Poughkeepsie Day School has been good at for over 80 years.

Making choices starts with bedrock values. Primary among them is paying careful attention to the social and emotional needs of children. For PDS this means caring for the whole child who arrives in school full of questions and curiosity and who graduates with an undiminished thirst for learning, eager to continue growing as a productive member of the wider community. That is how we measure our success.

We've been studying how to address the needs of 21st-century learners for at least 30 years now. It used to be easier to figure out what might be the best thing for the learners in our classrooms; you could predict the future with at least a degree of certainty. As we worked with children in school, especially high school, it was relatively easy to imagine the skills and aptitudes that would help prepare them academically for success. It's not always so easy these days.

Thriving in our time will take much more than performing well on tests, stockpiling grades and earning degrees. It will require sophisticated competencies far more than paper credentials. And it is clear that PDS is positioned to get that transition right. The globally networked technologies of our time demand a re-dedication to the progressive ideas and thinking of an earlier generation of pioneer educators, one of whom was PDS founding director Elizabeth Gilkeson.

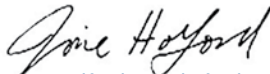
With children's developmental needs as a foundation, some decisions become a little easier. Take the use of technology as an example. At PDS we embrace digital tools that help children as creative thinkers and doers, technology that fosters creativity and personal expression. We eschew technology as an efficient means to keep learners on task and measure their incremental steps through predetermined formulas. For us it's not about raising test scores; it's about lifting learning with the tools that can help eager learners create, connect and communicate.

Our abiding values reside in our conception of what makes us human. It is about community and caring to make a difference. It's about relationships, problem solving and thinking forward with optimism and courage. The changing world is full of challenges; they may change in scope and nature, but they're not going away any time soon.

The PDS response to a changing and challenging world is to provide children with the very best environment for their development as people who have the strength of character, the social-emotional resilience, the skills and the experience to make a creative contribution. How we accomplish this may change – as it must – over decades and even from year to year, moment to moment. But our focus endures. It guides us in the journey we are on.

We focus on what will help children grow into their futures: active learning, problem seeking, making across the curriculum and participating in the world. Take a look at the exciting future-focused learning described in this edition of Compass.


Amanda Thornton, President, Board of Trustees


Josie Holford, Head of School



The High School

***How do students learn in an era of rapid and radical change?
What is the teacher's role in an age when all the information
students need is available on a device in their pockets?***

PDS high school teachers and students answer these questions every day with joy, creativity and intellectual risk-taking, in classrooms filled with authentic and relevant learning, collaboration and contagious passion. The high school program prepares PDS students to tackle the unknown with courage and confidence, able to make a creative contribution to the world. Many of them are already doing just that.

A group of students are working with several clear plastic aquarium tanks. They are pouring water from one tank to another using plastic jugs. The tanks contain green water and some small orange fish. The students are wearing casual clothing like t-shirts and tank tops.

Science

Since his days as a doctoral student at Cornell University, high school science teacher Brent Boscarino has been obsessed with invasive species. “Invasive species present an interesting challenge. What special characteristics enable them to succeed in a new environment and what is their likely impact on native species?”

The students in Brent’s Invasive Species Research Club are engaged in an intensive study of *Hemimysis anomala*, a tiny but voracious and fast-breeding species of bloody red shrimp (named for their reddish color) that has invaded many of New York State’s waterways. Brent crafted this project as an authentic science experience for his students, who are currently working in collaboration with undergraduates and faculty from Ithaca College and Hobart and William Smith Colleges (HWS). Brent’s collaborative research approach included inviting his students to engage in field survey work that led to a 2014 peer-reviewed publication on the range expansion of *Hemimysis* throughout the Great Lakes region towards the Hudson River.

Building on their previous findings, the students began developing a citizen science campaign to track the expansion of *Hemimysis* through New York

State. When they needed money to implement their plan, they did what most scientists do: They wrote a grant proposal to fund their research, and it was accepted by the Great Lakes Research Consortium – one of only three proposals in North America to be funded! With additional funding from the PDS Annual Fund, the group was able to design and construct budget-friendly “shrimp traps,” along with educational brochures, to distribute to the public to monitor and track the spread of the species. As part of this citizen science project, the group will also be creating a centralized online database for public reporting of future *Hemimysis* sightings

This past summer, the group spent an “immersion” week at HWS working on various components of their funded research. In addition to the citizen science work, they conducted fish feeding experiments to determine the rates at which both native and other established fish species feed on *Hemimysis*. SCUBA videography was also utilized to observe *Hemimysis* behavior and habitat selection in the field. In the spring of 2016, the group will also dive headlong into developing environmental DNA, or eDNA, probes for use in early detection of *Hemimysis*. “Every species on the planet has a unique DNA signature. We will be looking for *Hemimysis* mitochondrial DNA in water samples taken from areas at risk of invasion. The ability to detect *Hemimysis* with a simple water sample would be a game changer for citizen science monitoring work.”



Science student Ellie Stapylton '16 says the project was “an amazing opportunity to do some real research work at a higher college level and beyond,” bringing together students and faculty from all levels. “High school freshmen to graduated seniors to professors at research colleges – we all brought great energy and an even greater work ethic to the table in a unique and collaborative way.”



While most of us may not have heard of cosmic rays or zircon crystals, science instructor Jonathan Heiles has students pondering them on a deep level. He has arranged with the New York Center for Astrobiology, Energetic Ray Global Observatory and NASA's Radio Jove project to allow his students to test their ideas and in the process has raised the bar for teaching high school science.



For three summers (2012–2014), Jonathan has attended the Astrobiology Teachers Academy at the New York Center for Astrobiology, a NASA-supported research center in the School of Science at Rensselaer Polytechnic Institute (RPI) in Troy, NY. His goal is to raise student excitement about a field of study that examines the origin, evolution and future of life in our universe. Traveling to RPI's Corman Center for Mass Spectrometry, Jonathan's students study materials found on Earth with their gaze upon distant stars and orbiting planets. The class works in the same lab where pioneering geochemist Bruce Watson conducted groundbreaking experiments, that determined our assumptions of early Earth and its atmosphere are entirely wrong. By measuring impurities in Earth's oldest known material, zircon crystals, Watson accessed the earliest part of our planet's history and discovered new information about Earth's atmosphere. The class receives support from Watson and microanalytical lab manager Jared Singer

Through the Energetic Ray Global Observatory (ERGO) Project, Jonathan's astronomy class (and middle school student Nachman Kaul-Seidman '2020) is part of a worldwide student and scientist collaboration to study and conduct experiments on cosmic rays – energetic, charged particles traveling from space at nearly the speed of light. The students have fabricated an ERGO-supplied unit, which represents a single “pixel” in an enormous “camera,” a giant telescope that captures cosmic rays rather than visual images. With the help of the ERGO unit, PDS students collect and analyze the energy patterns of rays in real time. The collected data is layered by the students in Google Earth to identify geographical relationships with data collected from student-run ERGO units across the world, from Bulgaria and India to Venezuela, Canada and the United States. They create a “map” of cosmic patterns that may ultimately reveal whether, somewhere in outer space, other beings are using rays to try to communicate. This project connects students with astro- and nuclear physics, astronomy, electronics, mathematics and cosmology, as well as SETI (the Search of Extraterrestrial Intelligence). Jonathan's Relativistic and Quantum Theory class will also use the ERGO unit to devise experiments exploring the speed of light.

Throughout our galaxy, charged particles are flying through space and interacting with the galactic magnetic field. The energy created by charged particles moving in Jupiter's magnetic field generates radio waves. Jonathan's astrophysics class is going to be “listening” to Jupiter's radio waves as they capture noise emissions with a decametric (radio) telescope supplied as a kit by NASA's Radio Jove project. The class began last spring to build the telescope's receiver, which involved soldering 100 components in the PDS fab lab. In addition to gaining soldering skills, the students learn basic electricity

“This project was an amazing opportunity to do some real research work at a higher college level and beyond.”



in designing a variation on Watson's experiments. Students grow water-soluble alum crystals at a range of temperatures and introduce iron impurities into them, then measure the levels of impurities first by using a laser to vaporize the parts of the crystal. The vapors are then sent through the mass spectrometer, which produces charged particles from the substances and measures the mass of the particles through electric and magnetic fields. Their goal is to calibrate the crystals by correlating the level of iron impurity to the temperature of formation of the crystal. The students' analytical techniques on the water-soluble materials will be applied by Watson in his future scientific work and their data will be a contribution to his team.

and practical electronics, including identification and function of electronic components such as resistors, capacitors, inductors, transistors and integrated circuits. They will complete the antenna this fall.

Using the radio telescope on campus will provide an avenue for expanding the students' understanding of the universe as they observe interactions that cannot be seen in visible light. They will view radio bursts from Jupiter and the sun on a computer running Radio-SkyPipe software. This program will generate a strip-chart representation of the data collected by the students and will allow them to view other observers' records via the Internet, share their records in real time over the Internet, and chat with other Jove observers and professional radio astronomers. The Radio Jove project is a hands-on way of teaching physics – the formation of planetary magnetic fields, atomic energy levels and ionization, the movement and acceleration of charged particles in magnetic fields and the generation of electromagnetic waves.





Math

Math instruction at PDS is light years away from the old model of learning through memorization. PDS has always known what Jo Boaler, professor of mathematics education at Stanford University, is promoting in math education reform and what Carol Dweck, professor of psychology at Stanford, writes about the growth mindset. The ability to perform math is not fixed; it can be developed through dedication and hard work. Math is not about memorization. Ever.

Barbara Wood '78, math department chair and longtime PDS teacher, puts it this way: "It is about thinking deeply and looking for connections. Kids don't say, 'When are we ever going to use this?' It is not about that, but about using math to view the world."

Barbara invites her students, especially those for whom manipulating x and y comes easily, to develop a deeper math focus, to move fluidly from thinking verbally to writing symbolically and creating graphical representations. Her students learn to use multiple methods of accessing and representing knowledge, a valuable tool for the 21st century. PDS has long practiced an approach to math that reflects today's latest thinking in math education. "Do you drill the facts?" asks Barbara. "No, you ask kids to understand the way math works and what math thinking is."

A result of Barbara's approach to teaching is that many students are taking multivariable calculus before they leave high school. "It is a real pleasure

to see kids grapple with heady concepts in math," she says, pointing out that the class is a culmination of their previous coursework. "They are able to deal with 3-D objects and 3-D motion and have a way to mathematically talk about them."

This method of instruction comes naturally to Barbara,

a 1970s PDS graduate who returned in 1982 to teach. "My experience as a student here transformed how I viewed learning. I was a good student in public school; however, it was a big awakening when I got here and people asked, 'What do you think?' It was the first time I was given open-ended projects."

Barbara has continued the tradition of assigning open-ended projects. Students are challenged to design a weight-bearing 2" x 12" bridge and build it out of toothpicks. When the students are engaged in a design-thinking process, they shift from linear problem-solving to a focus on problem-seeking, understanding, creating, thinking and doing. By testing their bridge prototypes, students continue to learn and improve on their initial ideas. The building challenge is an authentic assessment that draws on higher order thinking skills and creativity. The most successful bridge can hold 120 pounds!

Through project-based learning, students in Barbara's analytic geometry class solve a parabolic equation by actually building a parabolic reflector dish. As part of the exercise, they study parabolic arches formed by balls in a juggling pattern. Juggling is not just fun; it is also ripe with repeating patterns and interweaving paths that call out to be understood mathematically. Even a Rubik's cube has its place in Barbara's classroom. "It's a nice model of an algebraic system. It has inverse operations that follow certain principles."

In addition to open-ended projects, her students enjoy open-ended thinking problems. In her Continuum vs. Discrete class, they are asked to explain how to add one to infinity through the use of paradoxical situations. One example describes a hotel with an infinite number of rooms that are full. How can a newly arrived traveler in need of a room be accommodated? (The answer can be found at the bottom of page 47.)

Math teacher Li Pipman Denaut enjoys the challenge of the unknown. Her Argentinian family migrated from Israel to the United States with the intent of staying for a year. Much to her surprise, they ended up staying permanently. The experience taught the family to be resourceful. "I grew up with the concept that you don't buy anything unless you absolutely have to," she says. "Never hire anyone if you can learn to fix it yourself. I built a whole house that way as a young adult."





In college Li took her first formal art class and discovered a passion for making things. She became an original do-it-yourselfer with a flair for upcycling. “I have issues about getting rid of something that can still be used or that someone else could use.”

She brings her enthusiasm for making things to PDS where she develops and teaches courses that make use of upcycled materials. For example, a 15-year obsession with stained glass, sparked by the need to create a window covering in her home, became a popular class at PDS. The sun streams through a product of their work that hangs in the entrance to the Elizabeth A. Gilkeson Center. Students in her theater tech class work with her to build sets for the theater arts program.

One of Li's favorite artistic experiments is a learner-centered building and design course she developed. “The course content is whatever the kids want to learn about and build.” When the physical education department needed a gaga court (for a version of dodgeball with a foam ball), the class built it. Racks to hold baseball and softball bats? They built it. A possession arrow for basketball games? Well, they are still building that one. What the students learn from Li will long outlast the products they make. She believes that sometimes one needs to be a persistent explorer and a confident risk-taker. Instead of settling on a less than satisfactory outcome, Li encourages her students to redesign a concept. “I don’t know everything, but I expect to. If we don’t know, we will Google it and we will learn together,” she says.

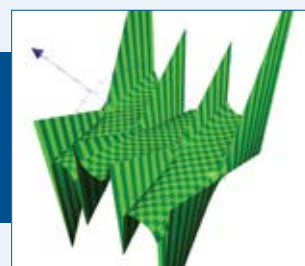
Li's experience with building and design naturally led to coaching the robotics team. “I didn’t begin with a strong grasp of physics and mechanics, but I work with the kids to test and test until we have a solution.” In preparation for the FIRST Tech Challenge, the team worked together to design, build and program their robot using sound engineering principles and real-world math and science concepts. The robotics tournaments are

based on a sports model with an ironic twist. In each game, teams are paired and form alliances during the competition. However, those allies could later become opponents.

The novice team placed sixth in their first year of competition. However, their accomplishment was not without a setback. The documentation of the “build” season in their engineer’s notebook was not quite what the judges were looking for. Capitalizing on their mistake as a lesson in agility and adaptability, they used the notebook to reflect on the value of the engineering process, improve their strategies and demonstrate the challenges they had overcome over the course of the year. Their effort paid off with marked improvement. In their second year, the team placed third for their engineer’s notebook.



“I want them to love learning. I want them to be inquisitive. I want them to have a passion for stepping into the unknown. To use what they know. These are critical life skills and I am using math to help them learn and do those things.” – Barbara





Art

Art instructor Wayne Toepp's students are earning acceptance at such prestigious schools as The Cooper Union, University of the Arts Central Saint Martins (London, UK), Rhode Island School of Design (RISD), Pratt Institute, Maryland Institute College of Art and the Art Institute of Chicago. He says, "I am often amazed and humbled by their talent and this is a reason I have stayed here teaching."

Curiosity, imagination, critical thinking and problem solving are qualities PDS graduates will need for success in an unpredictable job market. Studio art courses are designed to develop these skills. Hands-on exploration allows students to recognize the relationship between thinking and making: understanding that art production is concept-driven and a way of making ideas manifest in visual form. Wayne describes the studio courses as "designed to have latitude in terms of skill level and familiarity with a set of restrictions and requirements, so there are lots of directions kids can take." The visual art curriculum engages students in the production and critical

analysis of works of art as an iteration of larger issues and topics. Serious art students like Tianyi and Nicole pursue portfolio development with an aim to submitting their work to college programs. "The goals are extremely individuated," says Wayne. "I provide students the opportunity to build a body of work that represents them, unlike many high school art programs, which are often cookie-cutter." The high level of thinking, risk-taking and mastery over media is evident in the many displays of student work around campus.

