



2021 GRANT RECIPIENTS

Accessibility

Anderton, Elizabeth

Daphne High School, Daphne

Observe greenhouse interior design and student outdoor learning centers to create accessible outdoor learning spaces that promote gardening, long term group projects, and community service.

Blumenfeld, Rebecca

George Washington Carver High School, Birmingham

Participate in the Center for Teaching Biliiteracy's Online Summer Institute to close the exposure gap students face by providing meaningful cultural enrichment activities and community service opportunities centering around biliiteracy that benefit feeder schools.

Coffey, April

Homewood Middle School, Birmingham

Take part in a variety of cooking courses, both online and in person, that focus on dishes in Mexico, Europe, India, and the Middle East, to enhance a classroom community that embraces diversity by constructing opportunities for English Language Learners to assume leadership roles and create learning experiences that lead to greater understanding and respect for the many cultures represented in Birmingham.

Howard, Bonnie

Madison Elementary, Madison

Research and develop a plan to create a culturally affirmative and linguistically accessible library media center by building an accessible and inclusive catalog for all patrons, including those with different-abilities.

Moore, Amber

New Market School, New Market

Complete a self-paced course on teaching reading to English Language Learners, a webinar on differentiation for linguistically diverse students, and advanced Spanish language courses to strengthen skills that facilitate advancement for English Language Learners and relationships with their families.

Patel, Amy

James Clemens High School, Madison

Explore deaf-inclusive theatre programs in Alabama and Washington DC to learn strategies and technological advances that will make theatre classes and performances more accessible to deaf/hoh students.

Posner, Michael

Conard High School, West Hartford

Meet with artists, art educators, community organizations and museums to learn about different

mediums of art, how to bring art into an American Sign Language classroom and integrate opportunities for students to create artwork that identifies with their own culture (especially those from BIPOC communities and/or those with IEP/504 plans).

Tullos, Barbara

The Montgomery Academy, Montgomery

Develop and teach hands-on STEAM lessons with students at the Alabama Institute for Deaf and Blind Regional Center and collaborate with peers who implemented the "Build a Better Book" program to better engage visually impaired children in the school and greater community.

Weems, Julie

Ardmore, Ardmore

Participate in the TALES (The Teaching Artifacts from Lived Experiences Storyteaching) hybrid summer course to help mitigate pandemic-induced accessibility issues in a high school Naturalist Studies program.

Art & Design as a Lever for Equity

Aylsworth, Jennifer

Avon High School, Avon

Research Native American cultures, poetry, and literature to create inquiry-driven units for American Literature students that features foundational and contemporary texts from Native American voices.

Ballou, Caroline

Boston International High School, Boston

Complete courses in Haitian Creole to further independent study of the language and culture and craft storytelling units in collaboration with the nonprofits Girl Rising and Facing History.

Borelli, Margaret

Orville H Platt High School, Meriden

Participate in the online expressive art therapy course "Creative Interventions for Mental Health Professionals from the Center for Creative Arts Therapies" and the virtual teacher art retreat from the Inspired Classroom to to develop art therapy skills that help students express their individual identities.

Bosiak, Kathy

Lincolnton High School, Lincolnton

Become certified in digital storytelling through StoryCenter's online courses and an on-site project in Arizona to hone innate skills and lead students in the creation of photojournalism projects that express their identities and heritage.

Christensen, Ronald
Elsik High School, Houston

Visit Rock Tree Sky in Ojai, CA, and the Village Free School in Portland, OR, to research how self-directed learning and how students can use art and design as a lever for equity in a self-directed classroom.

Crupi, Juliet
NYC Lab School for Collaborative Studies, New York

Study Culturally Responsive Education through Ethnomusicology with Dr. Maya Cunningham's Ethnomusicology in Action and also international street art of Latin America, India, and Africa virtually with Airbnb Experiences to use fine arts as a tool for breaking down cultural biases that exist and creating a safe space for students to engage in discussions on race.

Fitzsimmons, Ryan
Griswold High School, Griswold

Mine stones at the Tonopah Turquoise Mine in Albuquerque, NM, then create jewelry under the guidance of a local Native American artisan to expand a new jewelry class that incorporates art and technology with exposure to BIPOC influences and contributions to the craft.

