

FAMILY & HUMAN SERVICES

RESOLUTION NO. 2026062

RE: APPOINTMENTS TO THE COMMUNITY SERVICES BOARD

Legislators VALDÉS SMITH, ALEXANDER, ARNOFF, BRENDLI, LAWLER, REDL, RHODES, SHAH and WINSBY offer the following and move its adoption:

WHEREAS, by Resolution No. 2024135, the Dutchess County Legislature adopted Local Law #1 of 2024; and

WHEREAS, Article 41 of the Mental Hygiene Law, Section 9.03 of the Dutchess County Charter, and Section 9.01 of the Dutchess County Administrative Code provide for the Creation of a Community Services Advisory Board whose members are appointed by the Legislature; and

WHEREAS, Section 41.11(d) of the Mental Hygiene Law provides that each member shall be appointed for a four-year term, that vacancies shall be filled for unexpired terms and that no member may serve more than two consecutive terms; and

WHEREAS, vacancies exist on said Board and Board member Barbara Citarella has offered her resignation from the Board; now, therefore, be it

RESOLVED, that the Dutchess County Legislature does hereby accept the resignation of Barbara Citarella, and further appoints the following to the Dutchess County Community Services Advisory Board:

Appointments

Term Expiring

Kate Macaluso
Beacon, NY, 12508

12/31/2028

Katherine Mahoney
[REDACTED]
Beacon, NY, 12508

12/31/2028

Margaret Stofsky
[REDACTED]
Poughkeepsie, NY, 12603

12/31/2028

Krisztina Kovacs
[REDACTED]
Beacon, NY, 12508
(filling unexpired term of Barbara Citarella)

12/31/2027

APPROVED

Susan J. Serino
SUSAN J. SERINO
COUNTY EXECUTIVE

STATE OF NEW YORK
COUNTY OF DUTCHESS

Date April 22, 2026

This is to certify that I, the undersigned Clerk of the Legislature of the County of Dutchess, have compared the foregoing resolution with the original resolution now on file in the office of said clerk, and which was adopted by said Legislature on the 15 day of April, 2026 and that the same is a true and correct transcript of said original resolution and of the whole thereof.

IN WITNESS WHEREOF, I have hereunto set my hand and seal of said Legislature this 14 day of April, 2026.



Julie Shirosaki
JULIE SHIROSAKI, CLERK OF THE LEGISLATURE

FISCAL IMPACT STATEMENT

☒ NO FISCAL IMPACT PROJECTED

APPROPRIATION RESOLUTIONS

(To be completed by requesting department)

Total Current Year Cost \$ _____

Total Current Year Revenue \$ _____
and Source

Source of County Funds (check one): ☐ Existing Appropriations, ☐ Contingency,
☐ Transfer of Existing Appropriations, ☐ Additional Appropriations, ☐ Other (explain).

Identify Line Items(s):

Related Expenses: Amount \$ _____

Nature/Reason:

Anticipated Savings to County: _____

Net County Cost (this year): _____
Over Five Years: _____

Additional Comments/Explanation:

Prepared by: Yvette Valdes Smith Prepared On: 3/13/26

Kate Macaluso, LCSW Beacon, NY 12508

PROFESSIONAL SUMMARY

LCSW with over 20 years of experience in a variety of practice settings working with diverse clientele. I have a Masters in Social Work from Fordham University, am SIFI certified to supervise interns, and have held supervisory and leadership roles. I have worked in non-profit agencies, higher education, and private practice. I am professional, organized, proficient with technology and software, and a team player. My colleagues know me as a dedicated social worker, who used evidence based and collaborative approaches to help individuals, families, and agencies to achieve their goals.

EXPERIENCE

Program Director, Enhanced Step Down Program (CTI), Constructive Partnerships Unlimited 10/25-present

- Implementation of NYS OMH grant to provide Critical Time Intervention and Transitional Residential Services to individuals with co-occurring mental health and IDD diagnoses
- Develop program manual, workflow, policies and procedures
- Create EHR to capture documentation and data
- Liaison with stakeholders including hospitals and community providers
- Oversee multi disciplinary team including Team Lead, Behavior Interventionist, Nurse and Care Manager

Home Based Crisis Intervention (HBCI) Supervisor, Astor Services 8/2024-10/2025

- Assess, consult, and triage referrals of high risk youth from multiple community stakeholders to determine appropriateness for OMH hospital diversion services
- Provide clinical supervision to team of social work and mental health counseling staff
- Participate and consult in internal and external stakeholder meetings around best practices and services for high risk youth and their families
- Facilitate interdisciplinary treatment team meeting

Crisis Services Intake Discharge Coordinator, Astor Services 8/2022-10/2024

- Triage referrals for clients seeking OMH hospital diversion services and assign cases to appropriate clinicians
- Conduct clinical intake assessments for Partial Hospitalization Program and Home Based Crisis Intervention
- Engage families of high risk youth in risk assessments and safety planning
- Provide linkage to community resources for discharge planning
- Act as licensed clinician on site as per OMH regulations
- Collaborate and consult with external providers and stakeholder for program outreach and strengthening partnerships

Adjunct Faculty, Adelphi University School of Social Work, MSW program, 1/2016-present