Students explore the exciting interchange between art and culture through stimulating classes in art history. Wayne's Cinema History course is a doorway into the arts for students who may be less comfortable with producing art. "So many kids love film and have exposure to current film," he says. "Students are taught to look more closely than they normally would when watching a movie." Learning to interpret film enables them to be visually literate, an important communication skill in the digital age.

Of all the classes taught at PDS, it is within the art department that the boundaries of the classroom extend the farthest. The Renaissance to Baroque art history class travels bi-annually to Florence to experience the paintings, sculpture and architecture of Brunelleschi, Fra Angelico, Michelangelo, Raphael and Leonardo da Vinci. This trip exemplifies PDS's emphasis on the student as active, self-directed learner, not as passive recipient of teacher-delivered lessons. It is the difference between "education" – what institutions do – and learning, which is what people do. It is not just about seeing firsthand the brushstrokes of Titian's handiwork, but about learning to feel at home in the world while exploring Florence's streets and landmarks, language and cuisine.



analysis of works of art as an iteration of larger issues and topics. Tianyi Yu '15, an architecture major at RISD, used art and writing to explore why in China money is set aside for cosmetic eye surgery before education. Nicole Yan '16 created a visual commentary about luxury goods and consumerism with remarkable replicas of designer handbags.



At PDS, the arts are not peripheral luxuries added to the curriculum. Instead, arts are given center stage where they jumpstart creativity, excite the imagination and promote intellectual well-being and cognitive growth.



English & Poetry

Exploring new places for the adventure of an unexpected discovery is a theme in Joshua Camp Brown's English classes. As a writer-in-residence for a year at Phillips Exeter Academy, he was never disappointed on his daily expeditions of the library. In this spirit, Josh's poetry class joined students in Don Fried's Documenting Lives course on a trip to the New York Public Library and the Museum of Modern Art. At the Museum of Modern Art the classes viewed One-Way Ticket, Jacob Lawrence's 1941 Migration Series. "The show," says Josh, "is made up of paintings, each a smaller part of a larger narrative. That is what I think poetry is in essence, a smaller snapshot of a greater emotion."

In poetry workshops Josh brings his students on an expedition of different genres and along the way they share their discoveries with him. With Josh

Students develop critical abilities and standards of judgment as they read with increasing analytic skill," Don explains. "I am not as interested in theory as I am in having my students be good readers and use their abilities to make inferences in the text. I want them to learn to trust their own judgments, and not to think someone else is the expert."

Don's classes master more than the mechanics of writing, grammar, usage and documentation of critical points. His classes give students something waning from our society: face-to-face dialogue. Participation in seminar-style discussions, with comments that reflect careful reading of the texts and respect for the opinions of others, is an essential requirement of every course. Selected literature provides the story of human relationships; discourse on those interactions strengthens the sense of belonging and community within the classroom.

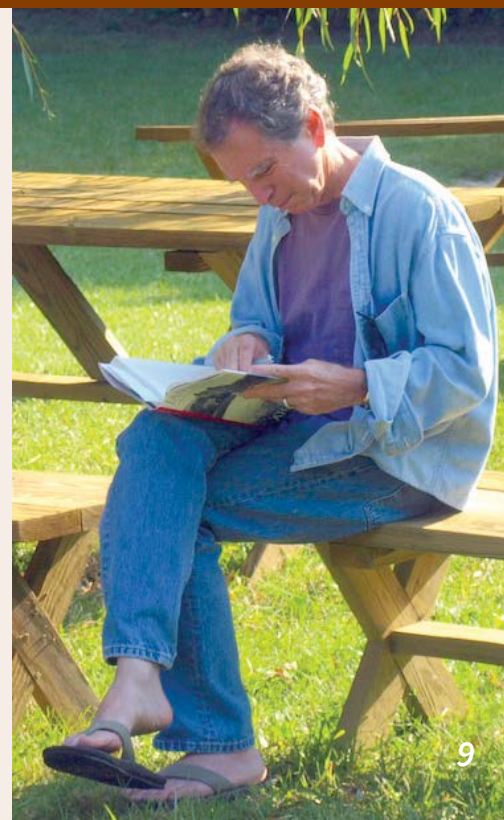
Assessment at PDS is based on the student's growth and is seen as a conversation about new horizons for learning. Through Don Fried's written responses, in small-group work with other students and in regular conferences with him, students assess the strengths of their work and develop portfolios.

as co-pilot, they engage in reading, writing, performing and responding to published and peer works of poetry. Each student has an authentic voice in a larger narrative on poetry, snippets of which find their way onto a blog curated by the class.

The joy of reading poetry is connected to the learning and effort involved in writing it. A published poet himself, Josh prepares his students to submit their own work for publication by asking each of them to create a portfolio of writing that he reviews with delight. "The writing is as good as any literary magazine. I enjoy their poems as much as Shakespeare's."

Developing a voice of one's own as a writer is the focus of Don Fried's English classes. "I want my students to be increasingly aware of what they can do with language and how language works," he says. "We talk about imagery in a poem or prose and how to put words together to have the desired impact. I work to dispel from the minds of kids that people who write books are a different group of people. Anyone can be a writer."

Don, who retired in June, describes his seminar classes as very informal. "Literature is about life, so even when the discussion seems to veer off, there is a certain kind of relevance."





History

The connected learning between English and history has dismantled the old model of education in which academic disciplines exist in separate silos. While personal story is woven through English, the human story of the world is the theme of history classes at PDS. The holistic history program integrates anthropology, geography and philosophy to produce a fuller analysis of the human condition across time and space.

History courses are crafted by instructors and students together. For example, current offerings on political science, comparative government, Irish history and culture, gender and the law and Holocaust and human behavior studies were not prepared unilaterally by the teacher; they stem from student interests and those of history instructor Bernadette Condesso.

“All courses call for well established academic goals – research, analytical writing and public speaking,” says Bernadette. “However, and perhaps more importantly, I seek to have students learn how to question, how to delve deeply into a topic, how to listen for other opinions and how to engage in civil discourse.”

She conducts most of her classes in a student-centered seminar style. “It is about engaging with texts or materials, dissecting them and entering into conversation.” For instance, a discussion of the Weimar Republic is tied to the concept of the fragility of democracy; the underlying goal is understanding the role of the average citizen during the Nazi era and the fall of the Republic. Discussion is rooted in textual analysis and materials regarding the military, employment, the role of women and the Other. Through discussion, links between people and events come into focus.

Of her courses, Bernadette says, “The focus is on humanism and the proposition that there are moral imperatives in the world. I seek to encourage thoughtful dialogue about these ideas so that the discourse is about learning, not about debate.”

Bernadette asks students to apply their classroom learning to current, real world problems. Understanding the links between historical and current events, including case studies coupled with deep research, helps students

answer important questions about American systems. For example, what are Americans doing, or not doing, to support democracy? How does a depressed economy influence the actions of people whereby they allow their fundamental rights to be usurped by others?

Bernadette encourages students to explain concepts and events in multiple forms, to move beyond merely knowing facts and dates to positing solutions. They study the Arab Spring and the subsequent loss of democracy in the Middle East: Can a social movement bring about change? Students decide.



In Julie O’Sullivan’s humanities class, students learn that history is not static; like archeology, it is about finding new information and new perspectives. The humanities program is a combination of history and English, created in response to student preference for a more integrated approach. The four-year curriculum

provides a well-rounded foundation in early and modern U.S. history, the Renaissance and Reformation, 19th- and 20th-century European history, as well as global history.

Like archaeologists, students dig into a theme, time period or geographical area to uncover key figures and events through historical documents, essays, primary sources and literary works. “By looking at history through a person’s

experience, even if fictional, it is easier to get into the drier aspects of history,” says Julie. In the early U.S. history course, students read *Twelve Years a Slave*, an 1853 slave narrative memoir by American Solomon Northup. Students choose two scenes from the book to recount through the eyes of



different characters, an active learning experience, with reading and writing as interconnected processes from which to construct an understanding of slavery in America. Using literature as a bridge into history, the assignment prepares students to conduct research and write an analytical essay on slavery in the U.S.

Karen's enthusiasm for an integrated view of history stems partly from her teaching philosophy and from her background as a Ph.D. in geography. An apt example is a unit on imperialism, in which she introduced the concept of ecological imperialism. “Most people look at imperialism as cultural and political, which it is, but plants and animals were introduced along with customs and language.” Her students read excerpts from Alfred Crosby's *Ecological Imperialism: The Biological Expansion of Europe 900–1900*, a treatise on the radical transformation of the New World through the

“When the kids who struggle with writing write something spectacular, and this always happens, it is so amazing for them and for me. Something sparks their interest and they write phenomenally,” says Julie.

related effects of foreign ecology and culture. To illustrate that point, Karen challenged her class to select a few plant specimens from the front lawn of Kenyon and asked them to determine which of them were native species.

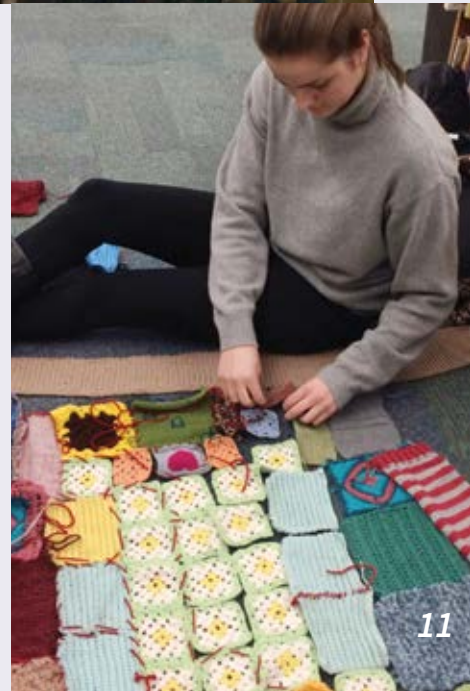
As students shared their data they were astonished to find that not one plant was native to this country; all had been introduced at some time in the past. “They realized that they hadn’t been aware of relevant clues right under their feet, and they recognized what they had been reading about.” The thesis had been demonstrated in front of Kenyon. “It was a great way for students to understand that our modern world is connected with the activities of the



Student engagement and ownership of learning have a high commodity value at PDS. It is apparent in the tackling of original texts by Shakespeare and Chaucer. Julie points to student excitement when their research uncovered a letter by a Civil War soldier, which they used as inspiration for writing fictional letters in the voices of people mentioned in the original. “One student created diary entries in the voices of Lincoln and Jefferson Davis. He strategically created entries on the same day, so the reader could detect the progressive frustration with each other.”

History teacher Karen Nichols was parking at the new Boardman Road Branch Library when her eye was caught by an outcrop of shale, which she began breaking apart looking for fossils. She never got to the library, but she did find an impression of a brachiopod. Unearthing discoveries in one's own backyard is the type of learning experience Karen enjoys creating for students in her grade 9 and 10 Modern Human Geography and Culture class.

people in the 14th century.” In addition, Karen is pleased to note, “Since we are not bound by the regimen of the Common Core, we can take time to do these things so that the essential point is demonstrated in a memorable and meaningful way.”





Community Service

Students are invited to view the world through a different lens to identify people's needs. For Julia Roellke '15, a service trip to Cambodia, where she lived on a floating village, gave her an awareness of the importance of water. "Raw sewage goes directly into the waterways and there are insufficient means of garbage disposal. I was both emotionally and physically struck by this," says Julia, who came home ill from ingesting contaminated water. Her experience fueled a growing belief that access to clean water is a human right. "Every small action can help! So, I began Water Is Life; a club dedicated to spreading awareness of some of the most pressing issues, such as drought, pollution and inequitable distribution of water." Like a true entrepreneur, Julia learned to create solutions and implement them. The club designed a logo for glass water bottles, which they sold to finance the purchase of portable water purifiers for indigent people.

Ethan Brown '16 is passionate about helping strangers improve their housing through Habitat for Humanity. "The best part about working with Habitat is that you get to interact with the people who you are actually helping," he says. Wanting to share this rewarding experience with the PDS community, Ethan worked with science teacher Brent Boscarino to establish a chapter of Habitat for Humanity on campus.

The school's motto – "learning, leading, living" – is not just a catchphrase but a practice brought to life by the students and advisors through community service. "The kids who have been here for a few years are taking the reins and initiating projects for the community because they want to. Community service is part of our culture," says Dean of High School Karen Nichols. Throughout the year members of the high school participate in service activities ranging from bake sales and student-organized benefit concerts for disaster victims to hours serving in soup kitchens and traveling in significant numbers to New York City for AIDS WALK NY. The impact of their work is seen in the many drives to collect goods and funds: food and



toiletries for the Beverly Closs Food Pantry and the Lunchbox Soup Kitchen in Poughkeepsie; life-saving blood for the New York Blood Bank; SAT books for underprivileged students; and a blanket of specially created knitted squares as well as toys, gifts and decorations to brighten the holiday for

"The kids who have been here for a few years are taking the reins and initiating projects for the community because they want to. Community service is part of our culture," says Karen.

There is a job for everyone in Habitat for Humanity; not everything is hard manual labor. Ethan was successful in recruiting students to manage organizational tasks, like planning events, as well as for performing manual work at the build sites.

What began as the whisper of an idea has become a set of long-term goals for the PDS Habitat chapter. Ethan would like to participate in more builds, even complete a house, and organize more fundraisers. He hopes to recruit more people at PDS by sharing his excitement about Habitat for Humanity and what it can achieve. "The impact we made is huge. Not only in terms of helping people within the Habitat community, but we have started something really big at PDS."

residents of the Poughkeepsie Children's Home. These projects teach students to live a life through actions that value people.



The goal is to get kids to think about their passion and how to apply that to the world around them.



High School 8-Day Calendar

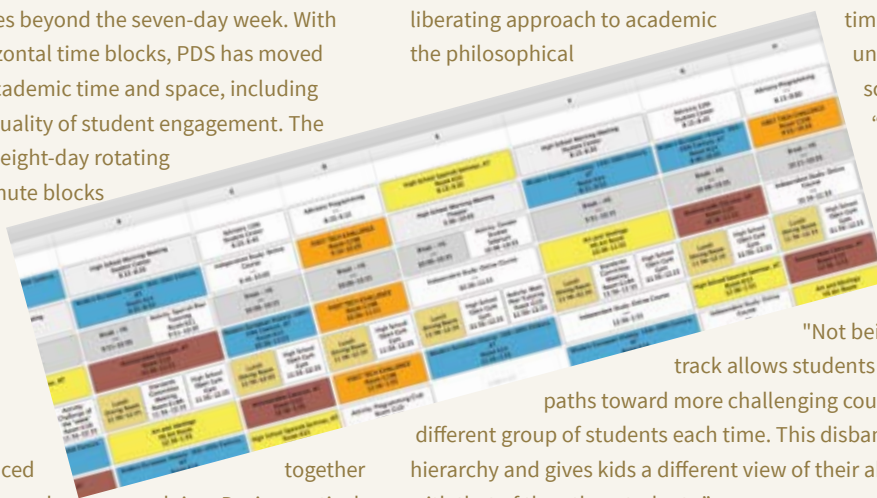
If the weft of the PDS learning tapestry is passionate teachers and the responsive curriculum they craft, then its warp is the customized “block” scheduling that allows longer classes with a deeper level of inquiry over a rotation period that stretches beyond the seven-day week. With its individualized vertical and horizontal time blocks, PDS has moved away from the traditional use of academic time and space, including 45-minute classes, to change the quality of student engagement. The current school day operates on an eight-day rotating schedule incorporating four 80-minute blocks for academic study and two 30-minute periods for morning activities and club meetings.

The linchpin of the schedule is the vertical block, or “D-day” as it is affectionately known. On this day, three 80-minute blocks are sequenced together to allow four hours of deep thinking and doing. During vertical block, the stage of the James Earl Jones Theater is alive with activity as drama students practice for the upcoming production, heightened discussion is heard in the Holocaust and Human Behavior intensive study (it won’t be interrupted after only 45 minutes), and astrobiology students have enough lab time to conduct multiple trials and to change hypotheses. Vertical block allows time for students to share their passions through community service and for classes to engage in off-campus learning. They are doing what really interests them, which connects joy and learning.