Frank, Shannon
Sharpstown International School, Houston

Simultaneously undertake a survey of local public art and the study of Ellen Winner's book "How Art Works: A Psychological Exploration" to promote students' cultural expression and creation of artwork that promotes diversity, identity, and culture on the school campus.

Gaytan, Norma
Brooklyn Collaborative Studies, Brooklyn

Learn the intricacies of quilt making at North Carolina's Appalachian Women Museum and The Shelton House, as well as the Smithsonian Museum in Washington, DC, to guide students' creation of quilts composed of small panels honoring someone or something associated with the pandemic.

Grove, Cheryl
Gulf Coast Academy of Science Technology, Spring Hill

Identify and network with artists to incorporate new forms of art in the classroom, showcase artists from diverse backgrounds and initiate student participation in the community art festival, Art in the Park.

Guimaraes, Nicole
Mount Daniel Elementary School, Falls Church

Participate in the Broadway Teacher's Workshop in Manhattan to strengthen personal performing techniques and pedagogy, highlight the diverse cultures my students represent and provide settings for them to freely express themselves.

Halblander, Christine**Jefferson Junior High School, Naperville**

Enroll in a graffiti art class with the goal of collaborating with students and staff to create a culturally-inclusive mural that encompasses individual, cultural, and community identities, showcases and values everyone in the school, and offers future students an opportunity to be part of the equity mural through embedded codes that hyperlink to student art.

Johnston, Vickie**Cutter Morning Star High School, Hot Springs**

Explore the identity, culture, and history found within Latino Art in Texas art museums to help Social Studies teachers incorporate Latino art into their classrooms and produce a culminating event to take place during Hispanic Heritage Month.

Kannofsky, John**Animo Venice Charter High School, LA**

Participate in the three-day, online PBL Conference to facilitate students' exploration of the creative process by going beyond focusing only on the product through discovering inspiration in their lives and the world around them.

Kjesbo-Johnson, Emily**Washington Technology Magnet School, St. Paul**

Research in Philadelphia the nation's largest public art program, exploring how art can empower personal expression and promote social change, to reframe a Linear Functions math unit through the lens of art.

Lewis, Katie**Ogden Elementary, Vancouver**

Virtually attend the Association for Supervision and Curriculum Development Annual Conference and afterward develop proficiencies in operating a Brother Scan and Cut 2 vinyl cutting machine to create a school-wide activity that engages all students at their grade level to design large banners to be displayed at the main entrance and common area that reflect students' culture, traditions, and languages.

Llorente, Lisa**Winship Elementary School, Brighton**

Participate in the Lemelson-MIT Virtual Summer PD for Educators sponsored by the Invention Education Program in the Department of Engineering at the Massachusetts Institute of Technology to extending personal knowledge of the design process and latest research and applications in invention education and develop/adapt curriculum that supports English language growth in reading, writing, speaking, and listening and presenting,

Loyacano, Amber**Waynesboro High School, Waynesboro**

Attend the National Gallery of Art's Summer Institute for Educators titled "The Power of Art: Pathways to Critical Thinking and Social Emotional Learning" to create and incorporate new forms of authentic assessment that give students avenues for sharing their voices.

Maristela, Cayetana**Indian Creek Elementary, Kansas City**

Interview local artisans, tour exhibitions and study resources on the topic of "doing art" to enhance art curricula with hands-on projects that engage English Language Learners and their families in the school community.

Nagaoka, Timothy**Manassah E. Bradley School, Boston**

Create ten-minute high-quality videos, using both video recordings and animation, to enrich and enhance the instructional experience for students learning the Japanese language.

Naimo, Kathleen**Wintergreen Interdistrict Magnet School, North Haven**

Complete the asynchronous online course "Cultural Responsiveness and the Arts" through the Institute for Arts Integration and STEAMI to develop strategies for supporting a diverse student community by incorporating arts as a means of expression, thinking and communication.

Nekolny, Jennifer**Jefferson Junior High School, Naperville**

Complete an online felting course followed by two in-person workshops to inform student projects creating woven tapestries as tangible, authentic visual affirmations of our cultures, languages and backgrounds for display in our school library.

Olson, Ryan**Burlington Schools, Burlington**

Attend the Innovative Schools Summit in Las Vegas to discover new and exciting ways to use technology to promote equity through a new Multimedia Class class offering or a club.

