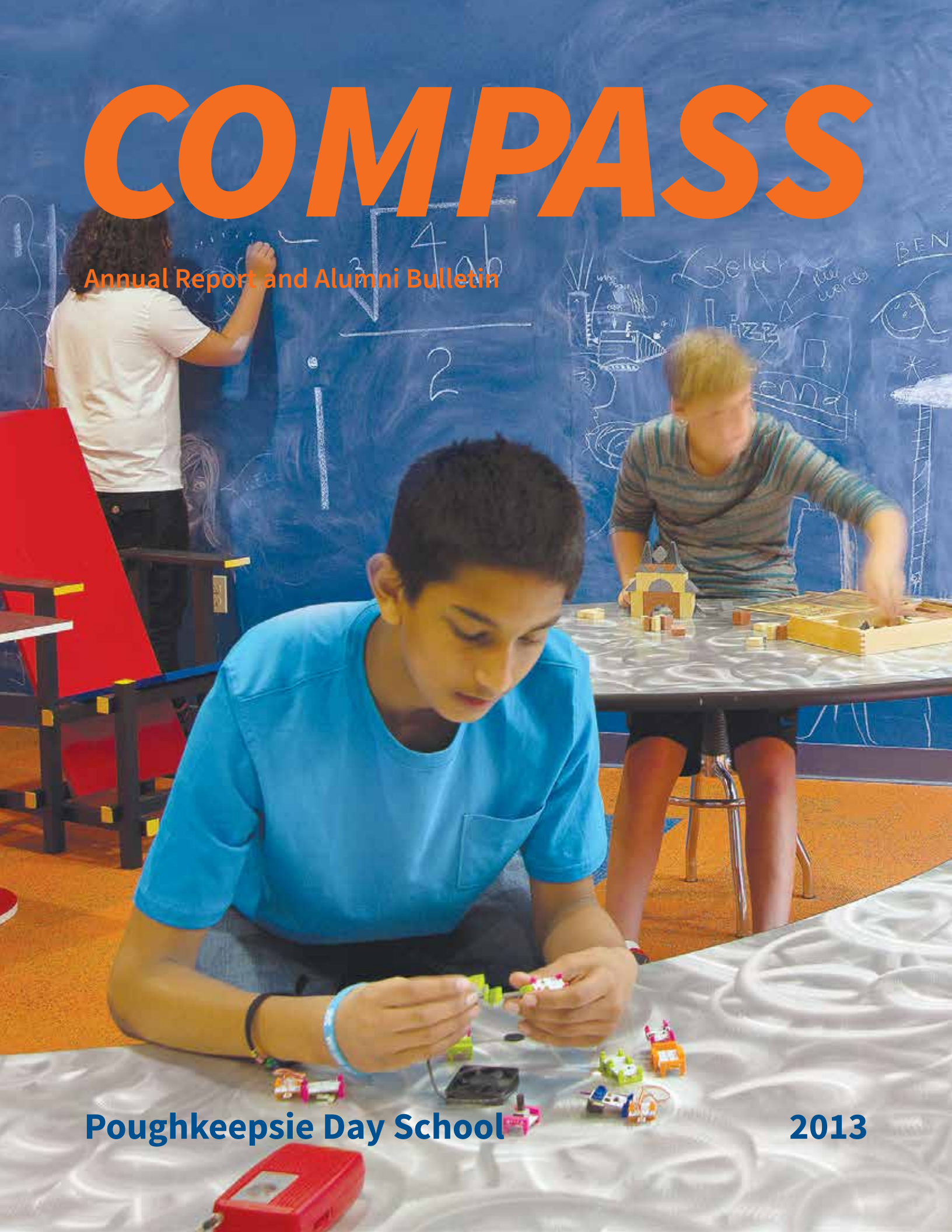


COMPASS



Annual Report and Alumni Bulletin

Poughkeepsie Day School

2013

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2013



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On the cover

The new iStudio provides evocative, flexible space designed to foster innovation and collaboration.

Photographers: Josie Holford, Stan Lichens, Feza Oktay '81, Christina Powers

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

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PDS gratefully acknowledges the generous volunteers and donors who supported the school last year.



The Institute at Poughkeepsie

Day School is coming!

It will include exceptional programs in academic enrichment, programming and athletics for students and professional development for educators.

The Institute @

Summer Programs

Academic Enrichment
Making and Programming
Athletics
Cultural Immersion
Professional Development

Poughkeepsie Day School



From the Head of School

Welcome to this latest edition of Compass magazine. The past year has been constructive in every sense: In addition to exciting renovations to our facilities, we have embarked on a new strategic plan.

Our plan looks to the future of Poughkeepsie Day School students and of the school. It affirms and builds on the school's core mission, values, unique strengths and legacy of innovation and change. It is a document that is both a vision for the future and a structure for achieving it.

The goals and direction of the plan are informed by broad community input and consultation, careful research, the findings of a rigorous self-study undertaken as part of the New York State Association of Independent Schools (NYSAIS) re-accreditation process and the ensuing visiting committee report.

This plan is the product of a wide-ranging collaboration that began in November 2012 with a board of trustees retreat guided by Judy Schectman of Triangle Associates of St. Louis. The plan was developed by a strategic planning task force comprising 13 current parents, 8 trustees, 6 teachers, 5 administrators and 4 parents of PDS alumni.

Our grateful appreciation to all members of the PDS community who contributed to the planning process and affirmed their belief in the school and its future.

A handwritten signature in black ink that reads "Josie Holford". The script is fluid and cursive.

Josie Holford

Head of School

The Strategic Plan for the Future of Poughkeepsie Day School

Where learning comes to life and passion finds a purpose



*The circular diagram (opposite) places the **mission** at the heart of the strategic plan and shows how it relates to **values** and **commitments**, which lead in turn to designated strategic **outcomes**. Brief explanations of these component parts are offered below.*

Our Mission

Poughkeepsie Day School develops educated global citizens with a passion for learning, leading and living.

Our Values

At PDS we see school as a place for **curiosity, creativity, collaboration, integrity, courage, self-awareness, compassion, contribution, wonder and connection** – where students develop the essential academic, practical and social capacities to make a creative contribution to the world.

We seek to enable students to experience school in ways that will serve them for a lifetime as educated and engaged global citizens who can think, create, share, team, lead and care to contribute.

Our Commitments

Our commitment to learning is the "DNA of the PDS Way" – our program is founded on and driven by these beliefs about learning:

Learning is Playful – A program infused with creative thinking rich with opportunities for artistic expression, imaginative thinking and allows time for experimentation and play. An education that takes advantage of the accidental, forges connections between the disparate, is elastic with opportunity, adapts to circumstances and is sometimes spontaneous and messy.

Learning is Deliberate – A program that is intentional, challenging and purposeful, that attends to the developmental needs of children and is aligned with student outcomes. A program that draws on the elements of design thinking (empathy, integrative thinking, optimism, experimentation and collaboration) to ensure our students are ready for the world of their future. An education that affords a broad-based foundation of academic pursuit and scholarship and prepares students for success as lifelong learners.

Learning is Social – A program that understands learning as a social process and considers that collaboration, partnership, teamwork and sharing confer purpose and meaning. An education that develops students as educated stewards, followers, leaders and difference makers in their worlds.

Learning is Active – A program that is built around learners constructing their knowledge; that is intellectually and physically active, project based and inquiry driven. An education for the mind and body centered on curiosity, engagement, activity and learning by doing.

Learning is Relevant – A program based in and connected to real world circumstances and needs. An education that is authentic and personally meaningful.

Learning is Empathetic – A program that respects and values every child. An education that develops relationships, caring for others, service, a sense of compassion and social and emotional health and awareness.

Learning is Permeable – A program that is open, interactive, shared and connected. An education that is transdisciplinary, globally aware and connected with the ecosystem of a learning world at school and beyond.

Learning is Deep – A program that fosters deep expertise and immersive exploration of subject matter. An education that is focused on strengths, experiential and passion driven.

Learning is Self-Correcting – A program founded on a growth mind-set where every child sets ambitious horizons for success; that teaches neuroplasticity and the science of the brain and knows that failures today do not dictate or preclude future achievements. An education for change that develops persistence and resilience, where intellectual risk-taking, trial and error, mistakes and failure are signs of progress, and that what matters is how we move forward and the ends we pursue.

Our Outcomes

Anchored by its mission and its values, PDS strives to graduate students who are:

- ◆ Independent, entrepreneurial individuals
- ◆ Engaged and educated global citizens
- ◆ Innovative problem seekers and solution finders
- ◆ Environmental stewards
- ◆ Empowered creative contributors
- ◆ Bold navigators
- ◆ Self-evolving/self-directed/self-sustaining learners for life

The Strategic Plan and the Context for Learning

5 points of focus

Identity

Our identity as a school and the community we serve and seek to serve.

Program

The program of the school proposes a design for learning to serve the needs of children now and in their futures; the key elements of that design and their connection to the mission, core values and student outcomes.

Faculty

The importance of teachers as the difference makers in children's lives; their key professional characteristics and ways to attract, retain, compensate, support and inspire outstanding teachers.

Campus and facilities

Ways to ensure they will continue to support, enhance and inspire the work of students and teachers.

Economic sustainability

The bedrock on which all else depends; based on careful financial planning, creative thinking and productive work in generating non-tuition revenue.

Current Landscape for Learning

Dr. Tony Wagner of the Change Leadership Group at Harvard offers advice to schools on how to help students develop skills they will need in a global society. He interviewed more than 600 CEOs, asking them the same essential question: "Which qualities will our graduates need in the 21st century for success in college, careers and citizenship?"

Tony Wagner's Seven Survival Skills

Wagner's list is a distillation of the outcomes of these hundreds of interviews. Here's the list:

- ◆ Critical thinking and problem-solving
- ◆ Collaboration across networks and leading by influence
- ◆ Agility and adaptability
- ◆ Initiative and entrepreneurship
- ◆ Effective oral and written communication
- ◆ Accessing and analyzing information
- ◆ Curiosity and imagination

Digital-age literacies clearly must now include:

STEM literacy: broad-based general knowledge and understanding of how the world works within and across the areas of **S**cience, **T**echnology, **E**ngineering and **M**ath. STEM literacy is an interdisciplinary study that bridges the four areas; it does not mean simply achieving literacy in each of these strands or silos. A STEM-literate student also is experienced in problem solving, analytical, communication and technology skills.

Economic literacy: knowledge of basic economic concepts, personal finance, the role of small businesses and large corporations and the impact of economic issues and market forces on individuals and society.

Historical literacy: understanding the processes of historical inquiry, our individual and collective past, the human story of the world and its people and change.

Media and visual literacy: the ability to understand, interpret, use, communicate with and create images and video using both conventional and new media.

Information literacy: the ability to find, access, navigate and use information and the ability to evaluate its credibility.

Cultural literacy: the ability to value and respect diversity, awareness of and sensitivity to cultural issues and expression, effective cross-cultural communication.

Global awareness: an understanding of how countries, individuals, groups and economies are interconnected.