Students forget time because Barbara Wood, who spearheaded the design of the new schedule, has created an effective means of structuring their time. As with many complex restructuring projects, the seeds of the new schedule grew from dissatisfaction with the status quo. “We wanted kids to take math all year, but not to take history and English at the same time because of the depth of reading they are asked to do.” Overall, she says, “We wanted fewer transitions during the school day and discretionary time for high school students to delve deeper into research or consult with teachers and advisors.”

The Roman 8-day calendar (pictured at top of page), also included an “H/8th” day!

Before tackling the new schedule, Barbara spent an intensive week at a workshop devoted exclusively to innovative scheduling. The result, after months of discussion and planning by faculty and administration, was a liberating approach to academic the philosophical



time management. “I love underpinnings of the schedule,” says Barbara. “It is creative, research-based and supports our values.” It has allowed PDS to rethink the way math and science are taught. “Not being tied to a sequential track allows students to choose their own paths toward more challenging courses and to learn with a different group of students each time. This disbands the usual classroom hierarchy and gives kids a different view of their abilities in comparison with that of the other students.”

Our teachers and students are intersecting at an exciting new frontier of education, in response to the rapid transformation of how we live, learn and work. Education at PDS has never been traditional. Harnessing new technologies and research allows us to strengthen our program of engaged learning, critical thinking and creative collaboration. At PDS, education is not delivered pre-packaged; it can’t be if it is to remain relevant for our students and prepare them for success in a changing

Students do not lose focus during the longer periods; instead, they enter psychologist Mihaly Csikszentmihalyi’s “flow,” or state of optimal experience.

world. Our curriculum is crafted according to the interests and strengths of our teachers and with sensitivity to their students’ needs. The result is a phenomenal array of classes and in-depth, real world experiences more often found in college than in high school. The breadth of our curriculum design is a dynamic process of creation, co-creation and re-creation of knowledge between teachers and students. It is what brings learning to life and why our students are able to find a purpose for their passions.

Pathways

Nancy Meyer Russell '47

Current Residence: Center Sandwich, NH

Grades Attended at PDS: K-9

Profession: Teaching woodworking

How PDS Impacted My Life: "My favorite activity at PDS was doing shop with Hugh McElheny and Larry the janitor. Today, I teach woodworking at the local Children's Center. I make bowls and boxes on the lathe, fix and weave seats for chairs, make baskets and have fun."

Colleges/Universities Attended: Sarah Lawrence, Vassar and Goucher colleges

Fun Fact About Me: I still see PDS classmate Nancy McClelland and we sing the songs we learned with Hugh McElheny. She remembers every word!



How PDS Impacted My Life: "Profoundly—I learned to love the chaos and freedom of the old Day School."

Colleges/Universities Attended: Tufts University

Fun Fact About Me: "I enjoy writing children's stories about the old Day School."

Favorite Pastime: Windsurfing

Christine Frank Krok '66

Current Residence: Brewster, NY

Grades Attended at PDS: Grades 1-5

Profession: Retired teacher

How PDS Impacted My Life: "It helped me be a divergent thinker."

Colleges/Universities Attended: Elmira College, University of Illinois and University of Bridgeport

Fun Fact About Me: "I'm training two therapy dogs."

William D. Smith '49

Current Residence: Waterville, ME

Grades Attended at PDS: Grade 8

Profession: Retired

How PDS Impacted My Life: "I remember learning many non-academic subjects; working with clay; painting medieval prints on parchment paper; raising and feeding baby lambs; boarding two lab rats on vacation; father-son baseball games; tapping maple trees on the property and boiling sap to make syrup; and having good home-cooked food for lunch each day."

Colleges/Universities Attended: Fairleigh Dickinson University

Fun Fact About Me: "I'm presently retired with two very successful daughters in the healthcare profession, for which I am very proud."

Favorite Pastime: Limited due to medical conditions, but I like to play on the computer and read.

Michael Gold, Ph.D. '73

Current Residence: Minneapolis/New York

Grades Attended at PDS: Pre-K-6, 10-12

Profession: Organizational culture development

How PDS Impacted My Life: "It kept me searching for the next bright moment."

Colleges/Universities Attended: Bard College, New England Conservatory of Music and New York University

Fun Fact About Me: "I use jazz (live) to provoke, evoke and invoke change in the minds of people who can make a difference."

Favorite Pastime: Being with my family.



Gavrik Losey '54

Current Residence: England

Grades Attended at PDS: Grades 3-5

Profession: Writer

How PDS Impacted My Life: "It was so long ago it's hard to remember. Events like the end of WWII took place while I was at the school. These have stayed with me."

Colleges/Universities Attended: University College London

Fun Fact About Me: "I like to see people interact and sometimes create situations just to see what will happen."

Favorite Pastime: Thinking

Mike Chapman '77

Current Residence: Boston area

Grades Attended at PDS: K-12

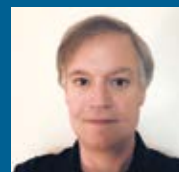
Profession: Television producer/editor

How PDS Impacted My Life: "PDS taught me critical thinking, community values and the difference between merely absorbing knowledge and acquiring knowledge."

Colleges/Universities Attended: Hampshire College

Fun Fact About Me: "My cooking skills are pretty limited, but I produce and edit a cooking show that's seen in 110 cities!"

Favorite Pastime: I have to pick one?? Impossible!



Nadra E. Haffar '77

Current Residence: Hyrum, UT

Grades Attended at PDS: Grades 9-12

Profession: Art museum education curator

How PDS Impacted My Life: "Weaving with Hubie formed my artistic expression. Museum visits to the Met with Phillip Yenawine formed my professional practice."

Colleges/Universities Attended: Earlham College, University of Utah, MICA, Art Institute of Chicago

Fun Fact About Me: "Developmentally, I think I'm still in high school (at PDS) and wonder why others don't/can't think like I do."

Dan Rubenstein '60

Current Residence: Canada

Grades Attended at PDS: Grades 2-8

Profession: Retired



Ren Adams '83

Current Residence: Millbrook, NY

Grades Attended at PDS: Grades 9–12

Profession: Registered nurse

How PDS Impacted My Life: “I found out that you may not always have the answer, but you have the power of deduction.”

Colleges/Universities Attended: Pace University and SUNY New Paltz



Caroline Evarts '86

Current Residence: Los Alamos, NM

Grades Attended at PDS: Grade 11–12

Profession: Mother

How PDS Impacted My Life: “Some of the happiest memories of my life are from PDS. The warmth and acceptance I found there affected me profoundly. I am not sure I could have gone on to have the life I've had if not for my brief years at PDS. Socially, as well as academically, PDS supported me and I was able to do things I never thought I could do. My personal best is due to PDS.”

Colleges/Universities Attended: Earlham College

Fun Fact About Me: “I have many talents, none of which I am paid for. This is what I tell the people who ask me if I am a ‘professional’ at this, that or the other.”

Favorite Pastime: Writing and riding – always easy to confuse.



John Whelan '87

Current Residence: Hannover, Germany

Grades Attended at PDS: Grades 6–12

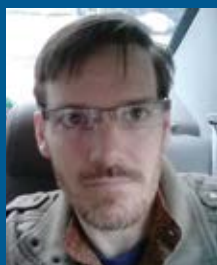
Profession: Professor

How PDS Impacted My Life: “I always enjoyed learning, but it was at PDS that I began to enjoy school.”

Colleges/Universities Attended:

Cornell University and University of California, Santa Barbara

Fun Fact About Me: “I'm currently on sabbatical from my usual position – in the School of Mathematical Sciences at Rochester Institute of Technology – visiting the Max Planck Institute for Gravitational Physics (Albert Einstein Institute) in Hannover, Germany. I didn't start studying German until I got to college, but Liddle Christenfeld's Latin and French classes got me off to a good start with languages. (And I'll forever be grateful to my mother for ‘forcing’ me to start Latin in the 7th grade....)”



Jen Gall '90

Current Residence: Beacon, NY

Grades Attended at PDS: Grades 11–12

Profession: Teacher

How PDS Impacted My Life: “I volunteered in the after-school program, which helped foster my love of working with children.”

Colleges/Universities Attended: Mount Saint Mary College (master's) and University of Saint Joseph (undergrad)



Karali Pitzele '90

Current Residence: Brooklyn, NY

Grades Attended at PDS: Grades 6–10, 12

Profession: Program director, New Teacher Ctr.

How PDS Impacted My Life: “PDS was an amazing learning community where I was supported in learning and exploring my own unique path.”

Colleges/Universities Attended: Antioch College, The New School and The NYC Leadership Academy

Fun Fact About Me: “I still keep in touch with PDS teachers, and I have students that I myself taught 18 years ago who still keep in touch with me!”



Erica Priggen Wright '92

Current Residence: Berkeley, CA

Grades Attended at PDS: Grades 10–12

Profession: Executive producer, film

How PDS Impacted My Life: “When my mother and I moved out of New York City and upstate full time, PDS was a huge part of that transition. I'm still in touch with dear friends from PDS, and consider them to be some of my strongest bonds and relationships.”

Colleges/Universities Attended: Wesleyan University, B.A. in English; John F Kennedy University, M.A. in Consciousness Studies

Fun Fact About Me: “I just finished collaborating with my husband, Nico Wright, on an art show in San Francisco. I also work with Jonah Sachs '93 at Free Range Studios.”



Hillary Harvey '93

Current Residence: Kingston, NY

Grades Attended at PDS: Grades 11–12

Profession: Photographer

How PDS Impacted My Life: “PDS helped me to remember that I love to learn, and the people there supported that curiosity. It was very different from previous academic experiences I'd had.”

Colleges/Universities Attended: Bennington College

Fun Fact About Me: “I've been married for 15 years to the second person I met at college – my RA. At Bennington, the RAs were called House Chairs, and they were the upperclassmen. So it's not all that risqué, but it does make for a shocking sentence.”

Favorite Pastime: I'm a total yoga junkie. My most recent personal triumph was lotus position in a headstand!



Mika Dashman '93

Current Residence: Brooklyn, NY

Grades Attended at PDS: Grades 8–11

Profession: Attorney/mediator/restorative justice advocate

How PDS Impacted My Life: “PDS allowed me to be myself.”

Colleges/Universities Attended: Sarah Lawrence College and CUNY School of Law



Lucy Knisley '03

Current Residence: Chicago, IL

Grades Attended at PDS: Grade 11–12

Profession: Author/illustrator

How PDS Impacted My Life: “PDS was the community that saved me, after spending years in schools that didn't teach to artists. The emphasis on arts education and on teaching to the individual at PDS was something that shaped who I am and how I spend my life.”

Colleges/Universities Attended: School of the Art Institute of Chicago (B.F.A. 2007) and The Center for Cartoon Studies (M.F.A. 2009)



during my time at PDS I was exposed to a number of vegetarians and vegans, but it wasn't until after graduation that I made my personal transition to a plant-based diet. I can't advocate for it enough!"

Favorite Pastime: Making pictures, both still and moving! Hiking with my dogs and making my family vegan food!

Rehana Ahmed '08

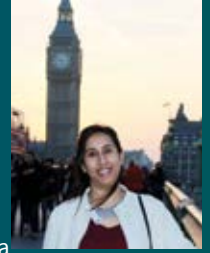
Current Residence: Long Island, NY

Grades Attended at PDS: Grades 9–12

Profession: Clinical assistant

How PDS Impacted My Life: “I gained new perspective and amazing friends.”

Colleges/Universities Attended: Ithaca College and Long Island University



Tara Waddhwa '05

Current Residence: New York City

Grades Attended at PDS: Grade 12

Profession: Assistant director, NYU Stern Center for Business and Human Rights

How PDS Impacted My Life: “I forged lifelong friendships, and learned to think creatively to problem solve.”

Colleges/Universities Attended: Yale University and New York University

Fun Fact About Me: “I was the captain of the varsity women's squash team at Yale.”



Greg Shaheen '09

Current Residence: Philadelphia, PA

Grades Attended at PDS: Grades 11–12

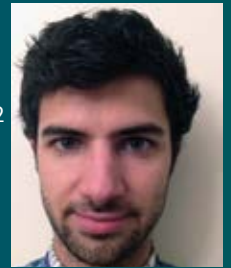
Profession: Medical interpreter

How PDS Impacted My Life: “PDS helped me take my education into my own hands. I started reading more books and writing more. It didn't feel like anyone was imposing anything on me but offering me an opportunity to discover literature, science, history, music, etc., on my own with the support of other curious folks.”

Colleges/Universities Attended: Wesleyan University

Fun Fact About Me: “Since graduating college, I've been back and forth between the States and Lebanon. Recently, when I was coming out of anesthesia after having my wisdom teeth removed, I'm told that I started speaking to the nurse about meditation in some sort of Arabic/Spanish dialect.”

Favorite Pastime: Exploring.



Ella Wise '06

Current Residence: Oakland, CA

Grades Attended at PDS: Grades 9–12

Profession: City planner

How PDS Impacted My Life: “The school encouraged, during a formative time, both a basic curiosity and confidence.”

Colleges/Universities Attended: University of North Carolina at Chapel Hill and University of California, Berkeley

Fun Fact About Me: “I'm looking forward to the 10-year reunion!”

Casey Knight '07

Current Residence: Los Angeles, CA

Grades Attended at PDS: Grades 9–12

Profession: Producer/director of films

How PDS Impacted My Life: “PDS empowered me to believe that I am not just any one thing. I can simultaneously be an academic and a freethinker; an advocate and an opponent. I learned to be shameless, because as long as what I do is genuine, all risks have some form of payoff. Having the opportunity to learn from, and grow beside, so many creative and driven individuals honed my tireless work ethic.”

Colleges/Universities Attended: New York University

Fun Fact About Me: “I'm a recent Emmy Award-winner for my work on the documentary ‘Laverne Cox Presents: The T Word,’ an hour-long special about transgender teens across America! I was also nominated for a GLAAD Media Award for the same project and won a Telly Award for a different documentary on young, gay athletes. Also,



Maxwell Hegley '11

Current Residence: Brooklyn, NY

Grades Attended at PDS: Grades 8–12

Profession: Actor/comedian

How PDS Impacted My Life: “This school helped me find my voice. Before PDS I was a schlub, and now I'm a beautiful butterfly.”

Colleges/Universities Attended: Sarah Lawrence College

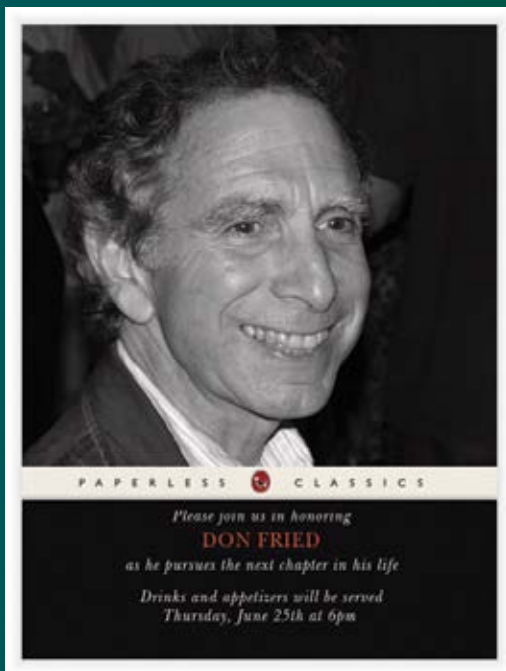
Fun Fact About Me: “I won the 2015 College Improv National Tournament in Chicago this past spring with Sarah Lawrence's Improv group, ‘Feral Christine!’”

Favorite Pastime: Tech Week for shows at PDS.



Celebrating Don Fried

Over 80 alumni showed up to honor Don Fried and bid him a happy retirement!