Oppenheimer, Ellen**Peralta Elementary School, Oakland**

Attend three conferences to explore how art can be used to support math learning for elementary school students in a way that engages their creativity.

Pascual, Gary**Konawaena High School, Kealahou**

Research through practice and resources how methods of printmaking can be utilized as conduits to

channel student voice and create a space in which students can connect social, environmental, political issues with the art they manifest in class

Shafer, Lisa

Skyline High School, Oakland

Participate in the "Social Justice in Clay" workshop at Penland School of Craft in Penland, NC, to learn how to use simple tools in the creation of poetry, street art and prints, then transfer those images to clay, to empower students with a new platform for public voice.

Sorel, Katherine

Brooklyn New School/PS 146, Brooklyn

Develop hands-on artistic skills through workshops at Brooklyn Clay, The Textile Arts Center and with the Gee's Bend Quilters to inform students using textiles as a way reintroduce students to school and society after 18 months of hearing "Don't touch anything!"

Suszynski, Barbara

Robert King Elementary, Katy

Attend the online conferences "Virtual STEAM Academy" and "STEMulating Design Challenges in Science K-5" then complete a book-study on "Building Equity: Policies and Practices to Empower All Learners" to learn ways of more effectively meeting the needs of underrepresented students in STEM science and create a more equitable learning environment through art and design.

Switek, Judith

Kinder HSPVA, Houston

Study the CARE Syllabus (a justice-oriented public education and community resource featuring original text, visual media, recordings and virtual live events by activists, artists, and academics) and visit exhibits on immigration, cultural history, and protest at the Massachusetts Museum of Contemporary Art and Williams College Museum of Art to gain knowledge and confidence for writing curriculum that better represents all students.

Troutman, Virginia

Somerset Berkley Regional High School, Somerset

Experience museum exhibits of BIPOC and women artists to infuse new artists into the photography and AP Studio Art curriculums and inform students' portraiture projects in a way that promotes diversity and equity, and fosters empathy.

Van Sant, Michelle

Rio Rancho Middle School, Rio Rancho

Study issues related to marginalized identities, equity, access and art through reading and artwork

analysis in Santa Fe and Taos to find inspiration for art based projects that highlight and celebrate diverse identities, foster empathy and create a class/school culture of inclusivity.

Equity

Barr, Brandon

Mark Twain Elementary School, 60638

Experience in Memphis sites integral to the Civil Rights Movement, followed by a road trip to Sumner, MS, to document sites associated with Emmett Till to develop a unit focused on his life and the legacy of his death.

Binaso, Roxanne

East-West School of International Studie, Flushing

Participate in three workshops (Asian Americans Advancing Justice and Hollaback's "Bystander Intervention to stop Anti-Asian/American and Xenophobic Harassment"; the Teen Power Conference; and the Coalition of Asian American MBAs "Business of Asian America") and afterwards visit the Asian American Research Center at UC Berkeley to employ social entrepreneurship education to combat anti-Asian hate in the local community.

Blankenship, Alicia

Morton Ranch High School, Katy

Conduct an anti-racist road trip, visiting sites including The National Museum of African American History and Culture in Washington, D.C., the Juneteenth Monument in Galveston, and the National Civil Rights Museum in Memphis, to better represent BIPOC history and leaders in curriculum and serve as a mentor to students and colleagues in our pursuit of equity.

Butler, Lenore

William M. Strong Elementary, Planstville

Attend the Equity Institute: Advancing Racial Equity in Education: Grades K- 8 presented by The Reading & Writing Project at Columbia University to learn strategies that help students understand how their unique reading and writing identities are shaped by their racial background, experiences, family, and community cultures.

Casity Jr., Gary

White Plains High School, White Plains

Enroll in Harvard University's course "Schooling for Critical Consciousness of Racism and Racial Justice" to promote equity and culturally responsive pedagogy through music technology and create learning based on a social justice theme.

Chun, Jeanne**iZone: iLearnNYC, OZONE PARK**

Participate in cooking classes offered by a Boston nonprofit dedicated to ethnic representation to teach diverse students culinary skills, empower them to celebrate ethnic diversity and encourage them to stand up for equitable access to nutritious food.

DiGiacomo, Ann**Wright Elementary School, Cedar Rapids**

Take online classes from Safe Schools Academy, offered by the Iowa Safe Schools initiative, to promote positive and effective practices in the elementary and district's ELL program and also take online Spanish language classes to enhance family engagement and improve language instruction.