The changing landscape for learning requires us to think differently and then act differently. Many of these specific learning shifts have been hallmarks of, or resonate with, a PDS education since its founding:

From:	To:
Teacher-centered and directed	<i>Learning and learner centered</i>
Content coverage	<i>Learning by doing and making</i>
Memorizing information	<i>Accessing information and putting it to use</i>
Teacher as source and controller of knowledge	<i>Teacher as coach, guide and senior partner in learning</i>
Whole-group, one-size-fits-all configuration	<i>Flexible grouping, dependent on activity, interest and project</i>
A single way to learn and express understanding	<i>Multiple ways to access and represent knowledge</i>
Assessment driven by memorization and recall	<i>Authentic assessment that draws on higher order thinking skills and creativity</i>
Segregated academic disciplines	<i>Interdisciplinary and transdisciplinary connected learning</i>
Isolated learner	<i>Connected, networked and collaborative learning</i>
Textbook dependent and driven	<i>Multiple sources of information</i>
Technology as a scarce resource	<i>Ubiquitous access to tools for communication, collaboration and creation</i>
Arts as peripheral luxuries	<i>Arts as the connective tissue of creativity, imagination, intellectual well-being and cognitive growth</i>
Recess as a way to let off steam and play as recreation	<i>Physical activity and play integral to mind-body wellness, invention, growth and cognitive functioning</i>
A focus on student deficits	<i>Recognition of student strengths and interests as an essential building block for further learning</i>
Right answers and an overemphasis on getting things right	<i>Trial-and-error learning that embraces intellectual risk taking and sees failure as information</i>
Assessment as numbers, grades, standards and narrow achievement	<i>Assessment based on reality and growth and as conversation about new horizons for learning</i>
Student conformity and compliance with set expectations are prized	<i>Student engagement and ownership of learning matter most</i>
Intelligence as measurable and fixed	<i>Neuroplasticity and a growth mind-set</i>
Isolated classrooms and schools	<i>Flexible learning spaces and networked institutions</i>

Strategic Planning Team

Trustee Co-chairs, Mark Stapylton and Julie Stevenson
 President of the Board and Trustee, Stan Lichens
 Vice-President of the Board and Trustee,
 Amanda Thornton
 Carol Bahruth, Director of Enrollment and Marketing
 Chris Bjork, Trustee
 Tyvine Brooks, Trustee
 Mette Coleman, Trustee
 Laura Graceffa, Science Department Chair
 Josie Holford, Head of School
 David Jordan, Lower School Teacher
 Debby McLean, Lower School Division Head

Karen Nichols, History and Social Studies Department Chair
 Andrea Payne, Trustee
 Shirley Rinaldi, Middle School Teacher
 Trace Schillinger, English and Language Arts
 Department Chair
 Ruthie Shaw, Lower School Learning Specialist
 George Swain, Middle School Division Head
 Elizabeth Vinogradov, High School Division Head
 Consultant, Judith Schectman of Triangle
 Associates of St. Louis

The New Chapman Library Commons: Social and Intellectual Heart of the School *“It’s just like the big room.” —Shirley Rinaldi*

Back in the day, when PDS was located on the Vassar campus, there was a place of legend: The Big Room. Surrounded by classrooms, it was at the center of the school and served many purposes. It was lunchroom, library, performance space and gym all rolled into one.



The Big Room was the center of the school and served many purposes. Here’s an Elizabethan banquet.

Students played four square, Thanksgiving dinners were served and basketballs sailed into the book stacks at regular intervals. Josephine Spencer taught gymnastics and organized Elizabethan banquets (syllabub, anyone?).

The building was custom designed by PDS parent architects Jeh Vincent Johnson and William Gindele. The large multi-purpose room – the “Big Room” – was the hub of their design. It represented the open-plan thinking of that time, championed by then head of school Leo Opdycke, a leader in thinking about flexible learning environments that respected children’s intellectual and social lives and honored their capacities.

Sue Hart, mother of William Hart ’83 and Lucy Hart ’86, says, “I loved the Big Room. It was all things to all people.” Barbara Swanson, mother of Katrina Swanson Pulichene ’98, remembers it was “like a village square. It was the communal crossroads of the school.” Michael Chapman ’77, writing on the PDS Facebook alumni page, recalls, “I spent a lot of years in this room – and they were good ones.” If you visit our Facebook alumni page, you can read other comments by former students who remember it with nostalgic affection.

Students who lived the Big Room have all moved on now – the last one to experience it was Marissa Allis, who graduated in 2011. But there are still plenty of faculty who remember PDS at 39 New Hackensack Road and the role that the Big Room played in the school community. They recall the sense of community it enabled. Teachers and

students of all ages encountered each other all the time. It made for joyful spontaneity and a sense of connection, at times chaotic but always full of life. It was how community was built, stitched together and celebrated.

We are lucky now to have specialized facilities for many of the functions of the all-purpose Big Room. Joan Matheis and Lisa McVey have a full-sized gym and, coming this spring, enhanced athletic fields for teams and recreation. Frisbees no longer come zinging into the midst of discussion groups. We have designated music rooms, dance has its own studio and the James Earl Jones Theater is a great performance and assembly space.

The Chapman Room at PDS has served some of those functions. It has been a central passing place, classrooms are close by and it has space for small and large gatherings. This summer it added one more function – that of library. It has become the Chapman Library Commons.

Renovation work began in June. First, the entire book collection was moved from its old space and boxed and stored for the summer. New shelving arrived in late August and the great library re-creation began. It was a tremendous community effort, with an assembly line of faculty, staff and student volunteers organizing the (former) Chapman Room and restocking the shelves. This was quite the test of our alphabetizing skills and familiarity with the Dewey Decimal System. Is everything now in exactly the right order? Well, not quite. But it will be.

The library’s migration restores many of the social and intellectual functions of the “Big Room” and re-establishes its position as the agora of the school – where everyone passes by at least once every day. An adjacent makerspace, a kind of “I-for-Idea Factory,” is a logical extension of traditional library functions. And at midday, while the food service provides breakfast and hot lunch in the dedicated dining room, high school students can eat in the stacks! The new Chapman Library Commons has already brought new life to the Chapman Room – and new life to the library.



With little required equipment and flexible rounds of play, four square was the perfect game for the Big Room.

Facilities that Inspire, Enhance Enable and Support

That's goal #4 of our strategic plan for the future of Poughkeepsie Day School. This summer we completed work in Gilkeson Center that carried forward the renovation and expansion of the last few years.

The plan calls for PDS to develop facilities that address the way students learn today: places for learning that help us imagine, design and invent the future. With the support of the board of trustees, we have taken major strides toward that goal with changes, both practical and aesthetic, that represent a significant physical transformation of our facility.

In the last six years, we have added and renovated classrooms, including four custom-built science labs, and refurbished the gym, dining room, Chapman Room and the lobby. We made significant upgrades to Kenyon House. In the summer of 2012 we created the middle school learning community, planned with the help of Fielding Nair International. These changes have transformed the appearance and functionality of both buildings. Notable additions this summer include:

- ◆ 2 new makerspaces, also called iStudios or iFactories—the “i” stands for idea, incubation, invention, ingenuity, imagination and innovation. These are places for metadisciplinary project-based learning. The iStudio is an extension of the Chapman Library Commons. The iFactory, off the hallway that leads to the gym, is equipped with tools and materials for tinkering, making, robotics and engineering. A 3-D printer, purchased with a grant from ExxonMobil, is an exciting addition.

- ◆ 2 new music rooms and a recording studio, plus 3 practice rooms created from previously unused space.

- ◆ A dance and movement studio with a Swedish beechwood sprung floor.

- ◆ Creation of the Chapman Library Commons as the intellectual and social heart of the school.

- ◆ A renovated art room for the lower and middle school, with high ceilings, ample natural light and access to the new courtyard garden.

- ◆ The new Gilkeson courtyard, with pathways, raised beds and benches that provide a place for outdoor learning, gardening, peaceful contemplation and social connection.

- ◆ 2 pairs of classrooms now connected with sliding doors that allow for greater flexibility and customized learning

The strategic plan identifies the challenges of a changing world and makes a clear case that PDS seeks to help our students meet those challenges and develop the skills they will need to thrive. Our educational program is forward looking, well grounded, intentional and designed to meet the needs of students now and in the future. It is exciting to see the school develop the physical facilities that enable it to deliver on that promise.

We love our new spaces and the process of learning to take advantage of the education they make possible. We look forward to the community's continued support as we reach for the future together.

The Big Room on the cover of "The Compass" in the 1970s.



**Gilkeson
Courtyard**



Music Practice Rooms



Maker Lab



**Gilkeson
Art Room**



**Music Room
& Recording Studio**



Campus Improvements 2013



We are grateful for the leadership of Stan Lichens, our newly appointed director of strategic initiatives, whose inexhaustible energy, design expertise and all-round dedication helped move these projects from dream to reality.

Thank you, Stan.



iStudio



Dance & Movement Studio

Library Commons



**Gilkeson
Main Entrance**



Agents of Change in Action:

Transforming Biography Night through Student Empowerment

by Dorothy Luongo

A light drizzle had just begun as I made my way toward the Poughkeepsie Day School courtyard on June 6, 2013. Noted American zoologist Dian Fossey, who was scheduled to speak about her work, was sitting on a



tree stump in khaki shorts with a survival bag on her hip. I assumed she would soon be heading back inside the school, but she made it clear as I approached that she had no intention of letting a little rain alter her plans. After all, you don't spend years saving gorillas in Rwanda's rainforests only to be stymied by a slight change in the weather.

Of course, even if you don't know that Fossey died in 1985, you've probably guessed there was some dramatization here. It was the culmination of the grades 4 and 5 social studies "Agents of Change" project, in which each student "became" a selected agent of change in the world.

This Dian Fossey was not the student I knew. Normally, she would have been among the first to run inside, perhaps complaining of the effects of humidity on her hair. That's when I realized that the students truly had "transformed" themselves to personify the change agents they had studied.

It may seem odd that, as one of the teachers behind this event, I speak of what happened as though I were a visitor. Yet I think what was remarkable is that it belonged entirely to the 26 students giving their all.

The Agents of Change project began with hundreds of biographies scattered throughout two classrooms shared by grades 4 and 5. There were five steps:

1. Browse. Read. Discover. Be inspired. Each student was asked to choose five individuals and identify how they had changed the world. After feedback from peers, they narrowed their choices to a single "agent of change."
2. Get a library card. Look up biographies about your chosen agent. Evaluate supplemental texts, multimedia resources and primary sources available on the Internet.
3. Synthesize the information to home in on influential childhood moments, notable challenges and successes and develop an eventual viewpoint or global message that reflects these experiences.
4. Craft a written narrative from the perspective of your change agent.
5. Become your change agent.

In contrast to a traditional biography night, it wasn't just a matter of writing a few paragraphs, memorizing and then reciting them in front of an audience. As their work extended across the drama, language arts and social studies classes, students began to truly own the message they were delivering. They found appropriate costumes and props and worked on developing an accurate voice and tone, using video and audio recordings when available.



"Change agents" Alexander the Great (left) and Charlie Chaplin (right).

During the research process, we gave students the added task of planning an event that would serve as the culmination of their work. This seemed natural: our theme for the year is “The Power of People”; we wanted to empower students with the ability to shape the evening. Their solution was “Agents of Change in Action,” an interactive performance experience, followed by a



This student walked in the shoes of baseball great Jackie Robinson.

sit-down banquet for over 100 parents and guests that featured the change agents’ favorite foods. The students themselves would stay in character for the entire evening and answer questions from the audience over dinner.

Students organized in small groups to manage the details: food, table settings and decorations. They liked the idea of staging presentations at different locations for the audience to experience as a walking tour and chose spaces to suit the characters: Audrey Hepburn and Charlie Chaplin in the theater; Jackie Robinson, Roberto Clemente and Aly Raisman in the gym; Jacques Cousteau in the biology lab; Steve Jobs in the media room. One group designed a floor plan and another completed schedules for eight different, simultaneous walking tours. Students designed tickets, invitations and an original event logo. They coordinated among groups to be sure all students had the materials and information needed for a seamless experience.

The finishing touch came after a brief conversation with my colleague, David Jordan, about possibly designing a website for the event. David mentioned it to his class and, within two hours, two students had taken it on, uploading the logo, creating a QR code to help smartphone users navigate to the site and creating pages to showcase every agent’s narrative. The site lives on at <https://sites.google.com/a/poughkeepsieday.org/agents-of-change/> and now features video clips of the performances.

On the night of the event, perhaps the most magical thing was that no two spectators had the same experience. While Alexander the Great flashed his shield and retold the harrowing story of the Battle of Granicus,

Helen Keller recalled the moment her teacher let her feel the meaning of water. Meanwhile, Marilyn Monroe read quietly as she awaited visitors in her tiny dressing room. When they arrived, she was ready, coming to life and beginning her story.

“Do you know that play you were reading was written by one of your former husbands?” One audience member asked.

“Oh yes,” she replied, without blinking an eye. “Arthur Miller. I know.”

Guests moved between presenters every four minutes, whispering excitedly as they moved through the hallways: “I never knew that about her” and “Who are we going to see next?”