Memories

"As I sat in my English Comprehensive exams for my B.A. in English Literature, I found myself using things I had been taught in high school – by Don. I referenced plays and books I had read with Don, because my understanding of them was serving me five years later; his



class was that good. It was an honor to be in his class, even for just two years. It was wonderful, and I always loved his class. His encouragement is still with me today." **Caroline Evarts '86**

"Don's English classes exposed us to literature and also encouraged creativity and experimentation. Rob Handel and I collaborated on several projects that went well beyond the nominal scope (and deadline!) of the original assignment. But what I remember most fondly at the moment is Don's resistance to the metric system. If we let our lives be ruled by logic instead of art, he said, we'd all speak Esperanto and there would be no poetry. Such was his dedication to this principle that he cut four inches off of the meter stick in his classroom to convert it back into a yardstick". **John Whelan '87**

"Don was a huge part of the reason I ended up studying English in college. I always remember how much I loved his classes – and his classroom with the big, low table (that Jacob Rosen '92 used to lie underneath during class) was the beginning of my love for unconventional learning spaces and playful irreverence!"

Erica Priggen Wright '92

In Memoriam

We extend our heartfelt condolences to the families and friends of the following beloved PDS community members.

Legendary educator and former PDS teacher **Olga Smyth** was born in Coché, Venezuela, in 1913, raised in Trinidad and came to the United States in 1926. She graduated from Mount Holyoke, studied at Bank Street College and earned a master's at Vassar College. She was a creative educator who taught at PDS for many years and went on to found and direct High Valley School in Clinton Corners, NY.



Lorraine Roberts was a member of the PDS Board of Trustees from 2003 through 2009 and an astute advisor on a variety of issues, including diversity. She graduated from Hampton University and earned a master's degree from Columbia University. Lorraine taught in the Arlington and Poughkeepsie school districts, served as consultant for the NYS Department of Education and held leadership positions in many organizations. Her many awards/honors included the Eleanor Roosevelt Val-Kill Medal Award, Alexis de Tocqueville award of the Dutchess County United Way, Legends of the Hudson Valley honoree, Catharine Street Community Center MLK breakfast honoree and a 1992



Black Achievers Award, presented by Beulah Baptist Church.

PDS alumnus **Arthur C. Dutton II** attended Poughkeepsie Day School in the 1940s before entering Yale University where he majored in economics, sociology and psychology. Art served in the U.S. Navy as a fighter/bomber pilot during the Korean War, left active service in 1955 and continued to fly with the U.S. Navy Reserves. Art was president/treasurer of A.C. Dutton Lumber Corporation, founded by his grandfather. He loved music and was an avid community volunteer.



Noteworthy

Student Leadership and Community Service



Canstruction® JR Hudson Valley

PDS presented the third annual Canstruction® JR Hudson Valley at the Poughkeepsie Galleria Mall from January 31 to February 7. Teams from schools across the Hudson Valley – Kildonan, The Randolph School, Poughkeepsie Day School and Oakwood Friends – showcased amazing canned food sculptures and competed in a public judging of their works, all to benefit the hungry in the Hudson Valley.

Congratulations to PDS grade 6 and their teachers, who debuted “King Can,” their castle of cans with a motion sensitive structure whose right arm moved up and down when triggered by passersby. Their 1200-can installation earned both the Judges Award and the Structural Integrity Award.

The students and teachers worked hard throughout the collaborative experience to solve problems involving engineering, balance, proportion, symmetry and order while taking action to solve the problem of hunger in their local area. All 6,981 cans used in this year’s structures were donated to the Food Bank of Hudson Valley. Over the past three years (plus one trial run) the Food Bank of Hudson Valley has received 19,234 pounds of food from this event.



Earth Day

Armed with gloves, trash bags and rakes, students in all divisions celebrated April 22, Earth Day,

with the cleanup and beautification of Kenyon and the surrounding campus. The Environmental Club visited each classroom to launch a school-wide recycling program. The community was pleased with their collective accomplishment.

Blood Drive

At Poughkeepsie Day School, community service is driven by students, with teachers acting as coaches who let students take the lead. The result is students who are passionate about helping others and take ownership of the projects they initiate. During two blood drives, held on campus on December 17 and April 23, our students showed leadership during each step of the process, from coordinating with the New York Blood Center to marketing and overseeing the schedule of blood donors. Our students won the New York Yankees High School Blood Donor Championship (Hudson Valley Region) for most blood donations based on class size. They were recognized at a Yankees game on June 17 and were invited on-field to receive a winning banner in front of the whole stadium. Greatly encouraged by their positive impact, students Daniella DePaz '16 and Maya McClatchy '16 continued their service work outside of school by organizing a summer blood drive held at the Poughkeepsie Galleria in July.



Habitat for Humanity

Ethan Brown '16, a student with a passion for helping others, was instrumental in beginning a new Habitat for Humanity club at PDS. The H for H club assisted a local chapter in clearing a residential lot of

debris in preparation for the building of a new home. They will continue their work during the fall months as they help with the initial phase of the build.

Healing Haiti



Thanks to the passion and organizational drive of Erica Enriquez '15, music teacher Damon Banks and the musical and artistic talents of PDS high school and

middle school students, the Healing Haiti benefit music and art show was a tremendous success. The Vassar Haiti Project received the proceeds from the show, \$2,000, for the continued rebuilding of the Holy Trinity Music School in Port au Prince.

Scenic Hudson Benefit Concert

New Hamburg Yacht Club was filled to the rafters with families (many from PDS!) attending the "Young Artists' Benefit Concert for Scenic Hudson."



The event, produced by student Aidan Cuite '18, raised over \$1,000 for Scenic Hudson! The funds will be used by this not-for-profit organization to protect and restore the Hudson River.

Sprout Creek Farm



On a beautiful October day, the pre-K/K class had its first of many visits to Sprout Creek Farm. The farm was buzzing with activity and student engagement. The students learned about the history of the farm and its land, took a walk along the creek and

became acquainted with the nibbling goats, chickens and a two-day-old calf. The high school students also worked on the farm over the course of the school year; they fixed a wagon, installed fencing, cared for animals and witnessed the birth of twin calves.

National Merit Scholarship Finalist

Ken Brofman '15 was recognized for an outstanding academic achievement – attaining the status of National Merit Scholarship finalist. He is one of the 15,000 out of 1,500,00 PSAT test takers who make it to this point in the process.



Scholastic Art and Writing Competition

The poetry of Elijah Santner '15 stood out among 25,000 submissions to the Scholastic Art and Writing Competition and won awards, as he joined the ranks of previous winners Sylvia Plath, Truman Capote and Joyce Carol Oates. Elijah submitted seven poems at the regional level and all were recognized (two gold keys, one silver key, four honorable mentions). As a gold key winner, Elijah moved to the national level where his poem "Rubbing the Stingers off of Hornets" won a silver medal. He traveled to Carnegie Hall to attend the awards ceremony.



American Math Competition

Eight PDS high school students participated in the Mathematical Association of America American Math Competition (AMC) in March. Math faculty member Paige Ioppolo, who assisted the team in preparing for the competition, expressed pride in their accomplishments. Two 10th graders, two 11th graders and four 12th graders performed well on the AMC 12 test (geared to grades 11 and 12). Our two highest scorers were in the top 25% nationwide. Weijian (Lucy) Lin '15 had the top PDS score and received an AMC award. The decision to form a math club and to compete in this first AMC for PDS in recent memory was a student initiative. The 10th and 11th graders are looking forward to competing again next year.

Student Entrepreneurs

A few high school students have turned their passions into nascent businesses. Julia Roellke '15, a knitting enthusiast, is a prolific producer of leg warmers and many other items. Elizabeth Pullman '18, an accomplished ballet dancer, spends many hours crafting, packaging and shipping hair accessories for dancers. Angela Arzu '15 spends a good deal of time dedicated to perfecting her cupcakes and gaining inspiration from Cupcake Wars. Her marketing strategy: go door-to-door in her neighborhood and gain instant customers! Many in the PDS community enjoyed her delectable delights at the Maker Faire in the fall.

Civil Engineer Evelyn Grainger Visits

On June 1, Worcester Polytechnic Institute civil engineering student Evelyn Grainger, a family friend of one of PDS's middle



school students, spoke to the middle school about her passion for helping families in Guatemala and Haiti access clean water through her work with Engineers without Borders. The students heard some staggering statistics on issues surrounding lack of access to clean water and the process engineers use to solve problems. Evie explained her procedure for investigating water security in rural Guachtug, Guatemala with her Engineers without Borders team: how they examined the quantity of water, its quality and the social/political barriers that prevent its access. Her team also devised a rainwater harvesting system to create a water security solution for people in Guatemala and Haiti. And she challenged students to follow their passions and create excitement and support by sharing them with others.

The Get Knotted Club

The Get Knotted club, under the leadership of Julia Roellke '15 and advisor Julie O'Sullivan, taught middle school students and Maker Faire visitors how to knit. They pieced together a beautiful patchwork blanket using squares and strips made by club members. The blanket, sewn together by O'Sullivan's son, Jonathan (grade 2), was donated to the Children's Home of Poughkeepsie. The club is planning to create another community blanket with a 7" x 9" square pattern provided by Warm Up America. Instructions for the knitted or crocheted squares may be found at <http://www.warmupamerica.org/patterns.html>.

Scary Stories

Congratulations to PDS students featured in this year's Poughkeepsie Journal Scary Stories Contest:

First Place: *Alone* by Nachman Kaul-Seidman, grade 7
Honorable Mention: *Parents* by Ibrahim Waheed, grade 6

Awesome Artwork:



Red Smile, Cole Turner, grade 7
The Tree, Georgia Marshall, grade 7
The Mysterious Shadow,
Jane Canfield, grade 6
Monkeys, Ethan Martin, grade 6
Then It Broke, Jade Baratta, grade 7
Blindfold, Alexandra Kaminski, grade 7
The Countdown,
Diego Barron-Maya, grade 7

A Legacy of Learning by Doing

Life Skills

The high school Life Skills program drew on many members of the community to share their expertise with students. Visiting experts included a police officer, bank representative, self-defense experts and our own Steve Mallet, facilities manager. Steve showed drivers or soon-to-be drivers the ropes of jumping a battery and changing a tire.



Expanding the Classroom

Last spring students in the Holocaust and Human Behavior intensive study course, taught by Bernadette Condesso, went on a daylong

field trip to New York City to visit the Museum of Jewish Heritage: A Living Memorial to the Holocaust.



American Eel Project

Brent Boscarino has brought his passion for conservation to the science curriculum through a partnership with the New York State Department of Environmental Conservation's citizen-science program: The American Eel Research Project. The program allows students to gain first-hand experience with their local ecosystem and collaborate with area high schools to collect information and relevant data about a migratory fish, *Anguilla rostrata* or American eel. Spawned in the Atlantic Ocean, each spring the eels enter North American estuaries, including the Hudson River, as tiny, see-through "glass eels." In spite of their small size, the eels manage a strenuous upstream migration back to the ocean to spawn and develop into adult "silver eels." The species has been in decline due to its value in the Asian black market, where one pound of eels brings \$2600.

Every Thursday, Brent's class exchanges the science lab for the fresh air and cool water of the Fall Kill stream to sift through the tiny creatures captured in fyke nets (large hoop nets that act as funnels) set in the mouth of the tributary. The eels are counted, weighed and released, and other environmental data is recorded. At the end of each season the data is compiled and interpreted before being sent for analysis to the New York State Department of Environmental Conservation. The number of eels caught per day has climbed from only 44 to approximately 200 since the start of the project in 2008. This is likely the result of a combination of factors, including more accurate counting and sampling, improved water quality in the Hudson, construction of eel ladders at dams and a better understanding of biology and migratory patterns that help drive more appropriate conservation decisions.

By extending the borders of the classroom to meet the edge of research and knowledge creation, students experience the deep satisfaction of contributing to the stream of scientific inquiry. Student Kate McKeon '17 says, "Not only did eel sampling teach me how slippery and fast eels can be, but it also taught me how important the work is that we are doing....It is this kind of work that is vital in repopulating endangered species and a great way for us to give back to our local ecosystems."

Intensive Collaboration

A daylong collaboration between students in two intensive study courses, Poetry and Deaf Culture, resulted in an exploration of their respective language and craft. Students in the poetry course provided original writing,



which was then interpreted through American Sign Language (ASL), with a focus on the meaning and intent of the poet through selected signs and grammar as well as facial expression, space and body language to connote emotion. The process inspired debate on the role of the translator, the intentions of poets and

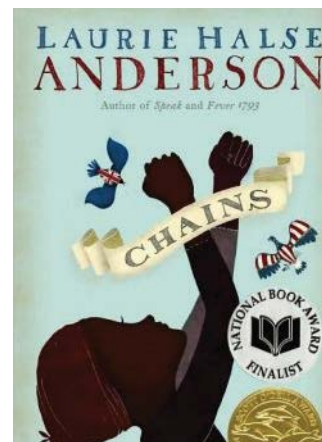
the ideas and subtleties lost and gained in translation into any language. The Deaf Culture course was co-taught by Corina Zisman '15 and faculty member Jonathan Heiles. Faculty member Josh Camp Brown co-taught the poetry intensive with Elijah Santner '15.

Letter to a Poet

Middle school students participated in a program sponsored by the Academy of American Poets in April, National Poetry Month. The program, Dear Poet, invited students to write a letter to a poet of their choosing. Grade 6 student Ibrahim Waheed wrote U.S. Poet Laureate Juan Felipe Herrera about his poem *Jackrabbits, Green Onions and Witches Stew*. Ibrahim's letter was selected for display on the AAP website.

Exploration of Chains

As part of their humanities study in April, grade 7 students used poetry and drama to conduct an artistic exploration of the novel *Chains*, by Laurie Halse Anderson. History teacher Jake Lahey tweeted out a photo and specifically included Anderson in the tweet. She responded with her approval.



FIRST Tech Challenge

The PDS Navigators First Tech Challenge Team competed against 25 teams in the Empire NY Lower Hudson Valley Qualifying Tournament at Riverside High School in Yonkers on January 25. Their semester of hard work



designing, building and programming the robots paid off. The team, coached by high school math teacher Li Pipman Denaut, placed third for its engineer notebook, a compilation of the team's field notes, test trials, ideas and sketches. Additionally, Elizabeth Brooks '16 was nominated as a 2014 First Tech Challenge FIRST Dean's List Semi-Finalist.

Middle School LEGO Robotics Mission

In February, the middle school learning community took on the atmosphere of a sporting arena as families and peers watched in suspense to see if LEGO robots built by



grade 6 students would fulfill the missions for which they were created. Many did! Students also created designs for a robot of the future and wrote about how a robot might solve a problem for society.

Broadway Student Summit



Nine students from the high school Performance Studies class accompanied theater arts teacher Laura Hicks to New York City for a three-day Broadway Student Summit workshop for students interested in professional theater. Students participated in stage fighting, vocal work and improv sessions led by professionals in the field and some auditioned for casting directors who gave constructive feedback on their work. The group also attended a performance of the musical *A Gentleman's Guide to Love and Murder*.

Nature's Classroom

Our grade 6 and 7 students and faculty spent a cold early spring week thinking outside their books at Nature's Classroom in Becket, MA. Alongside their teachers, the students tracked animals in the snow, identified trees, learned about the area's history and engaged in team-building challenges each morning. Afternoon activities in science, history or language, ethnobotany, e.g.—an egg-drop contest or Haiku writing, engaged students' individual interests. Albatross Island, a simulation that explores cultural differences and assumptions we all make, rounded out the five-day intensive study.

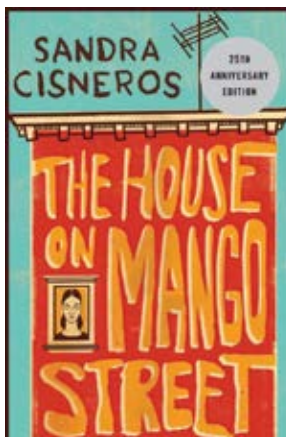


Washington, D.C.