Dougherty, Susan**Stamford High School, Stamford**

Attend the "Teachers Air Camp" hosted by NASA Wright-Patterson Air Force Base, the Dayton International Airport, and the US Air Force Institute of Technology for certified teachers who are also licensed airplane pilots, to understand the many STEM opportunities post-graduation and learn how to interest students in these options.

DuBose, Melanie**Torres- East Los Angeles Performing Arts, Los Angeles CA**

Attend song writing/production workshops to include this aspect of personal expression and social justice in Creative Writing and English curriculum and create new resources that connect to our nation's history of fighting for civil rights, social justice, and equity in opportunity.

Flanagan, Timothy**Stonington Middle School, Mystic**

Research the history of racial inequity and economic justice at the National Memorial for Peace and Justice and the Legacy Museum in Montgomery, AL, to write a curriculum for a middle school Ethnic Studies course that facilitates students' connections between past injustices and systemic racism that exists today.

Forbes, Janet**Bullard-Havens Technical High School, Bridgeport**

Complete Advancement Course's "Implementing Culturally Responsive Teaching Strategies" online seminar to develop learning that supports a culturally responsive school environment and promotes family engagement during the school year.

Forte, Brian**Rockville High School, Vernon**

Document multiple cultural and historical landmarks throughout the Pacific Northwest that connect the history of the Asian experience with the rise of anti Asian hate crimes in the United States to create mindful and equitable curriculum and lesson plans for a new course focusing on marginalized groups.

Geyer, Guinnevere**Little Axe High School, Norman**

Explore across the state of Oklahoma post-graduate opportunities to create a print and digital resource guide for students and their families.

Giandurco, Joseph**Ponus Ridge Middle School, Norwalk**

Complete multiple online trainings for theory and practice related to community gardens, followed by onsite visits to greenhouses across the state, to help students and their families learn to grow fresh food resources and support pandemic living concerns.

Heldt, Cheryl**Futuro Academy, Las Vegas**

Complete synchronous and asynchronous courses offered by PBL Matters to create for students experiencing learning gaps resulting from the pandemic a personalized and meaningful learning environment through project based learning.

Imhoff, Carly**Ashford School, Ashford**

Participate in "Black Land Matters: A Gullah-Geechee Field Study" with the Nobis Project in Savannah, GA, to facilitate students' respect of and connections between science and issues of land equity.

Key, Janet**Lowell International Elementary School, Milwaukee**

Virtually attend the three-day International Baccalaureate conference titled "Your Exhibition" to learn strategies for maximizing fifth graders research and presentation of a topic that is a required component of the IB Primary Years Programme.

Mathews, Suzanne**William Monroe Trotter K-8 School, Dorchester**

Attend the virtual Equity Institute: Advancing Racial Equity in Education: Grades K-8 hosted by The Teachers College Reading & Writing Project at Columbia University to establish corollaries between

the topics of literacy, teaching, and equity that will invigorate instruction and provide more meaningful learning experiences for students.

Matthusen, Amy
East West High School, Flushing

Conduct a survey of best practices associated with classroom grading systems to better serve students, engage them in their own learning, encourage mistakes, value progress as much as high achievement, and foster authentic learning that is equitable for all students, especially those that have been typically underserved by educational systems.

McCabe, Kimberly
Digital Academy of Florida, Jacksonville

Embark on a Civil and Voting Rights road trip across four Southern states, stopping at museums, historical locations, monuments, and trails, to encourage civic participation through voting and create a learning environment that allows students to feel represented in the history they're learning.

McElroy, Mary-Catherine
Ogden Elementary School, Vancouver

Complete an online course on Implementation Science for Schools by ReThinking Education to learn strategies for transforming great teaching ideas into effective and engaging strategies that stick.

Moore, Nathan
Santa Fe School for the Arts & Sciences, Santa Fe

Engage in training on the courageous conversations protocol to more confidently guide discussions about social justice issues with my students, colleagues, and other members of my school community in an effort to help all students feel a sense of belonging.

Paterson, Christine
Juan Navarro Early College High School, Austin

Complete the online course "Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms," then form a small book group comprised of peers to develop grading practices using culturally responsive methods that showcase student accomplishments rather than emphasize student deficits.