As a teacher, it was incredibly moving to see 26 students holding their own in 26 separate spaces, staying in character, waiting for an audience to arrive and coming to life on cue. They no longer needed teachers to tell them what to do. They were doing it already.

Looking back, I believe these students are better able to understand what it means to make change in this world because they were asked to walk in the shoes of these characters. Even if it was just one night, I don’t think it is an experience they will easily forget. It was more than merely learning about the past; it was new potential sprouting in each of our students as they began to sense their own power to affect the future.



Students conducted extensive research on their chosen agents of change. Above, Marilyn Monroe.

Noteworthy

ATHLETICS ROUNDUP

Once again, PDS sports teams finished their seasons in fine form. The girls varsity softball team prevailed as Hudson Valley Athletics League (HVAL) champions for 2013. The girls varsity soccer team triumphed and were Hudson Valley Athletics League (HVAL) champions for 2012.



The girls varsity softball team: Hudson Valley Athletics League (HVAL) champions for 2013.

Additionally, three players (Ella Capstick '13, Sophie Vallas '13, Julia Roellke '15) were selected for the Women's Western New England Preparatory School Soccer Association (WWNEPSSA) all-star game. From the boys varsity, Tanner Urban '14 was selected for the Western New England Preparatory School Soccer Association (WNEPSSA) all star game. In basketball, the girls varsity team finished 2nd in the HVAL and got their first ever berth in a New England Tournament. The team also saw one player (Julia Roellke '15) selected to participate in the Western New England Preparatory School Girls' Basketball Association (WNEPSGBA) for the first time ever. The boys cross country team won the HVAL Championship with Alex Gaidis '13 placing first and Phil Greenberg '14 placing 3rd. Anya Ptacek '16 placed 1st in girls cross country. Congratulations to all the players and coaches: **Jake Lahey** and **David Jordan**, boys varsity baseball; **Brent Boscarino**, varsity boys soccer; **Joan Matheis**, varsity girls soccer; varsity girls basketball and Ultimate Frisbee; **Chris Santoro**, varsity boys basketball; **Lisa McVey**, varsity softball; and **Trace Schillinger**, cross country.

PDS FACULTY AND ADMINISTRATION: PROFESSIONAL DEVELOPMENT AND LEADERSHIP

PDS faculty and staff engaged in a wide range of learning and leadership activities in 2012–2013.

Head of school **Josie Holford** served on the planning committee for a new “Speed Innovating” panel at the National Association of Independent Schools (NAIS) annual conference in Philadelphia in February. The sold-out panel facilitated connections between 200 attendees and experts with 15-minute, information-packed sessions covering topics curated by the committee.

Director of lower school **Deborah McLean** led a session at the New York State Association of Independent Schools (NYSAIS) Beginning Teachers Institute (BTI) in Rensselaerville. She spoke to talented and creative new teachers about the work of psychologist Carol Dweck, a leading researcher in the field of motivation. Dr. Dweck, who has held professorships at Columbia, Stanford and Harvard, has identified the difference between a growth mindset and a fixed mindset. Deborah was recently named director of an upcoming BTI session.

Middle school dean **Laura Graceffa** and high school dean **Karen Nichols** spent several days this summer at the NYSAIS Emerging Leaders Institute (ELI). The Institute is designed to meet the demands of today's rising independent school leaders by fostering individual growth while exposing participants to the best examples of leadership in today's schools.

Shirley Rinaldi (humanities) and middle school dean Laura Graceffa recently presented “What Is This 21-Century Learning All About?” for the Poughkeepsie branch of the American Association of University Women. Shirley and Laura also presented at the Martin Institute's “Teaching for Tomorrow” conference in Memphis in June. The title of their talk was “Over the Wall and into the World: Transformative Education in the Digital Era.”



Shirley Rinaldi (humanities) and middle school dean Laura Graceffa presented at the Martin Institute's “Teaching for Tomorrow” conference.

PDS technology director **David Held** presented an Art and Technology (with some STEAM) workshop in March at the regional conference of the New York State Association for Computers and Technologies in Education (NYSCATE). He will present another workshop, Putting the A in STEAM – Art and Technology, at the NYSCATE annual conference in November. At the 2014 NAIS conference in February, David will present Exploring Independent Innovations, a speed innovating session. He will lead three 15-minute demonstrations of how students design, build, program and exhibit interactive electronic art projects in a course that fuses art and technology.

Lower and middle school faculty members **Ruthie Shaw, Bill Fiore, Lynn Fordin, Amy Miklos, Judy Purcell** and **Jenn Jordan** attended a conference on Teaching Innovation: Giving Children Responsibility for Their Learning and for Our World at the Blue School in New York City last winter. The keynote address was delivered by Lella Gandini and Amelia Gambetti, proponents of the Reggio Emilia approach, a philosophy of early childhood education in which parents, teachers and children are equal shareholders in the learning initiative.

David Jordan (4–5) attended the November annual NYSCATE conference in Rochester, NY. He came away with ideas for expanding use of the Google platform at PDS and creating digital portfolios that he shared with faculty. In March, David brought three PDS 5th graders to the NYSCATE Hudson Valley Conference at Roy C. Ketcham High School in Wappingers Falls, where he facilitated the workshop Straight from the Student: ePortfolios, and the students led a conversation about their journey with ePortfolios.

Don Fried (English, director of college counseling) and **Bernadette Condesso** (history, associate director of college counseling) attended the annual National Association for College Admission Counseling (NACAC) conference in Toronto. Bernadette and Don joined with counselors from across the country for seminars on such topics as Application Essays, International Student Applicants and Upcoming Changes to Standardized Testing. During the conference, Don and Bernadette met with admissions representatives from colleges to which students in the class of 2014 are applying.

Bernadette Condesso (history, associate director of college counseling) participated in an Association of

College Counselors in Independent Schools (ACCIS) colloquium co-sponsored with Case Western Reserve University and Oberlin College. Highlights included sessions on admissions for B.S./M.D. programs, changes in college career services, educational and classroom practices for the 21st century, trends in engineering education and changes in admissions. Attendees also toured and learned about Case Western Reserve University and Oberlin College.

Jonathan Heiles (science) presented at two sessions hosted by the Astrobiology Teachers Academy at the annual Science Teachers Association of New York State (STANYS) conference. The sessions centered on his work with the Astrobiology Teachers Association and the curricular materials he developed with several NASA scientists. Jonathan also is taking a State University of New York at Albany graduate course on methods for assessment and evaluation of curriculum and student learning in STEM education.

Brent Boscarino (science) has been working for the past two years under a U.S. Fish and Wildlife Service grant in collaboration with Dr. Meghan Brown, assistant professor at Hobart and William Smith Colleges. He is investigating the ecology and distribution of an invasive species, the bloody-red mysid shrimp (*hemimysis anomala*), in New York State waterways. Over the past two summers, the work has involved the participation of PDS students in field sampling in the Finger Lakes (including moving east towards the Hudson River into the Erie Canal) as well as laboratory investigations and analyses. An article by Brent and his collaborator, “A Bloody-red Invasion: A look at the ecology and behavior of a Great Lakes and Finger Lakes invasive shrimp,” was published in the February 2013 Finger Lakes Institute newsletter. With the help of PDS students, Brent and Dr. Brown are currently preparing two papers on their work for publication in peer-reviewed journals.

Jake Lahey (history) led a series of local workshops this summer on Using Primary Sources to Teach the Hudson Valley for the organization Teaching the Hudson Valley. The series focused on valuable online resources available from the Library of Congress and regional collections, such as those offered at Hudson River Valley Heritage, while also instructing on common formats, citation and copyright issues, tools and strategies for using primary sources.

PDS learning specialist **Gretchen Lytle** worked this summer in Rhinebeck with Spanish-speaking adults who are not yet readers in either Spanish or English.

Carol Tsai (Mandarin) spent three weeks this summer in STARTALK Mandarin Chinese, a teacher training session at Hunter College, where she learned about classroom management, national standards of teaching a second language and a variety of teaching techniques. The program is sponsored by the Department of State. Carol also attended an event, sponsored by the Overseas Chinese Affairs Commission in Taiwan, on Chinese culture, holidays, food, folk dance and activity planning. In addition, Carol directed a Chinese culture camp for FCC (Families with Children from China) in August.

FULL STEAMCAMP AHEAD!

Think that summer camp is only for young students? Think again. This summer, 11 PDS educators spent three intense days collaborating, sharing, designing, researching, making and doing at the NYSAIS STEAMCamp in Rensselaerville. The camp brought technologists and teachers together across grade levels and subjects to explore design thinking and share and create curriculum. The emphasis was on do-it-yourself, project-based/experiential learning, making and interdisciplinary connections.



PDS educators at the NYSAIS STEAMCamp in Rensselaerville. From left: Brian Reid, grade 2-3; Josie Holford, head of school; Karen Curtis, high school math; Kristen Mitidieri, high school science; Emma Sears, middle school science; Lisa Ruggiero, grade 4-5; Stan Lichens, director of strategic initiatives; Li Pipman Denaut, high school math; Karl Mauks, middle school math; Shirley Rinaldi, middle school humanities and David Held, director of technology.

PDS RECEIVES EXXONMOBIL GRANT

This fall, Poughkeepsie Day School was awarded an education grant from ExxonMobil Corporation. The grant, which is to be applied to programs or equipment for science, technology and math, helped fund the purchase of a 3-D printer and littleBits electronic circuits.



Head of School Josie Holford holds a blow-up of the ExxonMobil check used to purchase a 3-D printer and littleBits electronic circuits.

CANSTRUCTION® JR HUDSON VALLEY

2012 was the inaugural year for Canstruction® JR Hudson Valley, presented by Poughkeepsie Day School. This international competition featured teams of students



in kindergarten through grade 12 who designed and built structures entirely from canned food. Teams



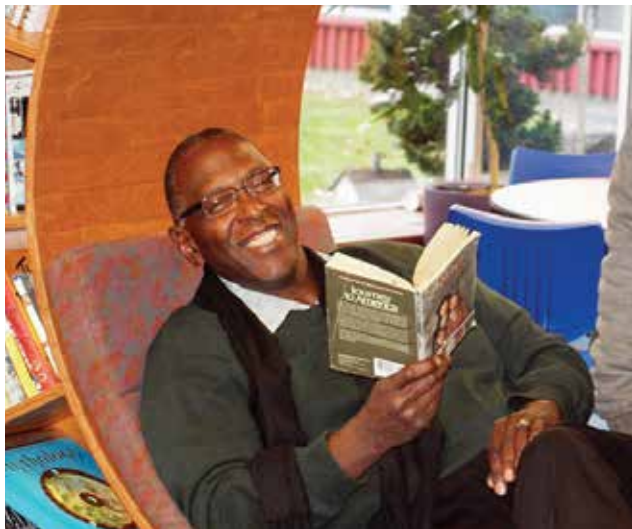
included High Meadow, Kildonan, Woodstock Day, Oakwood Friends and Poughkeepsie Day schools. All canned food used and raised during the event (5975 pounds in total!) was donated to the Food Bank of the Hudson Valley and Queens Galley in Kingston.

Join us in February 2014! Help us raise awareness and collect even more food! Together, we CAN

make a difference and fight hunger in the Hudson Valley. Find out more at <http://canstructionhv.com>.

2012–2013: A YEAR OF AMAZING VISITORS

In November 2012, teacher, musician, filmmaker and game designer John Hunter met with the PDS community for a private viewing of "World Peace and Other 4th-Grade Achievements," a documentary about his students' participation in the World Peace Game. Mr. Hunter's TED talk was voted the most influential of



Teacher, musician, filmmaker and game designer John Hunter.

2011. His inspirational work shows what adults can learn from children in approaching today's most intractable problems. With all the evolving problems of the world, a 4' x 5' plywood board game helps players develop the skills to live with challenge and ambiguity and lean into the unknown.