The annual grade 8 trip to Washington, DC, right before spring break, was replete with community service and student-led tours of monuments. The trip began with a light-hearted visit to the Baltimore Aquarium and ended on a solemn note with a visit to Arlington National Cemetery.

Read Across America



The middle school joined peers across the country to celebrate Read Across America, an annual event on March 2, which is also the birthday of Theodore Geisel (aka Dr. Seuss). Grade 8 English teacher and 7–8 advisor Malorie Seeley-Sherwood chose *The House on Mango Street*, by Sandra Cisneros, as the work to focus on. She initiated and organized an assembly and

invited all the middle school advisors to join her in reading aloud to the students. Spark Media worked with students to create a video based on a vignette from the book.

Letters to Literature

Sponsored by the Center for the Book at the Library of Congress, the Letters to Literature program asks students to write a letter to the author (living or dead) of a book, poem or speech and explain what the work means to them. Under the guidance of advisors Jake Lahey and Malorey Seeley-Sherwood, grade 7 and 8 students composed letters to authors of contemporary works, such as those by Ingrid Law, John Green, Mark Haddon, Ellen Hopkins and Veronica Roth. Some students chose to write to authors of early childhood books, like *Fireboat* and *The Missing Mitten Mystery*, that recalled early memories of reading. Through their letter-writing, students connected

with characters and discussed how the books changed their perspectives. As part of the activity, students listened to an NPR Morning Edition piece about WWII soldiers who used pocket-size books to help them get through the difficulties of the battlefield. The books, classic and contemporary, were published specifically for active servicemen and were the subject of a recent book, *When Books Went to War*. As she researched the topic, author Molly Guptill Manning interviewed veterans who expressed how meaningful the books were to them. PDS students, whose letters were already drafted when they listened to the NPR piece, were inspired by the soldiers' stories.

Fun with Lower School



The end of November saw the launching of a cross-divisional project, Fun with Lower School. Fourteen high school students offered seven activities for students in grades pre-K–grade 3. Choices included building with Legos, singing, learning to play Four Square, leaf rubbings, Native American hoop dancing, making paper airplanes, origami and cookie decorating.

Fish and Wildlife Study

In May and June, students in Brian Reid's grade 2 and 3 class participated in an intensive study of Hudson River fish and wildlife. They did not shy away from handling fish as they learned to identify their parts. Observation of a dissection brought an in-depth look at fish organs. Students wrote haikus about the wildlife species they studied and created inked prints using actual fish. They collaborated on a mural



of the Hudson River to which they attached sketches of creatures in their typical habitat in the river ecosystem. The study culminated in a visit to the Norrie Point Environmental Center in Staatsburg.

Model UN

PDS was well represented at the Harvard Model UN in Boston in January with a delegation of 30 students, representing Mozambique and Ethiopia. Reflective of PDS research, writing and public speaking strengths, six students were selected for Special Committee. PDS has participated in Model UN conferences for the last eight years, at Ivy League Model UN Conference (ILMUNC) and Harvard Model UN (HMUN).



Environmental Initiatives

The goal of the Environmental Club is to make PDS a more sustainable place. The club has revamped the recycling



program with re-labeling and streamlining.

The building and design class helped to construct a recycling bin that was placed in a busy school hallway. High school students, under the leadership

of advisor Brent Boscarino and Julia Roellke '15, created and implemented educational outreach to the lower and middle school. Solar lighting has also been installed. In summer 2015 club members mapped out and cleared a cross country and walking trail in a wooded section of PDS campus. Everyone is encouraged to support the Enviro Club's sale of student-made DIY cleaning products at Poughkeepsie Mini Maker Faire 2015 to keep their initiatives going.

Traditions

Music and Art in May

Music teacher Damon Banks coordinated this year's evening of Music and Art in May. It was a wonderful showcase of talent, with musical performances and featured artwork from all divisions of PDS. A highlight was a poetry reading performed by PDS and community poets and organized by Elijah Santner '15.





Eagle Society

The annual meeting of the Eagle Society, on April 22, opened with the traditional trumpet fanfare by music teacher Bill Fiore, heralding the arrival of the Grand High Eagle (whose identity is zealously kept a mystery by the lower school elders). After a group recitation of *The Eagle* by Alfred Tennyson, lower school students were inducted into the society of poets and poetry lovers as they each recited poetry. Many high school students turned up to show support for the younger students during the ceremony, which, according to legend, was the brainchild of former PDS lower school head Cope Craven and literacy specialist Gretchen Lytle. Lewis Carroll's *Jabberwocky* concluded the celebration.

Goodbye to the Seniors

A recent PDS tradition was upheld on April 29, when All-School Activity groups gathered to honor and say "goodbye" to the Class of 2015. Ice cream was consumed in great quantities, followed by songs, ASA activities and speeches in the gym. Students worked collectively to construct a giant floor "puzzle" composed of the letters of each senior's last name.



Peacemakers

Julie O'Sullivan, high school humanities teacher, created a new format for the annual Peacemakers Assembly on March 5. Students were asked to reflect on the question: "What do peacemakers do?" After a collective viewing of posters of selected peacemakers they had created in the preceding weeks, each student group gathered to write the final line of a poem on the



peacemaker theme. The assembly, in the James Earl Jones Theater, featured grade 6 students reading their poems' last lines, a slideshow of posters by Lily Fiore '16 and a closing performance by grades 2 and 3 of a song, "The Power of One," composed by music teacher Bill Fiore.

Field Day

On June 4, physical education teachers Lisa McVey and Jillian Walsh led a morning of games and summer fun on the athletic fields. Students in the lower school competed in races, relays and a water balloon toss.



Grandfriends Day

Grandparents and special friends of lower school students visited the school on May 8. After a breakfast presentation



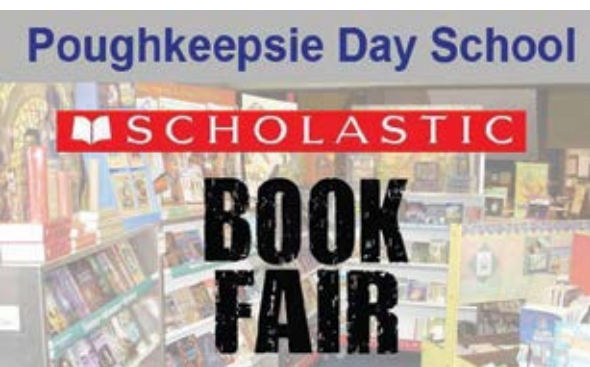
by head of school Josie Holford and assistant head of school/dean of lower school Mary Ellen Kenny, they visited classes and then were treated to *Dancical*, a music and dance performance choreographed by the students under the leadership of artist-in-residence Jessie Levey, with new songs they learned from music instructor Bill Fiore.

Author Visit

Local author Iza Trapani, known for her popular series of extended nursery rhyme books, visited the lower school on April 17. She read her latest release, *Little Miss Muffet*, to the pre-K/K and grade 1 classes. Students also got a sneak preview of the author's current writing project.



New Book Fair



Chapman Library Commons was transformed from December 10 to 12 during the annual PDSPA New Book Fair, organized with Scholastic Books. Parent volunteers worked hard to

make it an engaging and fun experience for children and adult book buyers and café patrons.

Thanksgiving Celebration

On Tuesday, November 25, students participated in the annual PDS Thanksgiving celebration. Meeting in their All-



School Activity groups, students expressed the concept of thankfulness by writing acrostic poems and then sat down to enjoy a special lunch of shepherd's pie, butternut squash and pumpkin and apple pie, provided by Food Service Director Tom Cosgrove and his staff. After lunch, everyone gathered in the James Earl Jones Theater to share the poetry and sing the school Thanksgiving song, written by PDS high school students over a decade ago.

Halloween Is Coming By

During All-School Activity on October 31, older students helped younger ones carve Halloween pumpkins in anticipation of the great pumpkin reveal – a light-up display in the James Earl Jones Theater. As part of this much-loved tradition, the younger children transform the seniors by



creating costumes made from newspapers, streamers and tape. This year's costume parade was the largest ever: 39 seniors participated. Some of them, PDS students since pre-K, had waited 13 years for that moment. After the parade, grades 2 and 3 led the school in singing the classic song: "Halloween is Coming By."

Come in from the Cold (a new tradition)

The PDS community and friends gathered in the light and warmth of the Chapman Library Commons on February 28 for a time of story telling, songs and puppetry. Entertainment by the Ivy Vine Players, Betty Boomer, Jill Olesker and our own Bindlestick Bill (aka Bill Fiore) transported the audience to other lands and times in much the same way that people of long ago gathered around a winter fire for storytelling. The event connected to the lower school study of the eastern woodlands people and how these gatherings in the long house kept the spirit and imagination alive while forging connections between generations. It was also a captivating way for younger students to practice appreciative listening as they concentrated on the narratives and enjoyed the rhythm and alliteration of their language.



PDS Unveils MyPDS.org!

This summer, PDS launched its new online platform, MyPDS.org, specifically designed to keep our community informed and connected. PDS families now have a dashboard that gives them easy access to blogs and important information from the school and Parents Association, downloadable forms (health forms, supply lists, music lesson information, etc.), the complete public calendar, online family directory, student homework and reports and much more.





Faculty & Staff 2015

PDS Faculty & Administration Professional Development & Leadership

PDS faculty and staff engaged in a wide range of learning and leadership activities in 2014–2015. Many were sponsored by the New York State Association of Independent Schools (NYSAIS) and others by national associations of teachers of various academic subjects. All of these are opportunities to exchange ideas and experience, gain exposure to the latest thinking and approaches and bring them back to share with colleagues and students at PDS.

Carol Bahruth (advancement associate for database management and online/blended learning) co-chaired the annual NYSAIS Admissions Directors Conference where she led a workshop, *Design Thinking for Admissions Professionals*. Held in April, it addressed techniques and problem-finding frameworks for innovation and strategic leadership, the use of prototyping and radical collaboration. Carol also co-led an orientation session for new admissions directors and a session for admissions directors from upstate New York.

Brent Boscarino (high school science teacher) attended the *NYSAIS Sustainability Summit for Educators across the Curriculum* in November 2014 at Grace Church School in NYC. He explored the integration of sustainability principles and green design into the curriculum and overall school climate and culture. Also in November, Brent attended *Covering Climate Change in the Classroom* hosted by Teaching the Hudson Valley, Hudson River Estuary Program/ NYSDEC at the Henry A. Wallace Center, Poughkeepsie, NY. He explored ways of applying issues of global climate change to local issues in the Hudson Valley and found interesting resources on citizen science projects, ways of remotely accessing climate data and field exploration opportunities.

Bernadette Condeso (director of college counseling) attended the annual Association of College Counselors in Independent Schools (ACCIS) Summer Symposium in Baltimore in July 2014. She took advantage of the location for college visits to

meet with admissions representatives at the Maryland Institute College of Art, Johns Hopkins University, Loyola University and Goucher College. In September 2014, she attended the National Association for College Admission Counseling (NACAC) annual conference in Indianapolis where she participated in sessions on international students, recommendation letters, athletic recruitment and first generation applicants and met with admissions representatives from colleges applied to by the Class of 2015. In October 2014 she attended sessions on assessment methodology, structuring of academic departments, online learning and conflict resolution at the Independent Curriculum Group (ICG) Academic Leaders Conference in Rhode Island. Throughout the year she conducted Counselor's Fly-In visits to University of Tampa, Eckerd College and Florida Southern College to gain deeper knowledge of these college programs and assess their fit for PDS students. In her role as history teacher, Bernadette was a presenter of *Discussing Race in the Classroom* for the spring PDS faculty professional development day.

Stephen Currie (lower school math specialist) presented a workshop on incorporating basketball into the elementary math curriculum at the National Council of Teachers of Mathematics (NCTM) annual meeting/national conference held in Boston in April 2015. This was his third year in a row as a presenter.



Laura Graceffa (dean of middle school) attended the NYSAIS Division Heads and Assistant Heads Conference and the Middle School Division Heads Unconference. Topics included how to define a world-class education and develop creative and entrepreneurial students. At the NYSAIS Emerging Leaders Institute (ELI) in June, she presented on a panel: "Life After



ELI. ELI is a two-year course of study during which selected participants from NYSAIS schools learn with a dynamic cohort alongside experienced school leaders and develop a customized program to meet their professional goals and objectives. Laura also served on a NYSAIS re-accreditation team at North Country School in Lake Placid, NY.

Brielle Grover (music and Spanish teacher) attended two Dalcroze intensive workshops through the Dalcroze Society of America, one in August 2014 at the Lucy Moses School in NYC and the other in the fall of 2014 at Diller-Quaile School of Music, also in NYC. The focus of the workshops was sight singing, musical dictation, teaching rhythm through movement and musical improvisation.

Jonathan Heiles (middle and high school science teacher) attended the MakerBot Innovation Center's short course in 3D printing in July 2015. Also in July, he taught *Biomechanics and Theories of Time Travel* at the Summer Institute for the Gifted at Vassar College. Jonathan attended *A Taste of Python*, an April 2015 webinar offered by the Incorporated Research Institutions for Seismology. The focus was the Python programming language and its applications for analyzing seismic data. PDS students Arthur Heiles '16, Orion Wilmerding '15 and Johnson Lin '17 provided Python support to attendees while Jonathan gave the geologic context.



David Held (director of technology) was a presenter at the annual conference of the New York Association for Computers and Technologies in Education (NYSCATE) in Rochester in November 2014. His Art and Technology workshop explored the use of technology in both visual and performing arts and

had participants using Arduino kits to create a music project. In March 2015, David was in Austin, TX to present *STEAMing: Art and Technology*, a hands-on workshop at the SXSWedu Conference and Festival, a prestigious event that hosts a diverse and energetic community of stakeholders from a variety of backgrounds in education. He also presented on the topic *Teaching Art and Technology* at a New York State Engineering Educators Association (NYSEEA) event and NYSCATE STEM Conference in July 2015. In August 2015, David was a facilitator at the NYSAIS STEAMCamp in Rensselaerville, NY, where technologists and teachers explored design thinking across grade levels and subjects.

Josie Holford (head of school) was an organizer and attendee of the joint NY, CT, NJ Associations of Independent Schools Conference for Heads of School at Mohonk Mountain House in New Paltz in November 2014. Also in November, she attended the annual conference of the Head Mistresses Association of the East in Princeton, NJ, where she led a *Design Thinking for School Leaders* workshop.

In February 2014, Josie attended the National Association of Independent Schools (NAIS) annual conference in Boston. Josie helped organize the NYSAIS Online Teaching and Learning Conference in December 2014 at Mohonk. The event was attended by PDS faculty members Bernadette Condesso, Jonathan Heiles, Jake Lahey and Malorie Seeley-Sherwood. The conference addressed platforms and philosophies regarding blended as well as online-only learning and offered a view of online programs and strategies for implementing them for PDS high school students. She continues to serve as a trustee of NYSAIS and the Independent Curriculum Group and is on the advisory board of Educating Modern Learners. As chair of the NYSAIS membership committee, Josie visits schools applying for membership and assesses their readiness for the accreditation process.

Anita Jones (administrative assistant for advancement) served as secretary on the board of directors for the Catharine Street Community Center and as ambassador for Walkway Over the Hudson. She has also chaired both the Martin Luther King Jr. Scholarship and Program committees for the City of Poughkeepsie.

Mary Ellen Kenny (assistant head of school/lower school dean) participated in three NYSAIS conferences. They were *Learning Disabilities Over a Lifetime: What Educators Can Do to Help Promote Success*; *Assistant/Division Heads Conference Leadership in Action: Cultivating students, faculty and ourselves*; and *Diversity Conference: Diversity University Cultivating Excellence in Our Diversity and Equity Practice*. During the course of the year she visited faculty at Bank Street School for Children to discuss curriculum development in social studies and integrated art.