Peeper, William
Cushing High School, Cushing

Navigate the Civil Rights Trail across six states to better understand and appreciate the experiences of African-Americans through 20th Century American History and develop curricular tools to adequately and appropriately examine the connection to 21st Century events in the classroom.

Rodriguez, Yvonne
Mendez Elementary, San Marcos

Research destinations associated with the Civil Rights Movement in Atlanta to promote racial equity in the classroom through personal anecdotes, books and stories that illuminate important social justice role models

Sanders, Whitney
Sand Springs Early Childhood Education C, Sand Springs

Travel along the historic Trail of Tears--starting in North Carolina and ending in Oklahoma, to create for students an accurate curriculum representing Native history.

Sloane, Bette
Mineola High School, Garden City Park

Learn how to build curricular integration of social justice into the high school mathematics classroom through a Harvard Graduate School of Education professional development workshop, followed by an individual deep dive into math-specific books and online resources on social justice and equity.

Smith, Jessica
Mustard Seed School, Hoboken

Study Latin American music in order to teach authentic performance practices from different traditions. This will increase student engagement while promoting diversity, equity, and inclusion in the music classroom.

Smith, Brian
Jefferson Middle School, Knoxville

Observe in Jamestown and Williamsburg, Virginia, programs and tours related to the roles, experiences, and contributions of African Americans and women during America's early colonial period to to make social studies more hands-on rather than a second ELA class.

Sopko, Anna
Cesar Chavez Elementary School, SAN FRANCISCO

Participate in the Oregon Writing Project's Summer Writing Institute, which focuses on developing students' writing and critical thinking skills through the lens of social justice and social activism, to develop skills around writing about identity and social issues with young children in a way that is developmentally appropriate.

Stauffer, Sharolyn
Star Valley High School, Afton

Embark on a field trip to the Dakotas to research the history, culture and philosophies of tribal nations to promote equitable learning of indigenous tribes in our region and the United States.

Szymanski, Thomas**Joseph E. Gary Elementary School, Chicago**

Participate in a Kagan Cooperative Learning conference where hands-on sessions provide strategies for developing lessons using models that utilize motivational cooperative strategies to increase motivation, reduce achievement gaps and cultivate classroom learning teams.

Tenon, Susan**Harding High School, Fairport Harbor**

Traverse the Alabama portion of the Civil Rights Trail (Birmingham, Selma, Montgomery, and Tuskegee) to deepen personal understanding of the history of the Civil Rights Movement to improve the equity in classroom instruction.

Thompson, Sharon**Trent Lott Academy, Pascagoula**

Complete the online course "Journey to Responsiveness" with The Center for Culturally Responsive Teaching and Learning and afterwards document in Tuskegee, AL, sites related to the Tuskegee Airmen, Booker T. Washington, and George Washington Carver to create a set of culturally relevant reader's theater scripts that motivate and inspire African-American students to develop a life-long love of reading.

Tobias, Angelica**Marvin Camras Children's Engineering Sch, Chicago**

Complete several workshops to improve STEM teaching and coaching through project based learning to close students' STEM disparity gap thru culturally responsive instruction.

Valenzuela, José**Boston Latin Academy, Boston**

Follow the Civil Rights Trail through six Southern states, documenting ways in which traumatic and difficult history is documented and memorialized in our country's spaces, to help students connect these memorials to their own self healing and self reconciliation.

Victorson, Marion**Hibbard Elementary, Chicago**

Attend a virtual dance education course by Karida Griffith titled "Roots, Rhythm, Race & Dance" to improve culturally relevant teaching practices in the content area of dance.

Wilson, Elizabeth**Jenks East Intermediate, Jenks**

Harvard Graduate School of Education offers a virtual Participate in Harvard University's Graduate

School of Education's workshop called "Culturally Responsive Literature Instruction," exploring how to identify cultural assumptions and the use of books to spark discussion, to design a book club that fosters a genuine growth in acceptance and encourages personal growth in the students.

Wong, Elizabeth

P.S. 124M Yung Wing Elementary School, New York City

Complete classes on Chinese language, culture and history at Stanford University, the China Institute, or the Asia Society to gain a deeper understanding of students' home country & first language, with special consideration given to the anti-Asian attacks taking place.

Social Emotional Learning

Addy, Marcia

Southridge High School, Beaverton

Attend online workshops by PBL Matters, both synchronously and asynchronously, to develop skills in project-based design, writing and literary practices.