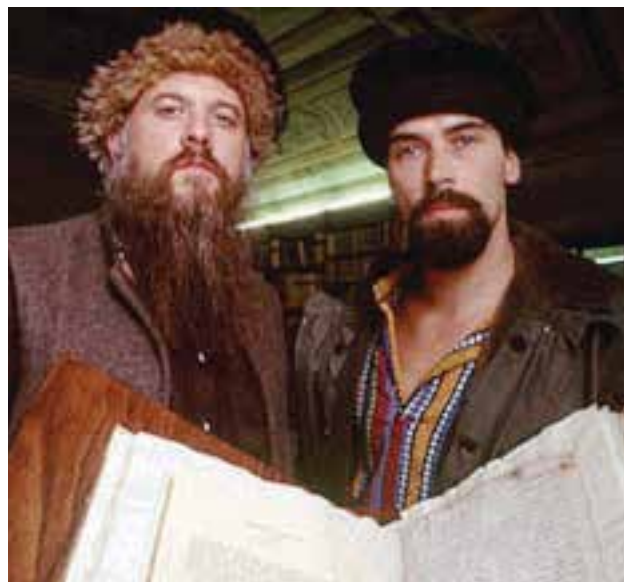
Author K.L. Going also visited in the fall. K.L. is author of the Printz Award Honor Book *Fat Kid Rules the World* (a film version was released in 2012), as well as *Saint Iggy*, *King of the Screwups*, *Garden of Eve* and *The Liberation of Gabriel King*. Ms. Going brought students in grades



Author K.L. Going led students through the book publishing process.

7 and 8 through the entire book publishing process, including writing a manuscript, dealing with rejection letters, working with editors and book designers, getting visibility for your story and (if you're lucky!) having your book transformed into an audio book or movie. Students were also treated to a hands-on sensory exercise where they were shown how describing taste, smell, touch and sound can make your story really pop and be more memorable for the reader.

In April 2013, author, explorer and filmmaker Denis Belliveau, creator of the Emmy®-nominated PBS documentary *In the Footsteps of Marco Polo*, spent a day at PDS sharing personal reflections on his extraordinary experiences with faculty, students and families. Equal parts travelogue, adventure story, history trek and buddy movie, the film chronicled Belliveau and fellow explorer Francis O'Donnell's two-year odyssey retracing Marco Polo's complete 25,000 mile, land-and-sea route from Venice to China and back. Participants were invited to relive the highs and lows as they ventured on foot, horse and camel; in jeeps, trucks and boats and trains; surviving deadly wildfires and capture in Afghanistan,



Author, explorer and filmmaker Denis Belliveau: (right) and fellow explorer Francis O' Donnell.

the forbidding sands of the Taklamakan Desert and numerous interrogations from authorities threatening to derail their plans.

ALFIE KOHN

In spring 2013, PDS presented an evening with Alfie Kohn, renowned author and lecturer who speaks widely on the



topics of education, parenting and human behavior. The event, which was open to area parents and educators, was presented in association with Vassar College and Oakwood Friends School. In his presentation, *The Schools Our Children Deserve: Helping Students Become Critical Thinkers and Lifelong Learners*, Mr. Kohn questioned the conventional use of competition, incentive programs, standardized testing, grades and excessive homework in traditional schooling. Mr. Kohn, described in *Time* magazine as "perhaps the country's most outspoken critic of education's fixation on grades [and] test scores," explored alternatives to these practices and explained why progressive education is a realistic alternative.

CONOR GRENNAN

Presenter Conor Grennan, Founder and President of "Next Generation Nepal" and author of *Little Princes*, shared his experiences reconnecting trafficked children with their parents in post-conflict Nepal.



2013: THE SUMMER OF NICKY

In June 2013, Nicky the Navigator, a green and white pen with charming fluffy hair, gleefully traveled home in the



This summer, PDS families took pictures of Nicky the Navigator in locations near and far and posted them on the PDS Facebook page. In this picture, Nicky is at the Toronto zoo!

backpacks of all PDS students. At that point, Nicky had no idea of the delightful adventures to come – overseas



in Ireland, China and Greece and at home on the beach and in the mountains.

POLLY

As part of Sue Parise's grades 2–3 sharing program, Caidin of grade 3 introduced the class to his dog, Polly. At 14 years of age, Polly came to live with Caidin's family after a full life, including eight years as a hospital therapy dog. We posted pictures of Polly's visit on the PDS

Facebook page where it was picked up by Critterkin, an organization that helps children learn that animals (Critters) are family (Kin). Critterkin is the brainchild of



alum parent Marty Keltz, of *Magic School Bus* fame and Kathy Lippert, parent of Jonathan Keltz '06.

GEORGE AND THE GIVING TREE

Middle school students dedicated a tree to honor former middle school head George Swain. It resides in the Gilkeson Courtyard. George was instrumental in the planning of the courtyard, so it seems only natural that his tree take deep root in the soil of this very special space.



HUDSON VALLEY FIRST LEGO LEAGUE

The PDS Navigators took 1st place in both the Robot Performance and Core Values categories at the Hudson



Valley First Lego League (HVFLFLL) Qualifying Tournament held at Poughkeepsie Day School in February.

FILMMAKER EXTRAORDINAIRE

PDS student Haixu Liu '14 had the winning entry in the Reel Expressions Youth Film Festival in March at the Cunneen-Hackett Arts Theater in Poughkeepsie. Haixu collected the top prize of \$500. The film was selected



from hundreds of entries across the United States. Haixu also took first place (\$1,000) for *Masks*, his film in the Phantoscope Film Festival at the Richmond Art Museum in Indiana.

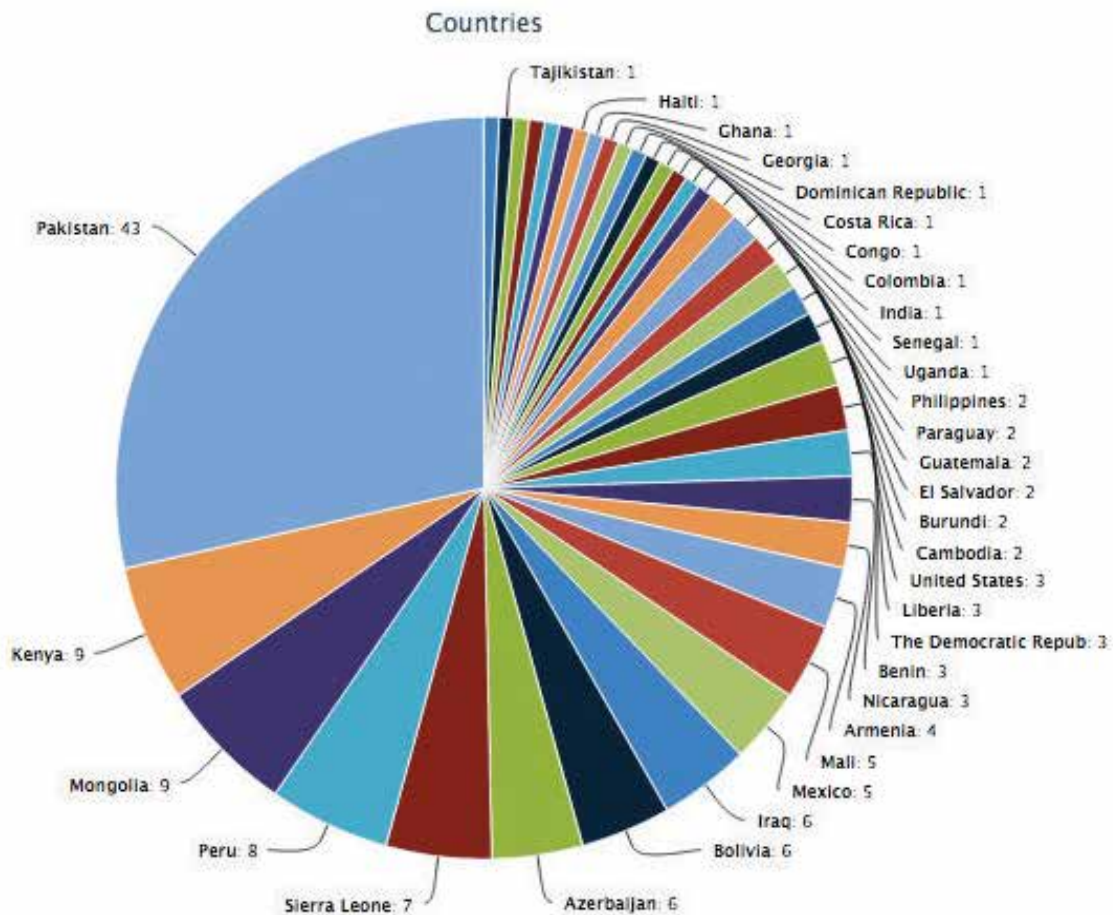


SUMMER FILM STAR

David Foley '14 was lead actor in a film featured at the Reel Expressions Youth Film Festival in March at the Cunneen-Hackett Arts Theater in Poughkeepsie. This summer, David put in over 265 hours on film sets. He was production assistant and set intern in July for *Cold*, a feature film shot in Kingston, NY. He did everything from assist the director, feed lines to actors and direct traffic! David also served as intern to the production assistant for *Late Phases*, a movie about werewolves filmed in Rhinebeck.

KIVA UPDATE: \$3,825 LOANED!

As of November 1, the Poughkeepsie Day School team has made 151 loans to 38 countries, including the United States, to empower individuals and groups with micro financing support.



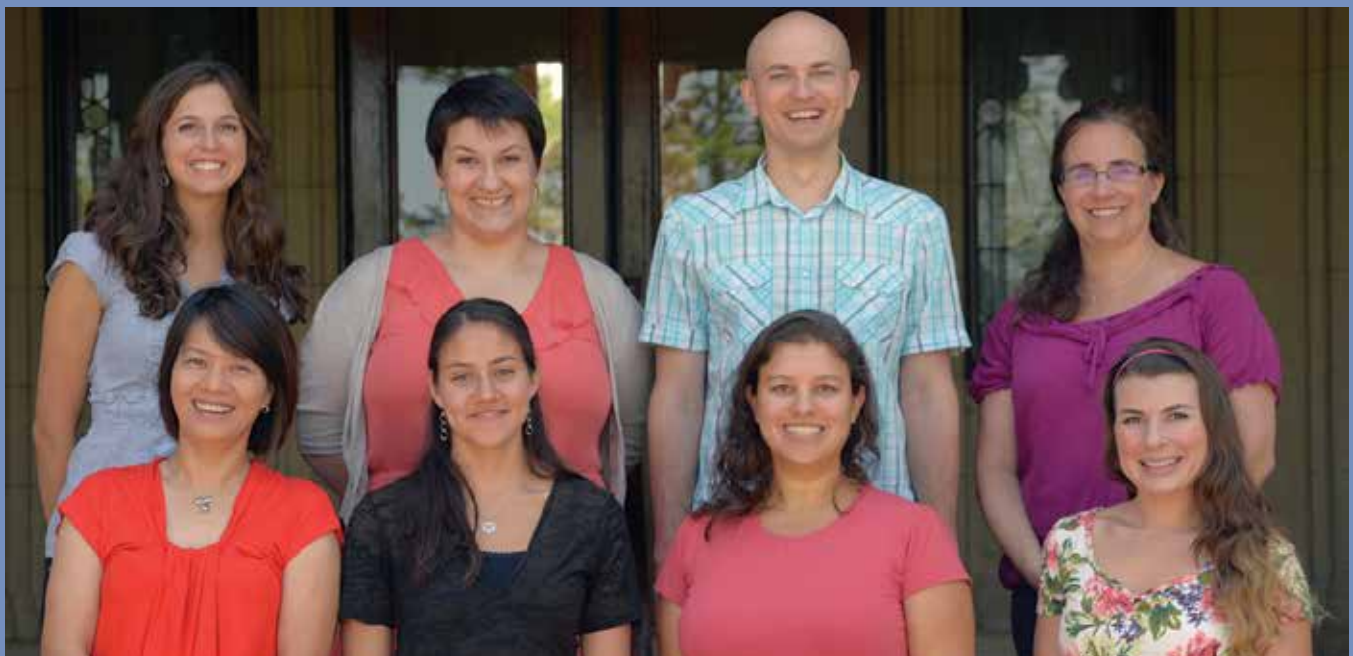
PARENT SECTION OF THE PDS WEBSITE

Whether you're on the lookout for important announcements, fundraising initiatives and events, key documents or PDS Parents Association resources, classroom websites and school blogs, or even if you just want to see a weather report or read school news, the Parent section of the PDS website is the perfect go-to resource. It's very easy to access – simply click the Parent tab in the upper right-hand corner of the PDS website home page, and voilà! you have gained entry!