Stan Lichens (director of special projects) presented *STEAM Content Development Tool-Kit for Educators* at the National Association of Independent Schools (NAIS) national conference in Boston in February 2015. He shared methodology for creating STEAM content in any school environment, public or private, based on PDS's long legacy of cross-curricular education. He also demonstrated how to use a set of configured curriculum cards in a tool-kit developed by Poughkeepsie Day School.

Dorothy Luongo (grade 5) attended the NYSAIS Diversity Conference in April 2015 at the Lycée Français de New York. Participants focused on representing multiple identities in teaching literature, artwork and history, as well as how to document diversity work in the curriculum, admissions, hiring and professional development. Dorothy also attended the August 2015 NYSAIS STEAM Camp, in Rensselaerville, NY, where technologists and teachers explored design thinking across grade levels and subjects. She focused on the interplay between curriculum, art, hands-on learning, and tech/ engineering/ tinkering tools like Lego robotics, Makey Makey and 3D printing.

Karl Mauks (middle school teacher/advisor) attended a February 2015 Constructing Modern Knowledge institute workshop, *Invent to Learn in a Reggio Context*, hosted by the Marymount School of New York. It focused on the Reggio Emilia approach to education and how it intersects the maker movement. Its main theme was pedagogy led by student curiosity and the teacher's role in curating the learning environment. In April 2015 he attended the NCTM annual meeting and conference in Boston. Karl participated in *The Role of Visualization, What is Modeling?*; *Addressing Gender Bias in Math Education*; and *Exploring the Common Core's Principles to Actions* sessions.

Amy Miklos (pre-K/K) attended a November 2014 NYSAIS workshop, *Responsive Classroom: A year of morning meetings*, in Riverside, NY. It focused on how to incorporate responsive classroom techniques to create a joyful classroom community founded on mutual trust and understanding between teachers and students. Amy also attended the NYSAIS Diversity Conference in April 2015 at the Lycée Français de New York. Participants focused on representing multiple identities in teaching literature, artwork and history, as well as how to document diversity work in the curriculum, admissions, hiring and professional development.

Karen Nichols (dean of high school) completed a two-year program at the NYSAIS Emerging Leaders Institute (ELI) held at the Cary Institute in Rensselaerville, NY, in August 2014. ELI participants are faculty members from NYSAIS schools selected to learn alongside experienced school leaders and develop a customized program to meet their professional goals and objectives. Karen presented on her ELI Project – Researching and defining a learning management system for the high school. Also through ELI, she participated in the Winter Leadership Workshop

at the Professional Children's School in NYC in February 2015. In October 2014, she attended the Independent Curriculum Group (ICG) Academic Leaders Retreat and the NYSAIS Assistant/ Division Heads Conference in November 2014. Karen is currently assisting with the organization of the NYSAIS Department Heads Conference to be held during the school year.

Julie O'Sullivan (English and humanities instructor) was a co-presenter of *Using Technology in the English-as-a-Second-Language Classroom* at the New York State TESOL (Teachers of English to Speakers of Other Languages) conference in Albany in November 2015. She explained how to use technology in short- and long-term projects to build ESL learners' reading, writing, listening and speaking skills.

Andrea Parent-Tibbetts (chief financial officer) attended the NYSAIS Business Managers Conference in May 2015 and also served on a panel about the organization's accreditation process.

Christina Powers (advancement associate for development) attended the NYSAIS Institutional Advancement Conference at Mohonk Mountain House in May 2015. Sessions focused on alumni affairs, fundraising and communications, including innovative ideas for marketing and branding, donor research, planned giving, capital campaigns and strategic planning. Christina also attended the July 2015 Independent School Management (ISM) workshop on *Preparing for a Blockbuster Capital Campaign* in Wilmington, Delaware.

Tammy Reilly (advancement associate for admissions) attended the April 2015 NYSAIS Admissions Directors Annual Conference, where the focus was how to build a thriving enrollment in the changing landscape of admissions. She has joined the planning committee for next year's conference.

Emma Sears (middle school science teacher) attended a 2014 workshop on *Covering Climate Change in the Classroom* hosted by Teaching the Hudson Valley at the Henry Wallace Education Center at the FDR Presidential Library in Hyde Park. The focus was how to help students develop a role as citizen scientists and offer them opportunities to create their own action items for change. Emma also attended a weeklong bioenergy and bioproducts summer institute given by the Teaching Partners Program for educators at Cornell Cooperative Extension in Dutchess County. The focus was integrating new energy technologies and sustainable systems thinking into the classroom.

Jillian Walsh (physical education teacher and coach) attended the *NYSAIS Sexuality Ed 101 for Counselors (and other humans)* workshop in April 2015 in New York City. The focus was strategies for creating a more comprehensive human sexuality curriculum in grades K–12.

Barbara Wood (math department chair/math instructor) learned how to help students improve their executive functioning through coaching during the NYSAIS Brain Conference in March 2015. In April 2015 she attended the NCTM annual meeting and conference in Boston. Barbara also attended the NCTM annual research conference, which brings researchers and practitioners together to examine and discuss current issues in mathematics education.



PDS Hosts Regional Education Conference

Poughkeepsie Day School hosted Edcamp Hudson Valley in August in 2014. This annual unconference brings together educators and students from around the region for a day of sharing, learning and innovating. Almost all PDS faculty attended the event, and many presented, including Barbara Wood, Mary Ellen Kenny and Karen Nichols who led a well-received session on learning management systems.



A Yearlong Focus on Diversity

PDS faculty and staff attended a series of presentations on diversity held on faculty professional days throughout the 2014–2015 school year. Topics included Identity, Privilege and Race; Facing History and Ourselves; Universe of Obligations; and Discussing Race in the Classroom.

PDS Welcomes New Faculty and Staff!



Faculty Focus on First Aid



School nurse, Maritza Sanchez and faculty members Barbara Wood, Lisa McVey and Jillian Walsh co-taught a class on Cardiopulmonary Resuscitation (CPR), use of an Automated External Defibrillator (AED) and basic first aid to faculty and staff in September 2014. Faculty were also instructed on the use of an EpiPen for severe anaphylaxis reaction, handling blood-borne pathogens and the proper and safe way to put on and remove protective gloves.



Andrea Tufts
*Communications
Coordinator*



Erin Martin
*High School
Science*



Mary Ruvolo
*Theater Technical
Manager, Lower
School Drama*



Joshua Luckens
Theater Director



Brielle Grover
*Music and Spanish
Teacher*



Charlotte Lachman
*After-School Program
Assistant Director*



Edward Martin
High School History



Hannah Sunshine
*Lower School
Teacher*



Joan Garcia
*Middle and High
School Spanish*



Geoffrey Dubas
High School Math

Commencement



On June 10, the Class of 2015, the largest graduating class in the history of the school, received their diplomas. Filled with thoughtful remarks, original music and poetry and a sizable dose of humor, the ceremony included a new PDS tradition: Each graduate received a unique graduation cap decorated to match their personalities and interests by students in grades 4-5.



The event opened with a rendition of The Beatles' "Hello, Goodbye" by the PDS jazz ensemble. **Karen Nichols, dean of high school**, told the graduates, "I have had the pleasure of teaching and advising each of you during your time at PDS...and, in turn, you have advised me and truly helped me lead. I have been in awe of your talents. Collectively, you are a kind, intelligent, creative, strong and independent group of people."

Bernadette Condesso, senior class advisor, addressed the class. "As the future generation of this country, you have been given the task of finding out the answers to 'how can I engage with and repair this world?' This is truly the most important question that faces us all – not simply today or tomorrow, but since the beginning of time. It's a task that may seem daunting to you, but I know that you are fully prepared to face it head-on. You have been part of a community where personal human interaction and the ability to change and the ability to think have helped you prepare for the next step of your journey."

Commencement speaker Swati Khurana '93 spoke to graduates about the importance of understanding and ambition. "Ambition is like looking over a diving board. Ambition is delicious, intoxicating and feverish...but like a little creature, it needs to be nurtured and fed. Ambition is also contagious. Why do you think so many of us have stayed here to become your teachers – it's to be around all of you. I have faith in your work ethic and drive. I know that you will all bloom in new areas and move at your own pace, and that your dreams may shift and change. But I want to tell you that wherever you find success – never lose your ambition and dream widely!"



After two decades as an artist in multiple media, with a focus on gender and culture and a portfolio of community projects, Swati went back to school to realize her ambition to become a novelist. She recently completed an M.F.A. in fiction at Hunter College of the City University of New York. Her writing has appeared in *Columbia Review*, *Asian American Literary Review*, the South Asian literary journal *Jaggery*, *Bloom*, *The Weeklings* journal, *Mr. Beller's Neighborhood* and *The Feminist Wire* and received an honorable mention in *Glimmer Train Press's* Very Short Fiction Contest.



College Acceptances

Albion College
 Alfred University (Engineering & Prof. Studies)
 Allegheny College
 American University (2)
 Bard College (2)
 Bennington College
 Binghamton University (8)
 Boston College
 Boston University (2)
 Brandeis University (3)
 Bryn Mawr College
 Case Western Reserve University
 Central College
 Central Saint Martins College of Art & Design
 Champlain College (2)
 Clark University (4)
 Clarkson University
 Clemson University (Engineering & Science)
 Colby-Sawyer College (2)
 College of the Atlantic
 Connecticut College
 Cornell University
 Earlham College (3)
 Elmira College
 Emerson College
 Emmanuel College
 Eugene Lang College
 The New School for Liberal Arts
 Fairfield University (University College)
 Fisher College
 Fordham University (3)
 Furman University
 George Mason University

Goucher College (2)
 Guilford College (2)
 Hampshire College (2)
 Hobart and William Smith Colleges (3)
 Hofstra University
 Hunter College of CUNY
 Ithaca College (6)
 Johns Hopkins University
 Kenyon College
 Knox College
 Lehigh University
 Lesley University
 Manhattan College
 Manhattanville College
 Marist College
 Maryland Institute College of Art
 Moravian College
 Mount Holyoke College (2)
 Muhlenberg College
 New York University
 North Carolina State University
 Northeastern University (2)
 Oberlin College
 Parsons The New School for Design
 Penn. State University
 Purdue University
 Quinnipiac University (5)
 Rensselaer Polytechnic Institute (4)
 Rhode Island School of Design (2)
 Rochester Institute of Technology (3)
 Sacred Heart University
 Saint Anselm College
 Sarah Lawrence College

School of the Art Institute of Chicago
 Skidmore College
 Smith College (2)
 Southern California Institute of Architecture
 St. John's University
 SUNY Albany
 SUNY Buffalo (2)
 SUNY Geneseo (2)
 SUNY Oneonta (3)
 SUNY Purchase (5)
 SUNY Stony Brook (2)
 The Culinary Institute of America
 Trinity College
 Union College (6)
 University of California, Davis
 University of California, Santa Cruz
 University of Hartford
 University of Illinois at Urbana-Champaign
 (College of Engineering)
 University of Mississippi
 University of Rhode Island
 University of Rochester
 University of San Francisco
 University of Vermont (4)
 University of Wisconsin
 Ursinus College
 Vassar College
 Warren Wilson College
 Washington State University
 Wesleyan University
 Wheaton College MA (2)
 Worcester Polytechnic Institute
 Yale University

Class of 2015



Ahmad Aftab

Hometown: **Newburgh**
Interests: **Sports medicine**
College: **Stony Brook University**
Internship: **Dr. Imtiaz Mallik**



Ken Brofman

Hometown: **Hopewell Junction**
Interests: **Government, economics**
College: **American University**
Internship: **Congressman Sean Patrick Maloney's office**



Eleanor Amsden

Hometown: **Poughkeepsie (Highland)**
Interests: **Sports, animal therapy**
College: **Hobart & William Smith**
Internship: **High 10 Media**



Holley Candido

Hometown: **New Paltz**
Interests: **Journalism, singing**
College: **Ithaca College**
Internship: **CCTV Center for Media & Democracy**



Liam Appelson

Hometown: **Mt. Tremper**
Interests: **Engineering, physics**
College: **Yale University**
Internship: **Town Justice Rosendale**



Thomas Capstick

Hometown: **New Hamburg**
Interests: **Baseball, basketball, human services**
College: **Connecticut College**
Internship: **JB Global Rates Hedge Fund**



Angela Arzu

Hometown: **Wappingers Falls**
Interests: **Journalism, poetry**
College: **Boston College**
Internship: **Hudson Valley Magazine**



Joseph Dragon

Hometown: **Kingston**
Interests: **Cartography, linguistics**
College: **Bennington College**
Internship: **Hudson Valley Sudbury School**



Anne Boehringer

Hometown: **Stanfordville**
Interests: **Spanish language, culture**
College: **University of Mississippi**
Internship: **Center for Prevention of Child Abuse**



Julian Dufour

Hometown: **Hopewell Junction**
Interests: **Fashion, photography**
College: **University of the Arts Central Saint Martins (London, UK)**
Internship: **Tom Ford International**



Zoe Einhorn

Hometown: **Rhinebeck**
 Interests: **Animal assisted therapy, tennis, child advocacy**
 College: **Skidmore College**
 Internship: **David Howell Designs**



Jack Gorman

Hometown: **Rhinebeck**
 Interests: **Engineering, music, swimming**
 College: **Wesleyan University**
 Internship: **AppCard Inc.**



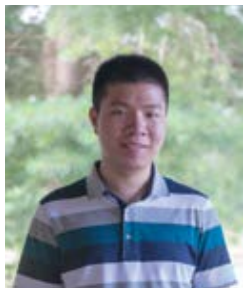
Erica Enriquez

Hometown: **Newburgh**
 Interests: **Art, music**
 College: **Rhode Island School of Design**
 Internship: **Live at the Falcon**



Jesse Held

Hometown: **New Paltz**
 Interests: **Neuroscience, social justice**
 College: **Brandeis University**
 Internship: **Mohonk Preserve**



Chenlong Fan

Hometown: **China**
 Interests: **Engineering, music**
 College: **University of Illinois at Urbana-Champaign**
 Internship: **Fuzhou FD Auto**



Claire Houston

Hometown: **Hopewell Junction**
 Interests: **Engineering, Girls Scouts, robotics**
 College: **Mount Holyoke College**
 Internship: **Girl Scouts USA**



Simon Fekete

Hometown: **Rhinebeck**
 Interests: **Medicine, animal rights**
 College: **Brandeis University**
 Internship: **Ruge's Chrysler**



Schuyler Kempton

Hometown: **New Paltz**
 Interests: **Government, public policy**
 College: **Earlham College**
 Internship: **County Legislator Joel Tyner**



Noam Fisherman

Hometown: **Beacon**
 Interests: **Philosophy, Ultimate Frisbee**
 College: **Oberlin College**
 Internship: **Hudson Beach Glass**



Weijian Lin

Hometown: **China**
 Interests: **Cooking, math**
 College: **Smith College**
 Internship: **Hudson River Sloop Clearwater**



Xiangyu Liu

Hometown: **China**

Interests: **Basketball, Mathematics**

College: **Rochester Institute of Technology**

Internship: **Xiamen Hansheng Yacht Building**



Sarah Nolan

Hometown: **New Paltz**

Interests: **Social Justice, Gender Studies, animal assisted therapy**

College: **Bard College**

Internship: **Tom's Repair Shop**



Tyler Lussow

Hometown: **Hopewell Junction**

Interests: **Music, Occupational Therapy**

College: **Ithaca College**

Internship: **doNYC**



Julia Roelke

Hometown: **Poughkeepsie**

Interests: **Basketball, environmentalism, knitting**

College: **Vassar College**

Internship: **AIA Oregon**



Ariana Milan

Hometown: **Hyde Park**

Interests: **Social Justice, Gender Studies**

College: **Hunter College of the City University of New York**

Internship: **doNYC**



Elijah Santner

Hometown: **Highland (New Paltz)**

Interests: **Poetry, agriculture**

College: **College of the Atlantic**

Internship: **Poets House**



Jenna Misra

Hometown: **Hyde Park**

Interests: **Photography, writing**

College: **Champlain College**

Internship: **Sunflower Cafe**



Ben Scholl

Hometown: **Olivebridge**

Interests: **Music, human services**

College: **SUNY Purchase**

Internship: **Family of Woodstock**



Gwen Nahnsen

Hometown: **Stone Ridge (Saugerties)**

Interests: **Government, public policy, gender equality**

College: **American University**

Internship: **Babycakes Cafe and LEKKER**



Mac Selesnick

Hometown: **Rhinebeck**

Interests: **Theater, music**

College: **Bard College**

Internship: **doNYC**



Margaret Silver

Hometown: **Poughkeepsie**

Interests: **Softball, soccer, engineering, student leadership**

College: **Clemson University**

Internship: **Select Sports Group**



Ziyi Xu

Hometown: **China**

Interests: **Cooking, Figure skating**

College: **The Culinary Institute of America**

Internship: **Babycakes Cafe**



Brooke Tibbetts

Hometown: **Hyde Park**

Interests: **Community service, sports, animal assisted therapy**

College: **Albion College**

Internship: **Cornell Cooperative Extension**



Tianyi Yu

Hometown: **China**

Interests: **Art, graphic design**

College: **RISD**

Internship: **PDS + Boardman Rd Library**



Joi Tucker-Morris

Hometown: **Wappingers Falls**

Interests: **Fashion, travel, youth health promoter**

College: **Ithaca College**



Zhuoran Zhang

Hometown: **China**

Interests: **Figure skating, singing, piano**

College: **Boston University**

Internship: **Wimpfheimer Nursery School**



Thaddeus Wilmerding

Hometown: **Poughkeepsie**

Interests: **Japanese, writing**

College: **Northeastern University**

Internship: **Moscow Food Coop**



Corina Zisman

Hometown: **High Falls**

Interests: **American Sign Language, human services, engineering**

College: **Johns Hopkins University**

Internship: **Taconic Resources for Independence**



We exceeded our 2014–15 Annual Fund goal of \$80,000!