Baransky, Kari

Washington Middle School, Meriden

Learn how the brain is affected from minimal social interaction due to the pandemic to help students and colleagues work through adverse impacts and promote adaptations and social skills development.

Clausen, Casandra

The Open School, Mission Viejo

Collaborate with psychologist Dr. Thomas D'Angelo who specializes in pre-teen and teen mental health and self-harm practices to shift personal understanding of self-harm and learn how to create safe spaces for struggling students.

Conn, Carolina

Jeanne Coleman Support Annex, Katy

Participate in a wellness, SEL and yoga teacher training designed specifically for educators by the organization Breathe for Change to help students and families in the disability communities learn strategies to care for their social emotional needs.

Coon, Bryce

Thomas S. Wootton, Rockville

Explore in New York City how individuals, non-profits, and museums use art to provide young

adults with a creative outlet for responding to issues of social justice in order to develop similar structures for the classroom and school community.

Cotter, Carol
Nathan Hale, Meriden

Attend the Virtual Learning and the Brain Summer Institute “A Teacher’s Guide to How the Brain Learns, Translating Psychology and Neuroscience Research for the Classroom” to help students understand how they can change their brains. self motivate and set goals for social-emotional and academic success

Cumagun, Jose Romeo
Deer Valley High School, Antioch

Complete an online course on Teaching and Learning for Greater Good and the Basics of Social Emotional Learning, Mindfulness, and Character Education offered by the Greater Good Science Center and complete a TED Masterclass on Public Speaking to create a venue and a community for space for students and teachers to share their best ideas.

DaCosta, Persephone
Khalil Gibran International Academy, Brooklyn

Study traditional African dances of South Africa & Ivory Coast via an online training program with International Master Dancers to develop competencies in using African Dance to tackle the lack of self love and individual value witnessed in the classroom.

DeMarco, Timothy
Gov. William Pitkin Elementary School, East Hartford

Research the practice of mindfulness at San Diego State University’s Center for Mindfulness (talking with experts, researching resources and acquiring skills, competencies and materials) to provide a safe, free from judgement environment where students can improve self esteem, assuage fears and develop social awareness.

Erceg, Kelly
Pinewood Avenue Elementary, Tujunga

Research the implications of social emotional learning in outdoor environments to facilitate students’ creation of a school garden/green space that promotes mindfulness.

Giandurco, Melissa
Cloonan Middle School, Norwalk

Complete online and in-person trainings at a nearby child-centered yoga studio to create an afterschool club that addresses stress & regulation issues related to the pandemic and promotes inclusivity for special education students.

Grover, Heather**Urbin T. Kelley Elementary School, Southington**

Participate in the Humanity in Music Education Conference and the study of new resources related to social emotional learning in the music classroom to promote elementary students' well-being through music.

Haydu, Beth**Memorial Elementary School, East Hampton**

Participate in a virtual workshop offered by the Institute for Social and Emotional Learning called "Paving a Path for All to Thrive SEL Practices, Skills and Positive Communication" to supplement the current social emotional program with additional strategies and rich children's literature for students to read independently and within book clubs.

Honegger, Julia**Anderson Valley Junior Senior High School, Boonville**

Undertake individual research on the unique needs of Students with Interrupted Formal Education (SIFE) in conjunction with online Spanish tutorials to better meet the social-emotional needs of English Learner students.

Honsinger, Rachael**Ogden Elementary, Vancouver**

Earn School Garden Coordinator Training Certification through the local non-profit Youth Grow to create a sustainable school garden that produces healthy food and facilitates meaningful relationships with among peers.

James, Rashaun**Mifflin Middle School, Columbus**

Learn from experts at the Anahata Education Retreat Center in Floyd, VA, research-based tools proven effective in supporting the mental health and Social Emotional Learning of students so that they can navigate the mountains of pressures that can impede learning and escalate seemingly uncontrollable emotions.

Johnican, Carolyn**T.H. Rogers, Houston**

Complete the "The Joy of Advising" course offered through the Institute for Social and Emotional Learning to help support students' social and emotional needs in the new, post-pandemic age of learning.

Kijowski, Paula**Garfield Heights High School, Garfield Heights**

Attend online mindfulness training and implement the strategies in the classroom as part of the district required, "Do Now" pedagogy to help students become intentional and focused learners.