NEW FACULTY

New members of the PDS faculty (top from left): Karen Curtis, high school math; Kristen Mitidieri, high school science; Karl Mauks, middle school math; Brigida Derrick, Spanish; (bottom from left): Carol Tsai, lower school Chinese (Mandarin); Lisa Ruggiero, grade 4–5; Shiloh Delawder, high school/college counseling assistant; and Jessica Marchi, high school ESL, English and history.



COMMENCEMENT

The Class of 2013, twenty-two strong, received their diplomas to the joyous approval of families, friends and the entire PDS community at Commencement on June 12. The graduates hailed from 12 Hudson Valley communities and Shandong, China!

Continuing the PDS commencement tradition of each graduating senior speaking or performing, the Class of 2013 displayed a wide range of talent, thought and emotion. Senior Class Advisor Don Fried remarked, "In a way, graduating is like falling in love. It's a universal experience, but it always feels unique."

Commencement speaker Dr. John Whelan '87 told the graduates that PDS gave him an open mind and a spirit of inquiry, and hoped that it did the same for them. John is an associate professor in the School of Mathematical Sciences Center for Computational Relativity and Gravitation at Rochester Institute of Technology. His work as a researcher and scientist has taken him across the country and to universities in England, Germany and Switzerland. A summa cum laude, Phi Beta Kappa graduate of Cornell University with a major in astronomy, John went on to earn a doctorate in physics from the University of California, Santa Barbara.

John offered the graduates a range of advice on the benefits of choosing quality over quantity, living abroad and speaking a foreign language, and learning to cook. "Take advantage of your opportunities! For all the specific advice I've given, make your own life. Whether you thrive in the city or the country, with words, with numbers, with music or with tools, experience enough of the world to know where and how you can be your best. It's a pretty great world, and now it's time to go explore it."



"It's a pretty great world, and now it's time to go explore it."—Dr. John Whelan



COLLEGE ACCEPTANCES – CLASS OF 2013

American University of Paris
Art Institute of Boston
Beloit College
Brandeis University
Brown University
Bryn Mawr College
Clark University
Clarkson University
Colby-Sawyer College
Colorado College
Connecticut College
Davidson College
Dutchess Community College
Eckerd College
Eugene Lang College
Fordham University
George Washington University
Goucher College
Green Mountain College
Guilford College

Hamilton College
Hartwick College
Ithaca College
Johns Hopkins University
Kenyon College
Lewis and Clark College
Macalester College
Massachusetts College of Liberal Arts
New York University
Parsons School of Design
Pitzer College
Rensselaer Polytechnic Institute
Rider University
Rochester Institute of Technology
Rollins College
School of the Museum of Fine Arts
SUNY Albany
SUNY Binghamton
SUNY Cobleskill
SUNY Geneseo

SUNY Oswego
SUNY Plattsburgh
SUNY Purchase
Union College
University of California Berkeley
University of California Santa Cruz
University of Chicago
University of Georgia
University of Illinois at
Urbana-Champaign
University of Miami
University of Southern California
University of Vermont
University of Virginia
Trinity College
Utica College
Vassar College
Virginia Polytechnic Institute
Wake Forest University
Worcester Polytechnic Institute



CLASS OF 2013



Ashton Bottini

hometown: **Marlboro**
 interests: **horses**
 known for: **persistence**
 internship: **Dental Design Studio, Poughkeepsie**
 college: **Union College**



Aidan Clark

hometown: **Staatsburg**
 interests: **astrophysics**
 known for: **curiosity**
 internship: **Marist College Economics Department, Poughkeepsie**
 college: **Univ. of California Berkeley**



Katherine Buehrer

hometown: **Poughquag**
 interests: **loves children**
 known for: **warmth**
 internship: **Abilities First, Poughkeepsie**
 college: **SUNY College at Oswego**



Lucas Daub

hometown: **New Paltz**
 interests: **art**
 known for: **calligraphy**
 internship: **Walkway Over the Hudson, Poughkeepsie**
 college: **SUNY Binghamton**



Andy Capone

hometown: **Salt Point**
 interests: **the environment**
 known for: **community service**
 internship: **Sprout Creek Farm, Poughkeepsie**
 college: **Dutchess Community**



Alex Gaidis

hometown: **Wappingers Falls**
 interests: **engineering**
 known for: **self-discipline**
 internship: **Lisinea Project, Turkey**
 college: **Brown University**



Ella Capstick

hometown: **New Hamburg**
 interests: **theater**
 known for: **soccer**
 internship: **Proenza Schouler, New York**
 college: **Ithaca College**



Cris Iacononi

hometown: **Poughkeepsie**
 interests: **art**
 known for: **style**
 internship: **Clutter Magazine, Beacon**
 college: **Museum of Fine Arts**



Daawar Chaudhry

hometown: **Newburgh**
 interests: **medicine**
 known for: **courtliness**
 internship: **Bausch and Lomb, Madison, NJ**
 college: **New York University**



Rose Kaplan-Kelly

hometown: **Poughkeepsie**
 interests: **mathematics**
 known for: **kindness**
 internship: **Vassar Physics Dept., Poughkeepsie**
 college: **Bryn Mawr College**



Chen Chaoyue (Joyce Chen)

hometown: **Shandong, China**
 interests: **business**
 known for: **resourcefulness**
 internship: **The Trevor Zoo, Millbrook**
 college: **Wake Forest University**



Joey Kjeldsen

hometown: **Poughkeepsie, NY**
 interests: **ski patrol**
 known for: **model airplane design**
 internship: **Solid State Cooling, Wappingers Falls**
 college: **Clarkson University**



Isabelle Lacedonia

hometown: **Kingston**
 interests: **dance**
 known for: **her smile**
 internship: **High Meadow School, Stone Ridge**
 college: **Ulster Community**



Matthew Mattia

hometown: **Poughkeepsie**
 interests: **video games**
 known for: **acceptance of people**
 internship: **Bardavon Theater, Poughkeepsie**
 college: **Dutchess Community**



Andrew Meyer

hometown: **New Paltz**
 interests: **everything**
 known for: **humor**
 internship: **Street Squash, New York**
 college: **Colorado College**



Taylor Novick-Finder

hometown: **Rhinebeck**
 interests: **justice**
 known for: **love of dogs**
 internship: **Buck Moorhead Architect, NY**
 college: **Pitzer College**



Ben Rendich

hometown: **Pawling**
 interests: **movies**
 known for: **love of movies**
 internship: **Boys and Girls Club of Northern Westchester**
 college: **Purchase College SUNY**



Leah Silver

hometown: **Poughkeepsie**
 interests: **community**
 known for: **generosity**
 internship: **Children's Home of Poughkeepsie**
 college: **Davidson College**



Matt Stapylton

hometown: **Rhinebeck**
 interests: **current events**
 known for: **love of ultimate frisbee**
 internship: **Zoe Weinstein, M.D., Kingston Hospital**
 college: **Kenyon College**



Sophie Vallas

hometown: **Rhinebeck**
 interests: **ice hockey**
 known for: **friendliness**
 internship: **Amy Novatt, M.D., Rhinebeck**
 college: **Union College**



David Wallach

hometown: **Poughkeepsie**
 interests: **physics**
 known for: **music**
 internship: **Clubhouse, Rhinebeck**
 college: **Vassar College**



Kelton Wilmerding

hometown: **Poughkeepsie**
 interests: **writing**
 known for: **acting**
 internship: **Hudson Valley Writing Project, New Paltz**
 college: **Macalester College**



CLASS NOTES

40s

Nancy Meyer Russell '47 writes from New Hampshire that she is teaching woodworking to children ages three to five at a local Children's Center. The children choose wood from the shelves, and use saws, hammers, nails, drill and screw with battery driven tools and install wheels made on Nancy's drill press. They make anything they dream up. "It is the most fun I have all week," claims Nancy. "I am sure this part of my life is an extension of PDS!" Last year, the board of the center planted an Amelanchier tree (serviceberry) in her honor.

Nancy is a hospice volunteer and sings and plays guitar when needed. She is also a member of Caregivers, and takes folks to appointments and other places. Her husband, Pat, just turned 83 and still works as a part-time physician.

Nancy and Pat love New Hampshire. They have a four-year-old Great Dane/St. Bernard mix that is getting a bit much for them to handle. If anyone would like to adopt him, please let Nancy know.

50s

Dr. Joaquin Mascaro Sacristan '55 writes from Mexico that he is director of the oncology unit at Hospital Español. Joaquin's aunt, a professor at Vassar College, wanted each of her nieces and nephews from Mexico to spend a year or two with her in Poughkeepsie. Joaquin attended PDS for the 1952-1953 school year for 6th grade. His sister, Pilar Mascaro Sacristan, and cousins Dolores, Maria Josefa, Antonio and Emilio Sacristan all attended PDS during the years they spent with their aunt in Poughkeepsie.

Joaquin graduated from Universidad Nacional Autónoma de México (UNAM) Medical School in 1966 and did postgraduate work at The Royal Marsden Hospital in London, England. His favorite PDS memories are of

building a medieval castle and a "house of horrors" in the barn behind Spaulding House. His favorite teachers were Ursula Barnes and Mr. Smith for biology.

John Ellsworth '56 writes that he attended PDS from 1954 to 1956 as one of a group of 14 boarding students who lived at High Valley, a farm in Clinton Corners, NY. The farm was purchased by Julian and Olga Smyth to start a boarding operation for students attending PDS. High Valley was a boarding "adjunct" to PDS during the school year and a summer camp during the month of July. High Valley later became a school independent of PDS.

The school closed in 1986 and High Valley is now The Center at High Valley, a place where homegrown arts and celebrations flourish. The Center, run by Julian and Olga's son, Douglas Smyth '53 and his wife, novelist Elizabeth Cunningham, offers informal circles for poetry, storytelling, singing and crafts, where everyone is welcome and can participate. It also hosts house concerts, jook joints, dramatic performances and earth-centered celebrations.

Anne Beaman '56 writes that she is living in Gorham, NH, a small but lovely and friendly town in the "Nawth" Country. Anne served in the Peace Corps as an English teacher in Nigeria from 1963 to 1965. This inspired her to become an anthropologist. She focused on East Africa, with a camel-herding tribe called the Rendille. "This and my Peace Corps experience completely rearranged my world view."

One late October afternoon a couple of years ago, Anne's phone rang. The caller was the son of her primary Rendille host. "When I realized who the caller was, I was amazed! He was calling from Norway, this son of a camel herder, and he asked whether I could send him a picture of the father he had never met! He was working toward a degree in social work at a Norwegian university, with the goal of reducing hostilities in Northeast Africa!"

"This son of a herdsman is fluent in several languages and reads and writes those languages. He has wonderful motives and sent me a lovely picture of himself and his fiancée. He calls himself Stephen. (I don't know his Rendille name.) Next he will be entering a program to get him up-to-date-on electronic technology."

Anne worked as a licensed clinical psychologist from 2006 to 2012. She says that her life has been interesting so far. She doesn't know what the next chapter will be – but she is grateful for PDS, her favorite of all her schools. PDS “gave me wings.”

60s

Ellen Finkelpearl '66 is the Helen Chandler Garland Professor of Ancient Studies and Professor of Classics at Scripps College in Claremont, CA. Ellen earned her B.A. from Princeton University and M.A. and Ph.D. from Harvard University. One of Ellen's favorite PDS teachers was Sue Day Pease, who taught Latin and ancient history (Ellen teaches Latin). Another favorite was Jeff Weiss, who taught biology and led Ellen into vegetarianism after allowing the class to discuss the morality of dissecting frogs in science class. Ellen's still a vegetarian! She fondly remembers John Runette, her 9th grade English teacher, who introduced her to the serious reading of literature. "We had debates with him about the interpretation of Sophocles' *Antigone* that lasted beyond the school hours and which I still remember." Mrs. Hubner, the art teacher, was also a general favorite. "Many of my memories are of revolution and unrest, local and international; it was



the '60s. PDS fostered all this in positive if painful ways, I thought."