A big welcome to our new Institutional Advancement team, focused on enrollment, communications, fundraising and community building.



Liz Vinogradov



Christina Powers



Carol Bahruth



Anita Jones



Tammy Reilly



Mary Lou Hudak



Andrea Tufts

Thank You PDS Community for an Fundraising & Community Building!

Faculty Development and Support

Costs associated with teachers attending workshops, institutes, conferences

Membership fees for professional organizations

Funds for artists-in-residence

Technology

iPads and Chromebooks

Video cameras

Interactive projection technology

3D printing materials

Athletics

Team uniforms

Transportation

Referees and umpires

Ice-skating and skiing

Coaches

Theater, Music, Art & Student Productions

Costumes

Upgrades to sound and lighting systems

Musical instruments

Scripts

Library/Research

Library databases

Visiting authors

New resources for the library

Amazing Year of

Our goal for the 2015–16 Annual Fund is \$88,000.
Let's join together as a community and surpass this to
strengthen our already amazing programs. Give online at
poughkeepsieday.org

Curriculum

- Media education
- Dance
- Take One Picture program
- College software and applications
- Junior class spring college visits
- Building relationships with college admissions offices

Field Trips

- New York City and The Cloisters
- Outdoor adventure trips
- Hudson River Study
- Nature's Classroom outdoor education
- Washington D.C.
- Metropolitan Museum of Art
- Sprout Creek Farm program
- Need-based student aid for student trips

Equipment

- Lab equipment
- Electronic probes, balances and microscopes
- Toys for the playground
- Floor scooters for the gym
- New tables for Gilkeson art room

Service Learning Opportunities

- Transportation for service learning

Community Building

- Parent Talent Show
- Alumni Roundtable
- Student All-School Activities, including Peacemakers Assembly



We are looking to embark on new capital projects focused on
Green initiatives, safety and excellent curb appeal



Thanking our Donors & Volunteers

The following listings recognize gifts of resources, talent and time to Poughkeepsie Day School during the 2014–2015 fiscal year from July 1, 2014 through June 30, 2015. We are deeply grateful to our community of donors and volunteers for all of their contributions to support learning at PDS.

Membership in the school's Leadership Giving Clubs is based on total giving to the PDS Annual Fund (unrestricted) and restricted gifts or pledge payments made during the 2014–2015 year. While every effort has been made to ensure the accuracy of these lists, please don't hesitate to contact the advancement office at 845.462.7600, ext. 109 if an error has been made.



LEADERSHIP GIVING

KENYON SOCIETY

GIFTS OF \$5,000 – \$9,999

Kenyon House, built in 1913, was once the mansion on the “Cliffdale” estate of industrialist Clarence Kenyon, known for establishing factories to take workers out of home sweatshops. His daughter, Helen Kenyon, a Vassar College alumna, was a vigorous fundraiser for her alma mater and the first woman elected chair of the Vassar College board of trustees. She was active in the community and a fighter for the underprivileged with interests in education, religion, politics, public welfare and community progress. The estate was bought by IBM in 1944. The mansion served IBM as a research laboratory and later as a guest house and education center. Purchased by PDS in 1995, Kenyon House is home to the high school and administrative offices. Through their generous gifts to advance Poughkeepsie Day School, members of the Kenyon Society epitomize the activism and commitment of the Kenyons.

Mary Gesek
Johan & Laurie Hedlund
Michael & Mary Kay Poulos
David & Mary Ann Silver
The M & T Charitable Foundation

BIG ROOM CLUB

GIFTS OF \$2,500 – \$4,999

The large, open multi-purpose space called the Big Room was the center of community life at “39,” PDS’s New Hackensack Road home from 1963 to 1995. The Big Room served as cafeteria, library, theater, classroom, gym and meeting area, often at the same time! It was where younger and older PDS students interacted and was the setting for four-square games, Renaissance festivals, all-school dinners and the birthplace of the original musical. Through their generous gifts, members of the Big Room Club strengthen the educational experience of the community of learners at PDS.

Hal & Valery Einhorn
ExxonMobil Corporation
Ethan & Elizabeth Gundeck
Kenwood Foundation
Takashi Oyagi

COMPASS CLUB

GIFTS OF \$1,000 – \$2,499

Adopted as the official school logo when PDS moved to 39 New Hackensack Road, the compass symbolizes the value of a PDS education: a useful and enduring tool for finding one’s calling or path in life. In 2008 the design of the compass logo was updated to emphasize the global nature of a PDS education and underscore the school’s motto: many minds, one world. The vital support of Compass Club members helps to ensure the relevancy and value of a PDS education.

Anthony Bax & Sabrina Ferguson
Melissa Beck & Andrew Leff
Anthony & Courtenay Budd Caramico
Richard Chazen ’66
Ernesto & Kimberly Conde
Colin Cuite & Stacey Mesler





The Educational Foundation of America
 Virginia Hart
 Josie Holford
 Syed & Romana Hosain
 IBM Corporation
 Mary Ellen & Peter Kenny
 Ian & Jamie Landsman
 Sharlene Oyagi
 James Page & Amy Sherman
 Christopher & Kim Roellke
 John Wallach & Amanda Thornton
 John T. Whelan '87 & Rupal Mittal

EAGLES CLUB

GIFTS OF \$500 – \$999

A longstanding rite of passage for PDS lower school students is becoming a member of the Eagle Society by reciting their favorite poems, including *The Eagle* by Alfred, Lord Tennyson (1851) and the much beloved *Jabberwocky* by Lewis Carroll (1872). Through their gifts members of the Eagles Club recognize that giving is a vital expression of community that enables the school to keep moving forward.

Lois Bailey
 Deborah Beck
 Bronwyn Bevan
 Richard & Michele Chazkel
 Jean Churchill
 Stephen Enriquez & Ann Patsalos-Enriquez
 John Galbraith & Katie Green
 Anya Ginandes '95
 Steven & Lorraine Greene
 David Held & Jill Malden-Held
 David Kaminski & Jennifer Berlind
 Benjamin King & Michelle Ross-King
 Mortimer Malden
 Thomas Meyer & Julie Stevenson
 John & Laura Park
 Peter Schalk '86
 Mark Schlessman & Laura Graceffa
 Amy Tripi
 Aaron Warshawsky & Mary Goggin
 Sharr White & Evelyn Carr-White
 Jeffrey Wiseman & Alice Hawkins

NAVIGATORS CLUB

GIFTS OF \$250 – \$499

By a student vote in 2009, Navigators was selected as the name for PDS athletic teams. The name relates to the school logo, the compass, and testifies to how PDS students see themselves: smart, thoughtful, resourceful individuals with the ability and courage to forge a unique identity and discover their place in the larger world. Through their gifts, members of the Navigators Club enable our students to fully realize their passion and potential.

Jane Amsden
 Charles & Christine Agro
 Andlynn Construction Inc.
 Alberto & Marie-Helene Aresi
 Sam & Regina Bei
 Christopher & Etsuko Bjork
 Henry & Jayne Boehringer
 Peter* & Elizabeth Brofman
 Martha Burns & Carol Bahruth
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 John '49 & Catherine Coulter
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 Michael & Sara Rothman
 Sun & Leslie Sachs
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 Samuel Speers & Lisa Brawley
 John & Beth Storyk
 Barbara Swanson
 James Tucker
 Liz & Alex Vinogradov
 Austin & Elizabeth Wilmerding
 Maurice Wysocki & Patricia Breslin
 Harry & Jennifer Yan
 Craig Zisman & Jackie Katzen

INNOVATORS CLUB

GIFTS OF \$100 – \$249

At PDS, learning has always been active and engagement prized. Through their gifts, members of the Innovators Club help drive learning that is project based, experiential and authentic.

Kitty Adamo & Jim Todd
Adobe Systems
Peter Antelyes & Leslie Dunn

Hillary '93 & Owen Harvey
Robert & Hilary Hayes
Radley Horton & Danielle Martinelli
Jerry Joseph
Nader & Maria Kayal
Marc Kemeny & Clare Cosslett
Daniel Kempton
Erik Kiviat '61
Frederik Kjeldsen & Lorraine Seach
Jianfeng Liu & Hong Lin
Jonathan & Terry Lussow



Peter & Liz Appelson
George & Phebe Banta Sr.
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Jane Barber Smith
Gary & Edith Beck
Harriet Bernstein
Paul Bickart '55 & Marcia Reecer
Gloria Bragdon
Fred & Alice Brooks, Jr.
Saul & Deborah Brown
Joel & Kimberly Carpenter
James Davidson & Mary Untalan
Damian & Cyndi De Rosaire
Jack & Terry Driller
Paul '46 & Betty Drouilhet
Harriet Finkelstein
Richard & Jane Fisher
Mike & Christine Foley
Roger & Louise Foucek
Don Fried
Tessa Friedman
Gerard & Joanne Galluscio
Burton & Miriam Gold
Catherine Goldberg
Steven Gorn & Barbara Bash
Dan Greenberg & Joann Alvis
Richard Grinnell & Leigh Williams
Shirley & Bernard Handel
William & Gay Hartigan

Katherine Maas '99
Zoltan Markus & Paulina Bren
Victoria Mayes & Frank Furio
Stephen Meagher & Stacey Penlon
John & Karen Messley
Mark & Kathleen Metzger
Stephen Miller & Anna Bertucci
Gregg Miron '83
James & Janice Monsma
Sandra Moore & James Curran
Maurice & Sharon Moran
Benjamin Lotto & Karen Nichols
Lyle Nolan & Linda Monkman
Amanda North
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Nancy '47 & Pat Russell

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Raymond Schwartz & Christina Powers
Richard Schwartz
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Mitchell Stagg '65
Mark Stapylton & Alisa Kwitney
Mark Stier & Hope Scott-Stier
Scott & Lucia Swartz
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Matthew & Alicia Tether
Michael Tibbetts & Andrea Parent-Tibbetts
Jonathan & Kim Urban
Kristen Vale-Mosack '92
Dean Vallas & Debra Pemstein
Adele Warshawsky
Susan Willson
Lucius & Adela Wilmerding
Barbara L. Wood '78
Patricia Yenawine

YOUNG ALUMNI LEADERS

Members of the last ten PDS graduating classes who made a gift of at least \$25 distinguish themselves as Young Alumni Leaders. They understand that when they were students, they benefited from the gifts of those who came before them. These young alumni are paying their gifts forward, ensuring that today's PDS students will benefit, as they did, from the gifts of those who came before them.

Amie Anderson '06
Anne Boehringer '15
Matthew Buccelli '06
Amalia Driller-Colangelo '14
Emma Driller-Colangelo '10
Erica Enriquez '15
Peter Enriquez '12
Noam Fisherman '15
Akif Hosain '14
Fatima Hosain '11
Claire Houston '15
Tyler Lussow '15
Matthew Luzzi '21
Anna Raugalis '06
Emma V. Roellke '12
Tanner Urban '14
Corina Zisman '15

THE PDS COMMUNITY OF DONORS

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Christopher Bjork
Valery Einhorn
Dan Fisherman
Mary Gesek
Elizabeth Gundeck
Sue Hart
Johan Hedlund
Romana Hosain
Sharlene Oyagi
Kim Roellke
Mark Stapylton
Amanda Thornton

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Monica Alvarez Camero
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Mark & Kathleen Metzger
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Lyle Nolan & Linda Monkman
Amanda North
Sharlene Oyagi
Takashi Oyagi
Rebecca Parish & Patrick Downes
John & Laura Park
Jeanne Patsalos & Vincent Trunzo
Tyler & Kim Pennock
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Thomas & Melissa Ptacek
Karen Quiana
Brian & Lisa Reid
Christopher & Kim Roellke
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Jeffrey Seidman & Lisa Kaul
Deidre Sepp

Jeffrey Wiseman & Alice Hawkins
Maurice Wysocki & Patricia Breslin
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Craig Zisman & Jackie Katzen

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Tammy Reilly
Shirley Rinaldi



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Sharr White & Evelyn Carr-White
Susan Willson
Austin & Elizabeth Wilmerding

Julie O'Sullivan
Christina Powers
Emma Sears
Ruthie Shaw
Liz Vinogradov
Barbara Wood '78

STUDENTS

Erica Enriquez '15
Tyler Lussow '15
Matthew Luzzi '21

ALUMNI

1938

Allelu L. Kurten

1942

Margaret Proctor

1945

Charles Denby

1946

Paul Drouilhet

1947

Nancy Russell

1949

John M. Coulter

1953

Eleanor Charwat

1955

Paul Bickart
Deborah White Schaack

1956

Susannah Eldridge

1958

J. Harrington Breed
R. Huntington Breed
Judah Sommer

1959

Judith Komer

1961

Walter Effron
Erik Kiviat

1965

Gina Kaiser
Mitchell Stagg

1966

Richard Chazen

1967

Ann Parfet

1972

Pamela Kantarova

1973

Charles Furnival

1976

John Kraus

1978

Peter Tucker
Barbara Wood

1982

Thomas Brooks

1983

Gregg Miron

1984

Christopher Luongo

1986

Peter Schalk

1987

John Whelan

1989

Nadia Vinogradov

1992

Kristen Vale-Mosack

1993

Hillary Harvey

1995

Anyia L. Ginandes

1997

Julia Hausman

1998

Anna-Liza Villard-Howe

1999

Katherine Maas

2005

Colin Chazen

2006

Amie Anderson
Matthew Buccelli
Anna Raugalis

2010

Emma Driller-Colangelo

2011

Fatima Hosain

2012

Peter Enriquez
Emma Roellke

2014

Amalia Driller-Colangelo
Philip Greenberg
Akif Hosain

PARENTS OF ALUMNI

Nicholas Abramson & Helaine Meisler

Kitty Adamo & Jim Todd

David & Elizabeth Alexander

Peter Antelyes & Leslie Dunn

Jane Barber Smith

Christopher & Etsuko Bjork

Sara Bragdon

Fred & Alice Brooks Jr.

