

GARRISON CHILDREN'S EDUCATION FUND GRANT APPLICATION

Date: _____ 8/3/2018 _____

Name of Program/Project: _____ Second Grade Green Classroom _____

Applicant's Name: _____ Marjorie Guigliano _____

Title and Affiliation: _____ 2nd Grade Teacher at Garrison UFSD _____

Address: _____ 1100 Route 9D, Garrison, NY 10524 _____

Phone: _____ 646-361-7671 _____ Email: _____ mguigliano@gufs.org _____

Amount of Funding Requested: _____ \$2,334.95 _____

Start date: _____ 8/1/18 _____ Completion date: _____ 7/31/19 _____

SUMMARY:

Include a brief two to three sentence summary of the intent or purpose of the project and the population that will be served.

FULL PROJECT DESCRIPTION:

1. Include a detailed project description that addresses the following:
 - a. Describe the need for the project.^{[[L]]}_{[[SEP]]}
 - b. Describe what the project will do (specific activities) and include an overall goal(s) as well as specific objectives.^{[[L]]}_{[[SEP]]}
 - c. Why is the project important?^{[[L]]}_{[[SEP]]}

- d. How does the project enhance student learning? What is its educational value and relevance to the current curriculum?^[1]_[SEP]
- e. How does the project enhance linkages with the community?^[1]_[SEP]
- f. How does the project include collaboration with teachers/administrators within the school?
- g. Describe what you hope to change or improve with the project.
- h. Describe who will benefit from the project (include student grade levels).^[1]_[SEP]
- i. Who will be responsible for implementing the project? Briefly describe their roles.^[1]_[SEP]
- j. When and where will the project take place?^[1]_[SEP]
- k. Will the project be a one-time offering or will it be on-going/recurring?

The Idea of Our Green Classroom

Marjorie Giugliano, our current second Grade teacher came to us from Growing Up Green Charter School (GUGCS). One of the primary strengths of this school was its incorporation of supporting “green thinking” in a classroom setting within the school environment. Marjorie’s goal is to equip children with the necessary skills to be thoughtful members of a community that embraces rigor and a green culture. During her time at GUGCS, the primary goal in the social curriculum was for the students to internalize the “green” mindset which meant that students would know that sustainability was the responsibility of everyone in the school community. Through project-based learning, students learned how what they consumed and the waste they produced impacted the environment. The social curriculum also places emphasis on where goods and products come from, with a focus on local, organic production. Currently, Marjorie has started laying the “green mindset” foundation for her incoming 2nd graders.

Barbara D'Alessio, known as "Ms. D", has been with the GUFFS community for 14 years and came to the Garrison School with a background in overseeing both Montessori and Waldorf programs, and has extensive experience in participating in the evaluation of academic and residential programs for children (with a close eye on Special Needs and adaptive environments) throughout Europe. Her 30+ years working with children in Residential Schools included designing and overseeing various components of programs new to an academic environment; inclusion of students in planning and participating in projects that supported the academics, but also allowed individual interests to be part of a student's education with the primary purpose of empowering them. Those projects included a school cafe', indoor and outdoor horticulture programs, animal husbandry, sailing and boating, an outdoor environmental crew, a school store, "Food for Thought" drives, Senior reading days, cross-grade mentoring, interior design of school space, and active participation in their IEP process and more.

Working together this past year both Marjorie and Barbara were able to infuse the classroom with opportunities for learning outside the norms of a standard classroom setting. Mindfulness and Responsive Classroom served as the backbone of the class. They were successful at weaving into the core curriculum a higher level of awareness for the environment through outdoor gardening (and support from the Philipstown Garden Club), botany (including plant care throughout the building and our beloved classroom's Meyers Lemon Tree), recycling projects (including an outdoor "cleanup" and planting group for the wooded area behind and on the playground during recess), and supporting those teachings all in a Responsive Classroom setting.

This coming year they are hoping to take another small step in supporting the idea of a Green Classroom through redesigning the classroom a bit more. The elements of design would include the use of natural, earth based sustainable products; shelving, pillows, plants, containers and storage for books, classroom "tools". The color scheme will be shifted towards earth tones, lending a wink

towards mindfulness and a calm, engaging surrounding. Lighting will be modified, encouraging more natural light exposure. Morning music will be soft with natural sound elements and as an introduction to the start of each day. Variations of Yoga and deep breathing will aid in finding moments of quiet during the course of the day. They are looking to bring some of nature's elements inside.

When it comes to curriculum, the goal will be to formally plan ways to incorporate "green thinking" whenever possible. For example, "Communities" is one of the core units in the 2nd grade Social Studies curriculum. Students are expected to identify different types of communities and their specific attributes. This new school year, class trips will give students opportunities to explore Garrison and all the things that make it a special place to live. Marjorie will be taking advantage of the school forest and plans to use it as a point of instruction. In one lesson, students will be using mixed mediums to express their connection to the forest. The artwork produced will be displayed throughout the year in the Green Classroom. This year, Marjorie also plans to pilot the Plastic and Recycling Awareness curriculum in the Second Grade Green Classroom. This program is aligned with Next Generation Science Standards and Common Core State Standards for English Language Arts. They hope the knowledge acquired by second graders will not be limited to the classroom, but extend to the cafeteria and promote waste reduction, recycling, and increased composting for the school garden.

They are hopeful of finding some financial support to bring about this change by the start of our 2018-19 school year. Approval has been given to repaint walls, softly sand and oil cabinets and remove outdated oddities that no longer work (phones, misc. wiring, window treatments, projector screen). What we need help with are the funds for purchasing natural fiber baskets and storage containers for books, rugs, some lighting, plants and containers, some additional shelving and window coverings, pillows and covers and cushions, 2 small rocking chairs. They have begun to price out these items (attached) and do not anticipate it to present

a significant dollar amount, but recognize that additional funds are needed to make this classroom setting a reality. They are asking for that support of both the PTA and GCEF.

BUDGET:

Include a detailed, itemized budget for the project and specify what you are requesting to be funded. Address whether there are other possible funders for the project (GCEF encourages using volunteers and donated materials, as well as researching other potential funders).

TIMELINE:

Include start date and estimated completion date.

ATTACHMENTS:

Include brochures, flyers, resumes of speakers and other descriptive materials relevant to the proposal.

BOCES REIMBURSEMENT:

Is this expense eligible for reimbursement by Northern Westchester-Putnam Board of Cooperative Education Services (BOCES)? You may refer to the website at <http://www.pnwboces.org/artsined/welcome.htm>, or you may speak with the School Principal regarding further information about BOCES reimbursement.

Yes _____ No Is the proposed vendor on Northern Westchester-Putnam BOCES pre- approved list of Arts/Educational organizations?

Yes _____ No If the expense is partially reimbursable by BOCES, please give the name of the person who will submit the required paperwork to BOCES and the date by which the paperwork will be completed. Date of submission to BOCES must be at least 30 days prior to the planned event.

Person submitting BOCES paperwork

Date paperwork will be submitted