On October 18, 2013 **Jeh C. Johnson '67** was nominated by President Barack Obama to fill the post of Secretary of Homeland Security. Jeh, who served as general counsel for the Defense Department during Obama's first term, had left government service in 2012 and had returned to private practice with the firm Paul, Weiss, Rifkind, Wharton & Garrison LLP. Jeh graduated from Morehouse College and Columbia Law School.

Michele Ribble '69 just became a grandmother and is loving this whole new world!

70s

Since 2002, **Tom Finkelpearl '71** has served as the executive director of the Queens Museum of Art, which operates as a cultural crossroads in America's most diverse county through art programs, community organizing and educational outreach. Tom was previously deputy director at P.S. 1 Contemporary Art Center during its merger with the Museum of Modern Art. He has also worked as the director of New York City's Percent for Art Program and as executive director of The Skowhegan School of Painting and Sculpture in Maine. His book *Dialogues in Public Art* (MIT Press) was published in 2000. His forthcoming book, *What We Make: Conversations on Art and Social Cooperation* (Duke University Press), is dedicated to the teachers who had the greatest impact on his life, including Jeff Weiss, his 7th grade science teacher at PDS. Tom received a B.A. from Princeton University and an M.F.A. from Hunter College, CUNY.

Charles (Chuck) Furnival '73 writes that it's been a long journey since he attended PDS from grade 4 through grade 10 (1964–1971). After leaving PDS, he finished high school in Illinois and California, completing his education at San Francisco State University and Excelsior College in Albany. In San Francisco, he worked as a singer/musician/printing-mailing house manager. He then moved to Florida where he has worked in the field of social work since 1985. "I have spent most of those years working in adolescent residential substance abuse treatment programs. The last ten spent as a residential

substance abuse therapist in West Palm Beach until I had a career-ending heart attack in 2009. That was a pretty stressful career path I chose. I earned the gratitude of countless clients and the respect of my peers in the form of the Professional of the Year award from the Florida Alcohol and Drug Abuse Association in 2005.”

Now winding down his career, Chuck stays involved working with developmentally disabled adults. “Life in Florida has been good, my health has been pretty much restored and I have had a rewarding and useful career. I stay involved in social and political causes and I pursue a couple of pointless hobbies fanatically (automotive history, antiques, music, literature, the Miami Marlins). I have always been grateful to Poughkeepsie Day School for pointing me in a good direction when I needed it and for providing a quality education in the process.”

Chuck enjoys following PDS through the website and on Facebook, especially his posts back and forth with head of school Josie Holford. Through Facebook, Chuck has reconnected with a few classmates. It has been great fun for him after 42 years, and he would love to hear from any others. He hopes to be able to visit PDS and catch up on changes since life was centered at 39 New Hackensack Road.

Bob Van Meter ’73 writes that after 25 years working as a community organizer and community based developer of affordable housing, in 2008 he became executive director of the Local Initiatives Support Corporation’s Boston program, where he lends money and make grants to support community based organizations. He and his wife, Pam, have lived for 18 years in the New View cohousing community in Acton, MA, which he helped to develop. “I remember fondly a course at PDS on utopian communities where we read *Walden Two* and talked about our ideal community,” writes Bob. “Perhaps that set me on the course that led to my career in community development and to cohousing. New View is intentional but not utopian. It was a wonderful place to raise our two daughters. They are now both in their 20s, so we are empty nesters.”

Peter Brownstein ’78 is living in Salt Lake City and working as a stay-at-home dad, taxi driver, chef, domestic engineer and part-time machinery appraiser. His children are 12 and 14 years old and Peter and his wife are teaching them all about social activism. Peter credits

what he learned at PDS for his belief that “values and morals are the key in our family life.” After volunteering for five years on Ski Patrol at Park City, Peter has shifted his time to the Boy Scouts where he is leading the local charge towards inclusion. His wife is advocating on air quality and gun “safety.” Peter states, “We are both proud to be called activists. I’ve finally joined both Facebook and LinkedIn.”

Douglas Elmendorf ’78 is the director of the Congressional Budget Office. Before joining the CBO, Doug was a senior fellow and the Edward M. Bernstein Scholar in the Economic Studies program at the Brookings Institution. He was previously an assistant professor at Harvard University, a principal analyst at the CBO, a senior economist at the White House’s Council of Economic Advisers, a deputy



Douglas Elmendorf ’78

assistant secretary for economic policy at the Treasury Department and an assistant director of the Division of Research and Statistics at the Federal Reserve Board. In those positions he worked on budget policy, Social Security, Medicare, health care issues, financial markets, macroeconomic analysis and forecasting and other topics. He earned his Ph.D. and A.M. in economics from Harvard University, where he was a National Science Foundation graduate fellow, and his A.B. summa cum laude from Princeton University.

Emilie Rudin Smith ’76 has been an oncology staff nurse at Kaiser Hospital in Santa Rosa, CA, since 1995. She and her husband, Rick, are avid skiers and their daughter is a sophomore at California Polytechnic University in San Luis Obispo, CA.

80s

Daniel Falk '84 (formerly Daniel Falik) is owner/president of Camp Huntington in High Falls, NY, a co-ed, residential program serving children and young adults with special learning and developmental needs. The program is designed to maximize a child's potential, locate and develop strengths and hidden abilities. Dan's favorite PDS memory is juggling at graduation and his favorite teacher was Don Fried.

After 20 years of writing plays, **Rob Handel '86** recently expanded his career to include the writing of opera libretti, beginning a three-year residency in the Composer Librettist Development Program at American Lyric Theater. Rob remains a resident playwright at New Dramatists and head of the dramatic writing MFA program at Carnegie Mellon University. His play *A MAZE* will return this winter for a second run in Berkeley, CA. Rob lives in Pittsburgh with his wife, poet Joy Katz, and their son.

Geetha Murthy Holdsworth '86 lives in Santa Fe, NM with her husband, Amos, and daughters Indira and Devi. Geetha is serving as the interim principal at Santa Fe School for the Arts & Sciences, a pre-k through grade 8 Expeditionary Learning School, and is teaching middle school English.

Andrew Innes '87 is senior product development manager at Harvard Business Review and CEO at



Andrew Innes '87

Anomia Press. Andrew started Anomia Press in 2009 to manufacture, market and distribute "Anomia," a card game he invented. Since hitting the market, Anomia has gone on to win a number of prestigious toy industry awards and has sold over 100,000 copies within the United States, Canada and Australia. In September 2012, Anomia Press released its second game, "Duple." Outside of inventing new games, Andrew is actively pursuing international licensing agreements and is very excited to see the French and German language editions of Anomia released throughout the European Union in 2013.

A graduate of Oberlin College, Andrew is also a singer, songwriter, composer and multi-instrumentalist (saxophones, harmonica, guitar, piano, dobro, musical saw, washboard and some other stuff!) who performs with the AKE Trio.

90s

Mika Dashman '93 is an associate at the law firm Fishman & Mallon, LLP in New York City. Her practice includes tenant-side landlord/tenant and consumer rights litigation. In early September, Mika had a great visit with classmate Jason Berry in Split, Croatia. Mika reports that Croatia is gorgeous and Jason is truly the host with the most!

Julia Hausman '97 and her husband, Rob Harris, moved back to Woodstock this year after a decade living in California and Brooklyn, NY. Julia is a midwife at Columbia Memorial Hospital in Hudson, NY.

Karly Nihal '97 is a youth educator for the Young Adult Abuse Prevention Program (YAAPP), a division of Family Crisis Services, a domestic violence resource center in Portland, ME. Karly firmly believes that all transformation begins with education and awareness, and that through helping to educate youth about a problem that is vastly ignored, we can inspire actual change. Prior to this pursuit, Karly taught English as a second language in the Boston area working with middle and high school youth from many different countries.

Darin Ricco '97 has been living in San Diego and selling real estate since 2002. He writes, "I live on Dog Beach, in Ocean Beach, San Diego with my three dogs and

girlfriend. I organize an annual community event and block party known as “Muir Fest” (named after our block, Muir Ave), which features more than 20 bands from San Diego and Los Angeles. It has become the event of the summer in Ocean Beach. I travel annually to Costa Rica to visit my mother, who lives there, and return to Woodstock every holiday season to be with my father.” Darin remains grateful to Liz Vinogradov for her guidance and support throughout high school.

John Rudikoff '98 is general counsel at MASS Design Group, a not-for-profit organization that develops solutions to improve health, economic and social outcomes using architecture to build a better, more equitable world. John served on MASS’s board of directors from its inception until 2013, when he resigned to join MASS full time. In addition to overseeing MASS’s legal affairs, John manages their development and marketing efforts and serves as corporate secretary to the board of directors.

Prior to joining MASS full time, John spent two years in private practice concentrating in general litigation defense. Previously, he served for five years as an Assistant District Attorney at the Brooklyn District Attorney’s Office, where he founded the Environmental Crimes Unit within the Rackets Division. He directed numerous multi-agency investigations, identified environmental liability and criminality, led complex prosecutions for environmental crimes, negotiated seven-figure settlements and the remediation of environmental degradation and acted as the lead attorney on 12 trials and numerous grand jury investigations. John received his B.A. from Sarah Lawrence College and his J.D. from Brooklyn Law School.

Laura (Cowan) Osborne '99 lives in Alexandria, VA with husband, Luke, and sons Sean (4) and Zachary (9 months). Laura is an early childhood special education teacher in Fairfax County Public Schools.



Laura (Cowan) Osborne '99

00s

Elann Danziger '01 writes that he is living in Brooklyn, NY, owns three dogs and is engaged to be married next July. He hosts a podcast, Lost & Rewound, is a licensed real estate agent and has acting work that can be found online at vimeo.com/elann and youtube.com/symantiks.

Yali Lewis '01 has joined the faculty at Avenues: The World School, headquartered in New York City, teaching middle and upper school art. Previously Yali was at The Dalton School, where she taught high school art courses



Yali Lewis '01

in drawing, design and printmaking and guided students in independent studies and senior projects in art writing, printmaking, drawing and painting.

Yali has also been an adjunct professor in the department of art and design history and theory at the New School University in New York, where she taught a course on global issues in design. She had previously taught world art history in the same department as a teaching fellow and earlier was a teaching assistant in the department of photography.

Before entering the education profession, Yali worked at the National Gallery of Art in Washington, D.C., first in the curatorial department of photographs and then in the department of exhibition design. She also has held positions at the Museum of Fine Arts in Boston, Yale University’s Beinecke Library and the Metropolitan Museum of Art.

Yali received a B.A. from Yale University in fine art and history of art and an M.F.A. from Parsons, The New School of Design.

Yali is also a working artist and shows her work at museums and galleries in the New York area. She works across a variety of media, including photography, video, sculpture and painting. Her writing about art has been published in various magazines and journals. She enjoys biking and often rides to school from her home in Brooklyn. She dreams of one day biking across the country with her camera.

Samantha Hoe Melo '02 was married in August 2013 and is owner and director of the Pennsylvania Academy of Dance in Sewickley, PA., which enrolls more than 200 students.

Daniel Raugalis '02 married Alyssa Hallmark this past June in Poughkeepsie. Dan's best man was **Noah**



Daniel Raugalis '02

DeBiase '02. Daniel currently works at PDS on the Information Technology Help Desk. Alyssa works for Anderson Center for Autism. In attendance were **Sarah Montgomery '02** and Dan and Anita Jones.

Cara Hueston '03 recently earned her Ph.D. in behavioral neuroscience from Binghamton University. Cara has moved to Cork, Ireland for a post-doctoral position examining the effects of stress and brain inflammation on cognitive disorders such as Alzheimer's disease and depression.

Sasha Pearl '04 left PDS after her junior year and moved to New York City. After a handful of unremarkable jobs and a few disappointing classes at community college, Sasha left the city and returned to the Hudson Valley in 2005. She has worked as a film projectionist, baker, farmer, lighthouse keeper, cook and as an apprentice in

various trades. She currently lives in Dutchess County with a nice man and a small dog and works at Sol Flower Farm, growing 40 varieties of vegetables and flowers. Sasha plays music and enjoys crafts and games.