Thomas '82 & Erica Brooks

Richard Chazen '66

Richard & Michele Chazkel

Bernadette Condesso & Cathy Drapeau

Ian Crane & Jaye Thacker

James Davidson & Mary Untalan

Kirk & Karen Endicott

Stephen Enriquez & Ann Patsalos-Enriquez

Harriet Finkelstein

Mike & Christine Foley

Lynn Fordin

Roger & Louise Foucek

Don Fried

Mary Gesek

Burton & Miriam Gold

Steven Gorn & Barbara Bash

Dan Greenberg & Joann Alvis

Shirley & Bernard Handel

Virginia Hart

Syed & Romana Hosain

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Nader & Maria Kayal

Marc Kemeny & Clare Cosslett

Mary Ellen and Peter Kenny

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Allelu Kurten '38

Dorothy & Christopher '84 Luongo

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Sevgin & Elizabeth Oktay

Leonard & Sandra Opdycke

Wes Ostertag & Neall Burger

Rebecca Parish & Patrick Downes

Li & Lisa Pipman Denaut

Thomas & Melissa Ptacek

Martin & Jeanne Puryear

Leo & Tammy Reilly

Shirley & Frank Rinaldi

Christopher & Kim Roellke

Michael & Sara Rothman

David Santner

David Schalk

Hamilton & Barbara Scheer

Mark Schlessman & Laura Graceffa

David & Mary Ann Silver

Kevin Smith & Kali Rosenblum

Samuel Speers & Lisa Brawley

John & Beth Storyk

Barbara Swanson

Michael Tibbetts & Andrea Parent-Tibbetts

Dean Vallas & Debra Pemstein

Liz & Alex Vinogradov

John Wallach & Amanda Thornton

Austin & Elizabeth Wilmerding

Barbara L. Wood '78

Patricia Yenawine

Peter Zimmermann



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George & Phebe Banta Sr.
Deborah Beck
Harriet Bernstein
Milton and Barbara Bookbinder
Gloria Bragdon
Fred & Alice Brooks Jr.
Ernesto & Kimberly Conde
Ileen Critz
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Michael & Margaret Galbraith
Mary Gesek
Catherine Goldberg
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Poughkeepsie Day School Parents Association



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Charlotte Jones
Michael & Cindy Kryger
Mortimer Malden
John & Karen Messley
Kent & Elizabeth Miller
Maurice & Sharon Moran
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Kenwood Foundation
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TECHNOLOGY

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CLASS OF 2015 SENIOR PARENT GIFT

To the Faculty Development
Endowment Fund

Jane Amsden
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Anne Boehringer '15
Henry & Jayne Boehringer
Peter* & Elizabeth Brofman
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Noam Fisherman '15
John Gorman & Joann Potter
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Corina Zisman '15
Craig Zisman & Jackie Katzen

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Peter Antelyes & Leslie Dunn

In Honor of Memphis & Sasha Bernstein Collins
Harriet Bernstein

In Honor of Elizabeth Brooks '16
Fred & Alice Brooks Jr.

In Honor of Thomas Brooks '82
Fred & Alice Brooks Jr.

In Honor of Daniel Brown '17
Mildred Ruttner

In Honor of Owen Browne '22
William & Gay Hartigan

In Honor of Thomas Capstick '15
Gloria Bragdon

In Honor of Bernadette Condesso
Peter Enriquez
Charlotte Jones

*In Honor of Bernadette Condesso, Mary
Ellen Kenny & Liz Vinogradov*
Stephen Enriquez &
Ann Patsalos-Enriquez

In Honor of Jesse '15 & Liam '18 Held
Mortimer Malden

In Honor of Laura Hicks
Christopher & Natasha Brown

*In Honor of David Jordan &
PDS Grade 5 Teachers*
Joel & Kimberly Carpenter

*In Honor of Danielle '16 &
Alexandra '20 Kaminski*
David Kaminski & Jennifer Berlind

In Honor of Logan Reid '18
Martha Reid
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In Honor of Ashlee Reilly '07
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Richard Schwartz

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Elizabeth Roellke
In Memory of Jonah Sherman
Martha Burns & Carol Bahruth



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Gretchen & Mark Lytle
Michael & Sara Rothman

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Ileen Critz

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Lynn Fordin

In Honor of Laura Graceffa
Clifford Dooris
Linda Gregorius
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Roy Schlessman
Raymond Schwartz & Christina Powers
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Emma Sears & Gregg Swanzey
Thomas & Leslie White



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Maurice & Sharon Moran

In Honor of Joan Matheis
Dean Vallas & Debra Pemstein

In Honor of Josh '91 & Leila '92 Meehan
Barry & Carol Meehan

In Honor of Emma Messley '26
John & Karen Messley

In Honor of Jake Moore '04
Sandra Moore & James Curran

In Honor of Luke Moore '08
Sandra Moore & James Curran

In Honor of Chloe '14 & Remy '18 Oktay
Sevgin & Elizabeth Oktay

In Honor of the PDS 80th Anniversary
Eleanor & Martin Charwat

In Honor of PDS Faculty
Bernadette Condesso & Cathy Drapeau
Hal & Valery Einhorn
Mark Schlessman & Laura Graceffa

In Honor of PDS Faculty and Staff
Sara Bragdon
Josie Holford
Matthew & Alicia Tether

In Honor of PDS High School Teachers
Jianfeng Liu & Hong Lin





In Memory of Barbara "Red" Smith
John & Catherine Coulter

In Memory of Olga & Julian Smyth
Susannah Eldridge

In Memory of MaryAnn Sullivan
John Sullivan

In Memory of George and Betsy White
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POUGHKEEPSIE MINI MAKER FAIRE – PRESENTED BY POUGHKEEPSIE DAY SCHOOL

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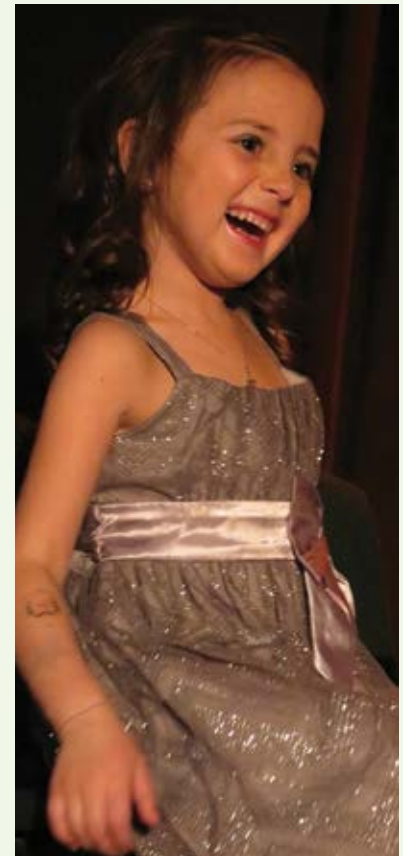
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Jaime Lozada
Lizzie Maya
Blanca Mesler
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Poughkeepsie Day School Camp
Dennis and Barbara Powers
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Jeffrey Wiseman & Alice Hawkins
Craig Zisman & Jackie Katzen

CANSTRUCTION® JR. HUDSON VALLEY – PRESENTED BY POUGHKEEPSIE DAY SCHOOL

Corporate Partners

Radio Woodstock (WDST 100.1)
The Poughkeepsie Galleria

It's All About Community! Thank you to the Board of Trustees, Parent Association and all parent leaders and volunteers for bringing us together to have fun and raise funds to benefit our students and teachers!

From Welcome Week to the first ever Poughkeepsie Mini Maker Faire and Parent Talent Show, to Canstruction® JR Hudson Valley and the Spring Benefit Auction...our parents and families made a difference in our community and beyond.

BOARD OF TRUSTEES 2014-2015

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CLASS OF 2015

SENIOR-PARENT CLASS GIFT

Ann Patsalos Enriquez and Eric Enriquez,
Chairs

POUGHKEEPSIE MINI MAKER FAIRE – PRESENTED BY POUGHKEEPSIE DAY SCHOOL

Volunteers

Josh Arcarola EMT-B
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 Carol Bahruth
 Laura Baratta
 Robert Barron



Deborah Brown
 Frances Canfield
 Jane Canfield '21
 Kimberly Conde
 Violet Favell '25
 Laura Graceffa



Jackie Hadden
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 Marnie McKnight-Favell
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 Alan Schlessman '14
 Anastasia Schwartz '18
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 Michelle Wolin
 Nicole Yan '17

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Chair

Ann Patsalos-Enriquez

Auctioneers

Ann Patsalos-Enriquez
 Jeanne Patsalos

Volunteers

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 Deborah Brown
 Kimberly Conde
 Jane Banta Fisher
 Tiggy Friedman
 Joanne Galluscio
 Katie Green
 Jackie Hadden
 Laurie Hedlund
 Kefah Jamal
 Lisa Kaul
 Sharlene Oyagi
 Deidre Sepp
 Alicia Tether
 PDS Class Reps: Pre-K through Grade 12

Student Volunteers

Thomas Capstick '15
 Victoria Dema '17
 Kaser Gui '18
 Harry Liu '15
 Johnson Lin '17
 John Madalengoitia '17
 Daron McShane '17
 Xavier Mayo '18
 Morrow Otis '16
 Elias Levey-Swain '17



Raffle Chair

Ann Patsalos-Enriquez

Invitation and Poster Design

Tia Fishler '16
 Tianyi Yu '15

"Many Minds, One World" Short Film

Ava Markel '16

Auction Catalog

Christina Powers

Mobile/Online Bidding System

Larry Teich

Class Baskets

Many thanks to lower and middle school parents!

Wine Pull

Many thanks to high school parents!

Faculty /Staff Support

Carol Bahruth
Damon Banks
Bernadette Condesso
Don Fried
Laura Graceffa
David Held
Josie Holford
Mary Lou Hudak
Tricia Irving
Anita Jones
Darcy Kelly
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Christina Powers
Tammy Reilly
Shirley Rinaldi
Andrea Parent-Tibbetts
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Liz Vinogradov

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Darcy Kelly
Tami Kelly
Andrea Parent-Tibbetts

PARENT TALENT SHOW Chair

Lizzie Maya



Onsite Support

Damon Banks
Victoria Mayes
Kalista Parrish
Christina Powers
Raymond Schwartz
Liz Vinogradov

Talent

Joshua Camp Brown
Sylvia Buccelli
Courtenay Budd Caramico
Mark Dema
Sabrina Ferguson
Joanne Galluscio
Laurie Hedlund

Mimica Hyman
Lizzie Maya
Yameil Nunez
Jeanne Patsalos
Deidre Sepp

“Mind the Gap” Short Film

Robert Barron
Lizzie Maya
Aydin Schwartz '20



**CANSTRUCTION® JR. HUDSON VALLEY
– PRESENTED BY POUGHKEEPSIE DAY
SCHOOL
Chair**
Christine Agro

Onsite Set-Up & Support

Caidin Agro '22
Kimberly Conde

PDS PARENTS ASSOCIATION Executive Council

Cyndi De Rosaire, *Lower School Class
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Barbara Gillman, *Middle School Class
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Mimica Hyman, *Welcoming*
Deidre Sepp, *VP Parent Community*
Alicia Tether, *VP Communications; Treasurer*



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Sara Bragdon, *Used Book Fair*
Kimberly Conde, *School Photos*
Kimberly Conde & Cyndi De Rosaire, *New Book Fair*
Jane Fisher, *Student Music Recital Chili Dinner*
Elizabeth Gundeck, *Box Tops*

Mimica Hyman, *Welcome Back Picnic*
Kalista Parrish & Lisa Reid, *Compass Cash*
Alicia Tether, *Stop & Shop*

Class Representatives

Amy & Judy's *Pre-K/K*, Danielle Martinelli & Huda Scheidelman
Lynn's *Grade 1*, Anne Messley
Rachel's *Grade 1*, Courtenay Budd Caramico & Michelle Martinez-Leffert
Brian's *Grade 2-3*, Kimberly Conde
Michelle's *Grade 2-3*, Radley Horton & Edward Sayago
Sue's *Grade 2-3*, Suzanne Murray
David's *Grade 4-5*, Jane Fisher
Dorothy's *Grade 4-5*, Mary Sweeney
Lisa's *Grade 4-5*, Kimberly Conde & Annie Tseng
Shirley's *Grade 6*, Andrea Leva, Millieann Luzzi & Lucia Swartz
Emma's *Grade 7-8*, Lisa Kaul & Kalista Parrish
Jake's *Grade 7-8*, Tessa Friedman & Katie Green
Karl's *Grade 7-8*, Laura Baratta & Yameil Fuentes
Malorie's *Grade 7-8*, Richard Lewit
Grade 9, Laurie Hedlund
Grade 10, Frances Canfield
Grade 11, Alberto Aresi
Grade 12, Sara Bragdon & Ann Enriquez

**A BIG thank-you to Mimica Hyman for
ten years of spreading joy and happiness
through The Smart Café and making
spending our summers with Nicky the**



**Navigator, our
beloved pen mascot,
a new tradition!**

The following conventions were used in compiling these lists of donors and volunteers:

Donors are listed using first names without titles, such as Mr., Ms. or Dr.

Alumni are defined as students who attended PDS, whether or not they graduated from grade 12. The year associated with each name designates the class with which the individual would have graduated. An * indicates deceased.

Puzzle answer: Everyone moves over one room to the left to make room.

Athletics

Fall Sports

The new PDS volleyball team, coached by P.E. teacher Jillian Walsh, played its inaugural game in fall 2014. They made a strong enough showing to qualify for HVAL (Hudson Valley Athletic League) competition as a varsity team in fall 2015.



They won a bid to the NEPSAC (New England Preparatory School Athletic Council) tournament, beating Covenant Christian Academy to reach the semi-finals. They played Wooster and lost to the powerful squad.



Boys varsity basketball ended their season in third place in the league after making their way to the HVAL finals against Storm King. They played a fantastic game but were edged out 43-49.



Members of the cross country team, Anya Ptacek '16 and Claudia Hinsdale '17, came in first and second in every race they ran, including the HVAL finals. PDS is hoping to field a full girls team of five in the coming year.

Each January, middle and high school students enjoy ice-skating and skiing on Fridays!



Spring Sports

For the first time ever, all three PDS spring varsity sports teams – baseball, softball and Ultimate Frisbee – played in HVAL post-season tournaments. Ultimate Frisbee were league and tournament champions and were undefeated!



Softball placed first in the league but lost to Marvelwood in the final game



of the tournament. Baseball ended a great season with a third-place league finish.

Girls varsity soccer were HVAL Tournament Champions!



Boys soccer battled their way into the HVAL semi-finals, something that hasn't happened since 1998!

Winter Sports

Basketball player Julia Roellke '15 earned her 1000th career point in an historic penalty shot against Darrow, an amazing accomplishment. The girls varsity basketball team were runners-up in the HVAL championship.



Squash after-school enrichment has been quite a popular option for students in grades 4–8 over the past two years. Taught by Craig Thorpe-Clark, an Australian squash professional and former U.S. national coach, players learned rules and safety, grip, swing, movement and footwork.



2016 Summer Program

- ◆ *Young Creative Experience*
- ◆ *Enrichment*
- ◆ *Coding, Programming & Gaming*
- ◆ *Minecraft Lego*
- ◆ *Minecraft 3D Printing*
- ◆ *Stop-Motion Lego- Star Wars*
- ◆ *Mindstorm Robotics*

The 2016 summer program will offer even more choices, over a longer period of time than last year, which was our biggest ever. Check our website after Thanksgiving for the summer program!



Food Bowl™ , Hudson Valley is a Poughkeepsie Day School community project where kids create public art out of non-perishable food items to feed the hungry and bring attention to the critical issue of hunger in the Valley. All food collected will go to regional food pantries and The Food Bank of the Hudson Valley.

Hudson Valley schools and youth organizations are invited to register teams by December 1. Visit our booth at the Poughkeepsie Mini Maker Faire at Poughkeepsie Day School on November 14 (10–4).

www.foodbowlhv.com

Poughkeepsie Galleria Mall
Public art display: March 5–11



A Poughkeepsie Day School Community Project