Kirchberger, Alison**Hopeville Elementary School, Waterbury**

Complete the Breathe For Change 200-hour Wellness, SEL and Yoga Teacher Training to teach inclusive and trauma-informed yoga classes to students, as well as design and facilitate wellness and SEL workshops and professional development for peers in the school and across the district.

Lewis, Eileen**Roosevelt Middle School, River Forest**

Attend the educator retreat "B-Empowered" to develop teaching practices that help students develop healthy mindsets about themselves and their relationships with others.

Lilavois, Nicole**P.S. 321 William Penn, Brooklyn**

Attend the online institute "The Emotional, Social Brain: Developmental Neuroscience and the New Science of Education" to explore the connections between emotion and learning, and study science-based teaching practices for social, emotional, and academic development.

Markham, Barbara**Padua Academy, Wilmington**

Gather resources that link historical lessons on restorative justice, peace education and identity to students' social emotional learning in order to nurture empathy, responsibility and positive relationships.

Morris, Cynthia**Morse High School, Bath**

Complete 64 hours of online course work through Yoga Ed to deepen knowledge in mindful practices for students and develop a foundation for incorporating yoga as a mindful movement practice in a trauma-informed manner.

Nofsinger, Kimberly**R.G. Drage Career Technical Center, Massillon**

Explore the relationship between self, nature, and the creative arts as a strategy to enhance social emotional health for students. I will immerse myself in the restorative power of nature interconnected with transcendental yoga and meditation, art, photography, and writing to examine and promote healing and well-being in and out of the classroom.

Oksiuta , Kyle
Oregon High School, Oregon

Attend the International Positive Psychology Association's World Congress to enhance understanding of practices related to psychological well-being for implementation into course lesson plans.

Padroff, Kimberly
Flanders, Southington

Develop strategies for incorporating mindfulness in the classroom at the Kripalu Center for Yoga & Health in Stockbridge, MA, to increase student focus and reduce stress among students and teachers so that meaning learning can take place.

Perschmann, Kimberley
Northwestern Regional High School, Winsted

Attend the Modern Classrooms Project Summer Institute, a month-long virtual program that empowers educators to launch self-paced, mastery-based instruction in their classroom, to learn how to develop units of study, build quality instructional videos and implement mastery-based learning and grading.

Roche, Aisling
Academy of Urban Planning & Engineering, Brooklyn

Participate in "The Emotional, Social Brain in Schools" Summer Institute offered by Learning and the Brain in order to develop personal competencies around the neuroscience and psychology of Social, Emotional, and Academic Development (SEAD), and the progressive implications for classroom instruction and school design.

Saenz-Masters, Michael
Arroyo Seco Museum Science Magnet, Los Angeles

Tour in Santa Cruz, Portland and Seattle a variety of gardens, arboretums, and outdoor spaces that inspire mindfulness to identify opportunities for leveraging the tremendous influence of nature on the emotional well being of middle school students and replicate spaces for mindful healing of students on campus.

Schutte, Geoff
Tapestry High School, Buffalo

Attend a virtual summer training through the Mindfulness Center at Brown University to expand understanding of Mindfulness Based Stress Reduction, enhancing personal practice and capacity to impact students and contribute to staff wellness programming.

Toomey, Christopher
Dorothy C. Goodwin Elementary School, STORRS

Work on-one-one with an expert on dramatic play to help Kindergarten students learn to recognize

emotions in themselves and others, and to respond appropriately to their own emotions as well as those of their peers.

Vernet, Kathryn

Claude Chester, Groton

Complete an on-line course on the neuroscience behind mindfulness and a second course titled "Mindfulness in the Classroom" to help reduce students' feeling of isolation caused by the pandemic and facilitate their return to the classroom full time after months of remote learning.

Wiener, Matthew

Enlightenment School, Waterbury

Bike and hike through state parks across the Midwest, focusing on mindfulness and emotional health connected to nature, to develop a mindfulness and nature program within the school that fosters social emotional learning for students in the inner city.

Wilder, Kristen

Gov. William Pitkin Elementary School, East Hartford

Complete an online course with the Institute for Social and Emotional Learning and another titled "Nurturing a Whole Community Approach to SEL" to develop a program that supports the school's monthly character themes with children's literature.