Matt Buccelli '06 and **Kathryn Buccelli '08** ran into **Nancy Meyer Russell '47** of Monhegan Island, ME last August and they had a great time listening to Nancy talk about when Elizabeth Gilkeson was director and how her sister had attended PDS in its first year.

Amie Rose Anderson '06 is teaching first graders at The Calhoun School, a progressive pre-K through grade 12 private school in New York City. She is also leading a committee to research the implementation of digital portfolios.

Rehana Ahmed '08 graduated from Ithaca College in December 2011 and works at Memorial Sloan Kettering Cancer Center in New York City. She is considering beginning an MBA in healthcare.

Talia Steiman '08 graduated from Hamilton College in 2012 and just started graduate school this fall for her Ph.D. in organic chemistry at Purdue University.

Elizabeth Moulic '09 graduated from Smith College last May where she majored in government and French studies with an unofficial Middle Eastern Studies minor. This past August she headed off to New Mexico where she is living in downtown Albuquerque and working at the University of New Mexico's Truman Health Services, an HIV primary care medical facility. Elizabeth works in the Outreach, Prevention and Testing Department at the clinic. She is developing a support group for HIV positive women at the clinic and training to do rapid testing for HIV. Elizabeth enjoys living in the Southwest and hopes to live and work there for a few years. The Moulic family has relocated to Anchorage, Alaska where her father is an engineering professor at the University of Alaska.

Jasper Weinburd '09 graduated from Bard College in May and received the President Leon Botstein Prize, given to a graduating senior with a strong academic record across the disciplines who has been judged by the faculty to have demonstrated intellectual ambition, creativity and integrity. He has entered a Ph.D. program in mathematics at the University of Minnesota.

10s

Preston Kemeny '11, a junior at Princeton University, is involved in ¿Shruggers?, Princeton's first and only completely open performing arts coalition. ¿Shruggers? is an umbrella organization that currently encompasses the improvisational comedy group, Lobster Club; the theater troupe, Orpheus; the dance company, Beatnik; and the a cappella group, Acappellago. Each of the ¿Shruggers? organizations has a weekly workshop and hosts one show per semester.

Preston is "a velociraptor who wasn't cast in Jurassic Park, a werewolf between full moons, Inuit Malcolm X, a mosquito who gets drunk on blood, Steve Jobs' ghost, the Were-Loch Ness monster, Hillary Clifford the Big Red Dog and Zombie Hitler." He couldn't be more excited!

Max Hegley '11 is a junior at Sarah Lawrence College. He's still studying theater and will be working professionally this fall for New York Stage and Film in New York City.

Max Owen-Dunow '11 spent his summer working for the Christine Quinn mayoral campaign in New York City. Max is a dean's list student at Wesleyan University and is spending the fall 2013 semester studying abroad in Paris, France.



Max Owen-Dunow '11 is spending the fall 2013 semester studying in Paris, France — this is the view from his window.

Peter Enriquez '12, a sophomore at Brown University, is currently drafting a proposal to create his own major entitled "Independent Concentration in the Cognitive Neuroscience of Music." Peter must show that there are significant research and practical opportunities in this field. Additionally, Peter is a co-coordinator for Brown's chapter of Partners in Health Engage team, a member of Mariachi de Brown (Brown's mariachi band) and was featured on a local hip-hop album produced by Brown students and picked up on a few hip hop blogs. He's also a member of the Brown Jazz Band, the Brown Meditation Community and a photographer for Brown's New Scientist Program.



CLASS OF '93 REUNION

Members of the Class of '93 gathered in August for a reunion hosted by **Daniel Gray** at his mom's house in Bearsville, NY, the site of their senior party! Class members in attendance were **David Castro Diephouse**, with wife, Rachel Castro Diephouse, and their two children, in from Pennsylvania. Up from New York City were **Mika Dashman** and boyfriend Sylvan, **Nathaniel Antman** and partner Jerry, and **Swati Khurana** and her two daughters. **Justin Peone** came over from Rosendale and **Jason Berry** and his partner Maki Glucina came in from Split, Croatia especially for this event.

Tate (Dan) Hausman '94 and wife, Shawna Kaplan Hausman, and **Rahm Rechtschaffen '94** and wife, Eve Fox, also joined the group, along with PDS teachers Jonathan Heiles and Joan Mathies, who surprised everybody by rocking in! Unable to make it were **Hillary Hoffman Harvey**, **Jonah Sachs**, **Dennis Valencia**, **Mike Scimeca**, **Chloe Rolnick Bland**, and **Jared Finklestein**, who sent their best! And of course, the late **Garth Zenie** was there in spirit.

PDS ALUMNI on Facebook



Poughkeepsie Journal

Students from Dutchess, Ulster and Orange counties and China attended today's graduation ceremony today at the Poughkeepsie Day School, where 22 seniors each got a chance to participate.

Check back for video and see Thursday's Journal for the full story:
<http://pojone.com/1a3WfP1>



Poughkeepsie Day School Alumni Association shared Ruth Cunningham's photo.
 August 28

PDS teacher and parent Raymond Cunningham at the March on Washington for Jobs and Freedom 50 years ago today. Thank you to Ruth Cunningham for sharing this picture of your father.

Raymond Cunningham at the March on Washington in 1963



Micah Moore

Joshua Denali Benner PDS2010 spent his Spring Quarter in Beijing

<https://undergrad.stanford.edu/programs/bosp/explore/beijing>



Elizabeth Vinogradov

Great piece written by a PDS alum, Karly Nihal - of particular importance to our young women and men.

PLAYING CAROLINE: My experience of portraying the victim of dating violence in an educational...

worldpulse.com

I took a job, one that I had unknowingly been searching for, as a dating violence awareness educator.

COME VISIT PDS!

College-Age Alumni Panel and Reception on January 8, 2014

PDS alumni currently in college are invited to speak to current juniors and seniors about their transition to college. This annual event, sponsored by the development and college counseling offices, is taking place in the Kenyon House student-faculty center.



From left: Leo Antelyes '12 (RPI '16); Peter Enriquez '12 (Brown '16); Julia Raphael '12 (Johns Hopkins '16); Max Owen-Dunow '11 (Wesleyan '15); and Alyssa Klein '12 (Connecticut College '16)

2014 Commencement and Reception on June 11, 2014

Alumni of all ages are encouraged to attend the commencement ceremony and celebration. The graduates will appreciate your support, and faculty and administration will be overjoyed to see you!



From left: Spencer Hardy '12; Brittany O'Halloran '11; Max Hegley '11; Max Owen-Dunow '11; Calle Knight '11; Riley Feehan '12; and Natalie McKeon '11.

From the Board President

PDS is a school and a community that we value deeply. We believe strongly in its program and its mission. We entrust our children’s learning to excellent teachers. We have remarkable facilities. Our children are fortunate that we have chosen for them a Poughkeepsie Day School education. For those of us whose children have graduated from PDS, we see even more clearly how crucial a PDS education is for learning, leading and living.

The role of the PDS board is to ensure that many more generations of children will be as fortunate. The board does this by charting every few years a multi-year course for the school. The board approved our current course, Strategic Plan 2013, in May of 2013. Over the next two years, we will monitor the implementation of the plan. Monitoring is ongoing, occurring throughout the year. Annually, we recalibrate our course (and goals) as we learn more and outcomes dictate.

In committing to the school’s mission and program, the current board is also committed to ensuring that the SP2013 program in its breadth and depth is financially sustainable. Working from Goal 5 of the Strategic Plan, a major board level goal for the next two years is to develop a revenue model that will provide a predictable, consistent and constant income – from tuition, non-tuition and giving – sufficient to meet the ongoing needs of the new Strategic Plan.

Thank you for entrusting the board to chart the school’s course. Trustees contribute to the school in a myriad of ways. Collectively, as a board, we assume responsibility for the future course of the school. It is a privilege.

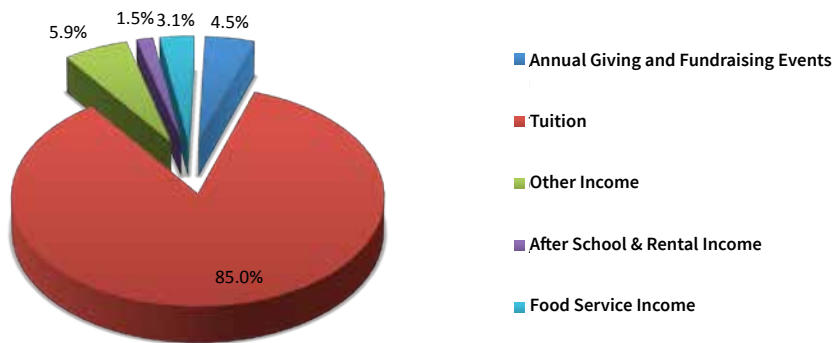
Thank you.



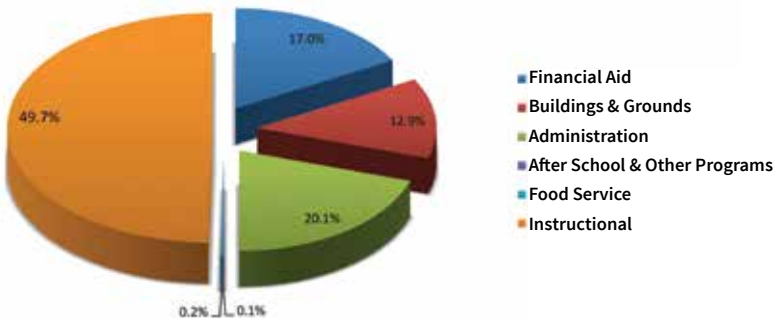
Amanda Thornton
President, Board of Trustees



Revenue



Expense



“Act as if what you do makes a difference. It does.”

— William James

Dear Friends,

In the following pages we are delighted to publicly thank and recognize the donors and volunteers whose contributions of resources, talent and time made a difference at Poughkeepsie Day School during the 2012–2013 year. They made an impact on learning and the lives of PDS students and teachers.

Through the PDS Annual Fund, the school’s highest fundraising priority, and gifts for capital projects and endowment, our faculty and staff were able to continue developing robust, innovative academic and co-curricular programs and the facilities to support them. Every gift underscores the value of our mission to develop educated global citizens with a passion for learning, leading and living and demonstrates a strong commitment to shared values and community.

Special thanks go to outgoing Board of Trustees President Stan Lichens and Board Development Committee Chair Amanda Thornton, who succeeds Stan as board president in 2013–2014. Their leadership and commitment to forward thinking and the future of learning at PDS is inspiring.

On behalf of our teachers, staff and especially our students, I extend heartfelt gratitude to all who made, and continue to make, a difference at PDS.

Sincerely,



Bryan M. Maloney
Director of Development



GIVING 2012-2013 (July 1, 2012 to June 30, 2013)*

Unrestricted	\$108,662
PDS Annual Fund	\$108,662
Restricted	\$105,661
Capital Projects – Undesignated	\$24,241
Middle School Learning Community Project	3,570
Athletic Fields Improvement Project	11,100
Athletic Field Scoreboards	25,000
Class of 2013 Senior Parent Gift	1,750
Gilkeson Center Renovations	40,000
Fundraising Events	\$45,376
PDS Parents Association Fundraisers	\$836
Spring Benefit Auction (net)	\$44,540
Gifts-In-Kind	\$1,090
Total	\$260,789

*Unaudited figures. Audited figures were not yet available at press time but can be obtained from the Business Office.

RECOGNITION OF GIVING

The following listings recognize gifts of resources, talent and time to Poughkeepsie Day School during the 2012–2013 fiscal year from July 1, 2012 through June 30, 2013. We are deeply grateful to our community of donors 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 2012–2013 year. While every effort has been made to ensure the accuracy of these lists, please don't hesitate to contact the development office at 845.462.7600, ext.109 if an error has been made.

LEADERSHIP GIVING

SPAULDING SOCIETY

GIFTS OF \$25,000 OR MORE

Spaulding House, Poughkeepsie Day School's original home from 1934 to 1963, was located on the corner of Grand and Hooker avenues in the City of Poughkeepsie. The large center-hall colonial had a warm and inviting atmosphere and an adjacent barn where "magical" drama productions were staged. Through their thoughtful philanthropy, members of the Spaulding Society sustain the school's legacy as a pioneer in innovative education.

Leslie M. Carroll

David & Mary Ann Silver

"39" SOCIETY

GIFTS OF \$10,000–\$24,999

To accommodate its growing enrollment, the school raised funds to build a new modern facility at 39 New Hackensack Road on the Vassar College campus. In 1963 the school moved into this new home, a 20,000 square-foot structure designed by parent architects William Gindele and Jeh Johnson. Through their generosity, members of the "39" Society exemplify the dedication and drive necessary to meet new challenges in a rapidly changing world.

Anonymous

Takashi & Sharlene Oyagi

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 M. Gesek

David Kaminski & Jennifer Berlind

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 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

Dan Greenberg & Joann Alvis

Johan & Laurie Hedlund
Syed & Romana Hosain
Kenwood Foundation
The M & T Charitable Foundation
Dean Vallas & Debra Pemstein
John Wallach & Amanda Thornton

COMPASS CLUB

GIFTS OF \$1,000 –\$2,499

Adopted as the official school logo when PDS moved to 39 New Hackensack Road in 1963, 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.

James & Mary Louise Ball
Jason Berry '93
Martha Burns & Carol Bahruth
Capone Family Fund
Christopher & Jill Capone
Richard Chazen
Mrs. Estelle Ellis
Michael Finder & Andi Novick
Ethan & Elizabeth Gundeck
Josie Holford
Frederik Kjeldsen & Lorraine Seach
Stanley Lichens & Lois Guarino
Bryan Maloney
Mark & Kathleen Metzger
James Page & Amy Sherman '67
Poughkeepsie Day School Parents Association
Mr. & Mrs. Michael J. Poulos
Christopher & Kim Roellke
Mark Schlessman & Laura Graceffa
Mitchell Senft & Donna Ellis
Jonathan & Kim Urban
Liz & Alex Vinogradov
Dr. John T. Whelan '87 & Dr. Rupal Mittal

EAGLES CLUB

GIFTS OF \$500 –\$999

A longstanding rite of passage for PDS Lower School students is reciting their favorite poems, including *The Eagle* by Alfred, Lord Tennyson (1851) and the much beloved *Jabberwocky*, by Lewis Carroll (1872), to become a member of the Eagles Society. 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.

Andlynn Construction Inc.
Christopher & Etsuko Bjork
Ira & Mette Coleman
Ernesto & Kimberly Conde
David Daub & Deirdre Leber
Eric & Barbara Gillman
Anya L. Ginandes '95
Steven & Lorraine Greene
Barry & Mimica Hyman
Scott & Jill Kalb
Mrs. Lessie V. McCain
Paul '83 & Katie Metzger
Mark & Andrea Payne
Kyle & Vanessa Ramkissoon
Peter B. Schalk '86
Ken & Deborah Sofer
Philip & Loretta Suarez
Matthew & Alicia Tether
UserScape
Harry & Jennifer Yan

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.

Kitty Adamo & Jim Todd
Musa & Aisha Badat
Anthony Bax & Sabrina Ferguson
Mrs. Deborah Beck

Mr. & Mrs. Clarence Beverly
Dale Bramwell & Deborah Hill-Bramwell
Peter & Elizabeth Brofman
Arthur & Tyyine Brooks
Mr. & Mrs. Fred R. Brooks, Jr.
Gregory & Claire Browne
Fred Buehrer & Mary Witkowski
Douglas Elmendorf '78
Chenlong Fan '15
John Galbraith & Katie Green
Gerard & Joanne Galluscio
Mr. and Mrs. Lester A. Greenberg
Josh & Jackie Hadden
Salah & Kefah Jamal
James Earl & Ceci Jones
Peter & Mary Ellen Kenny
Don Klybas & Caroline Danford
Anthony & Marla Lando
Robert & Elisabeth McKeon
Stephen Meagher & Stacey Penlon
Scott Pauli & Catherine Harris
Thomas & Melissa Ptacek
Nadine Raphael
Michael & Sara Rothman
Daniel Sparks & Karen Unger
Mark Stapylton & Alisa Kwitney
James Stevenson & Elizabeth Spinzia
Mei Lee Strom '79
Barbara Swanson

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. Recognizing that, when they were students, they benefitted from the gifts of those who came before them, these young alumni are paying these gifts forward, ensuring that today's PDS students will benefit, as they did, from the gifts of those who came before them.

Ella Davidson '08
Fatima Hosain '11
Max J. Owen-Dunow '11
Julia Raphael '12
Emma V. Roellke '12
Gabriel Schnider '11
Jasper Weinburd '09

COMMUNITY OF DONORS

TRUSTEES

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Ty Brooks
Mette Coleman
Valery Einhorn
Mary Gesek
Elizabeth Gundek
Johan Hedlund
Romana Hosain
Stan Lichens
Sharlene Oyagi
Andrea Payne
Debra Pemstein
Kim Roellke
Julie Stevenson
Mark Stapylton
Amanda Thornton

PARENTS

Allaeddin & Randa Abdelrahman
Charles & Christine Agro
Anonymous
Avery & Linda Arzu
Musa & Aisha Badat
James & Mary Louise Ball
Wayne & Laura Baratta
Robert Barron & Elizabeth Maya
Anthony Bax & Sabrina Ferguson
Christopher & Etsuko Bjork
Henry & Jayne Boehringer
Sara Bragdon
Dale Bramwell & Deborah Hill-Bramwell
Peter & Elizabeth Brofman
Thomas '82 & Erica Brooks
Christopher & Natasha Brown
Gregory & Claire Browne
Fred Buehrer & Mary Witkowski
Martha Burns & Carol Bahruth
Michael & Diana Cannan
Christopher & Jill Capone
Leslie Carroll & Michael Rusnock
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Ira & Mette Coleman
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Bernadette Condesso & Cathy Drapeau
Darren & Rain Critz
Colin Cuite & Stacey Mesler
David Daub & Deirdre Leber
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Mark Dema
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Andrew & Ann Galler
Gerard & Joanne Galluscio
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Dan Greenberg & Joann Alvis
Steven & Lorraine Greene
Richard Grinnell & Leigh Williams
Ethan & Elizabeth Gundek
Josh & Jackie Hadden
Terri Hall
Johan & Laurie Hedlund
David Held & Jill Malden-Held
Alan & Lena Hilliard
Peter & Christina Himmerger

Your support of PDS fundraising initiatives ensures engaged and active learning both in and out of the classroom.



Students in grades 6 and 7 traveled to Ivoryton, CT for a week at Nature's Classroom that focused on environmental education and marine ecology.



Science teacher Brent Boscarino's environmental stewardship class volunteered to help the NYS Department of Environmental Conservation (DEC) monitor the migration and population dynamics of the American eel in the Hudson River. PDS students counted, weighed and released glass eels and took stream-water quality measurements. These efforts are part of DEC's larger citizen science project to conserve and monitor American eel populations in North America.



On a field trip to Washington, D.C., grade 8 students met with Sean Patrick Maloney, the U.S. Representative for New York's 18th Congressional District.



In February, PDS sent 36 delegates to the Model UN in Boston. Our students engaged in insightful discussions about current global problems while learning to collaborate and problem solve with students from around the world.

Syed & Romana Hosain
 John & Antonia Houston
 Barry & Mimica Hyman
 Joseph & Laurel Impellizeri
 Salah & Kefah Jamal
 James & Jennifer Johnston
 Salah Kablaoui & Noura Hajjaj
 Scott & Jill Kalb
 David Kaminski & Jennifer Berlind
 John Kelly & Martha Kaplan
 Frederik Kjeldsen & Lorraine Seach
 Donald Klybas & Caroline Danford
 Anthony & Marla Lando
 Ian & Jamie Landsman
 Andrew Leff & Melissa Beck
 Marco & Melanie Ludwig
 Zoltan Markus & Paulina Bren
 Robert & Elisabeth McKeon
 Stephen Meagher & Stacey Penlon
 Mark & Kathleen Metzger
 Tom Meyer & Julie Stevenson
 Sheldon & Joan Meyers
 Stephen Miller & Anna Bertucci
 Prakash & Melissa Misra
 Benjamin Lotto & Karen Nichols
 Lyle Nolan & Linda Monkman
 Feza Oktay '81 &
 Diane von Roesgen Oktay
 Theodore & Suzanne Otis
 Takashi & Sharlene Oyagi
 Michael Tibbetts & Andrea Parent-Tibbetts
 Jeanne Patsalos & Vincent Trunzo
 Scott Pauli & Catherine Harris
 Mark & Andrea Payne
 Thomas & Melissa Ptacek
 Karen Quiana
 Kyle & Vanessa Ramkissoon
 Brian & Lisa Reid
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 Deidre Sepp
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 Glenn & Andrea Soberman
 Richard Soedler & Melissa Billings
 Ken & Deborah Sofer
 Daniel Sparks & Karen Unger
 James & LaVern Spencer
 Mark Stapylton & Alisa Kwitney
 James Stevenson & Elizabeth Spinzia
 Mark Stier & Hope Scott-Stier
 Philip & Loretta Suarez
 Scott & Lucia Swartz
 Tamara Telberg
 Matthew & Alicia Tether
 Eddie Torres & Kristina Hosch
 Jonathan & Kim Urban
 Dean Vallas & Debra Pemstein
 Lisa A. VenVertloh
 Bert Wachsmuth & Silke von der Emde
 Cheryl A. Wallace
 John Wallach & Amanda Thornton
 Randall Werner & Nancy Weir-Werner
 Susan Willson
 Austin & Elizabeth Wilmerding
 Jeffrey Wiseman & Alice Hawkins
 Phillip & Michelle Wolin

Barbara L. Wood '78
 Harry & Jennifer Yan
 Craig Zisman & Jackie Katzen

ADMINISTRATION, FACULTY & STAFF

Nicole Baldassini
 Carol Bahruth
 Bernadette Condesso
 Don Fried
 Laura Graceffa
 David Held
 Josie Holford
 Mary Lou Hudak
 Anita Jones
 Darcy Kelly
 Tami Kelly
 Jacob Lahey
 Gretchen Lytle
 Bryan Maloney
 Victoria Mayes
 Sandra Moore
 Karen Nichols
 Julie O'Sullivan
 Andrea Parent-Tibbetts
 Christina Powers
 Brian Reid
 Emma Sears
 Ruthie Shaw
 George Swain
 Kaitlin Torp
 Liz Vinogradov
 Barbara L. Wood '78
 Noam Yaffe

ALUMNI

Class of '38
 Allelu L. Kurten

Class of '45
 Charles Denby

Class of '46
 Paul Drouilhet

Class of '47
 Nancy McClelland Wilson
 Nancy Russell

Class of '49
 John Coulter

Class of '50
 Dorothea Lieber

Class of '55
 Paul Bickart
 Deborah White Schaack

Class of '57
 Sarah Dowd

Class of '58
 David Bickart
 J. Harrington Breed
 Judah Sommer

Class of '60
 Judith Purvis
 Rose Marie Southworth

Class of '61
 Walter H. Effron
 Erik Kiviat

Class of '63
 Christine Krok

Class of '65
 Gina Kaiser
 Mitchell Stagg

Class of '66
 Richard Chazen
 Lee Miringoff

Class of '67
 Ann Parfet
 Amy Sherman

Class of '72
 Pamela J. Kantarova

Class of '76
 John Kraus

Class of '78
 Douglas Elmendorf
 Nancy Marshall
 Barbara L. Wood

Class of '79
 Mei Lee Strom

Class of '80
 Lisa Arnoff

Class of '81
 Alan Belsky
 Feza Oktay

Class of '82
 Thomas Brooks

Class of '83
 Paul Metzger

Class of '86
 Lucy Hart
 Peter B. Schalk

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Theater has been an essential component of the PDS experience since students in the 1930s first performed plays in the barn at the "old school" on Hooker and Grand avenues. The PDS Annual Fund helps us continue this long-lived PDS tradition.



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