- Clinical supervision for MSW students in field placements
- Liaison between social work students, human service agencies, and the university
- Facilitate online integrative seminar course for field students
- Taught Human Behavior in the Social Environment course as per university syllabus

Consultant, Mental Health Association of Orange County, 7/2018- 12/2024

- Crisis assessment and intervention to individuals with disabilities and their families including creating behavior plans and linkage to community resources
- Clinical support services provided to clients with chronic and persistent mental illness

Faculty Field Liaison, Fordham University Graduate School of Social Services, 5/2022- 9/2022, 9/2019-6/2021

- Liaison between social work students, human service agencies, and the university
- Facilitate online integrative seminar course for field students

Community Outreach Coordinator, Adelphi University School of Social Work, 9/2014- 8/2022

- Develop and strengthen the university's partnerships with community agencies, colleges, and civic and public entities to promote the MSW program throughout the Hudson Valley region
- Present at Open Houses, Graduate Fairs, and other venues regarding the field of social work and Adelphi's MSW program
- Successfully launched initiative that recruited a large cohort of new students
- Recruit, advise, and support students applying to the program
- Provide support to students experiencing psychosocial stressors
- Served as Interim Assistant Director of Field from 5/17-9/17 and 4/19-8/19

Therapist, Riverview Psychological Services, Fishkill, NY, 1/2018-8/2019

- Provide psychotherapy to individuals, children, and families
- Conduct intakes, create treatment plans, and document in EHR

Consultant, YAI- National Institute for People with Disabilities-New York, NY, 3/2015-12/2015

- Manage and facilitate clinical phone in support group for caregivers of individuals with disabilities.
- Conduct psychosocials for YAI Autism Center
- Review and edit psychosocial evaluations in Article 16 clinic for quality assurance

YAI -National Institute for People with Disabilities-New York, NY, Supervisor: June 2011-March 2015

Assistant Supervisor: January 2010 – May 2011, Senior Intake Specialist: December 2007– December 2009

- Non for profit manager with diverse clinical and administrative responsibilities.
- Managed high volume information and referral department including supervision of staff and social work interns.
- Conducted training and educational presentations for diverse community groups about access to services for individuals with developmental disabilities.
- Presented at YAI's International Conference and featured writer on YAI's website and in Autism Newsletter
- Conducted needs assessments and intakes with families from diverse populations and helped facilitate access to services.
- Administered OPWDD contracts for family support programs serving individuals with autism
- Outreach and marketing projects for YAI programs.

Mental Health Clinician, YAI Center for Specialty Therapy, New York, NY 5/09-6/2014

- Provided individual and family therapy to individuals and families seeking treatment at an Article 16 clinic for individuals with developmental disabilities.
- Utilized a variety of treatment modalities to help clients achieve treatment goals
- Conducted psychosocial evaluations and mental health screenings

Social Worker/ Social Work Intern/ LEND Fellow, Westchester Institute for Human Development Family Program, Valhalla, NY, 9/05-10/06

- Provided clinical services to children in foster care utilizing individual and group modalities. Initiated and maintained collateral contacts on all cases. Formulated psycho-social assessments for use in making service plan recommendations to DSS.
- Trained interns on intake and assessment process.

Graduate Assistant, Children FIRST (Fordham Institute for Research and Training, Tarrytown, NY, 10/05-6/06

Medicaid Service Coordinator/ Transition Services Intern, Westchester Independent Living Center, White Plains,

NY, 11/05-6/05

Case Manager, Hudson River Housing Follow-Through Program, Poughkeepsie, NY, 10/03 – 9/04

Preventive Caseworker, Livingston County Department of Social Services, Mt. Morris, NY, 10/98-8/03

TRAINING

- Seminar in Field Instruction, Fordham University (SIFI Certified) as of 5/2011
- Fellowship - Leadership Education in Neurodevelopmental and Related Disabilities (LEND) New York Medical College, Valhalla, NY, 9/05-5/06
- Children FIRST Scholar, 9/05-5/06

COMMUNITY

- Taconic Resources for Independence, Board Member (1/15-present)
- United Way of Dutchess/ Orange, Grant Reviewer, Community Impact Council (2017-present)
- Boy Scouts of America, Volunteer (2018-present)

Katherine Mahoney
[REDACTED]
Beacon, New York 12508
[REDACTED]
[REDACTED]

Education

City University of New York, Hunter College STAC Program TESOL Advanced Certificate Program	2017 graduation
City University of New York, Brooklyn College, Brooklyn, New York Master of Science in Education Master's in Teaching Reading	2003 graduation
Empire State College, New York, New York Fine Arts Studio Program	1987-1988
Corcoran School of Art, Washington, D.C. Bachelor of Fine Arts	1983 graduation

Certifications

English To Speakers Of Other Languages <i>New York State Professional Certification</i> present	2/15/2019 -
Reading Teacher, K-12 <i>New York State Permanent Certification</i>	2003 - present
Fine Arts Teacher, K-12 <i>New York State Permanent Certification</i>	2003 – present
Wilson Reading System, Brooklyn, New York <i>Certificate: Intervention Model, Steps 1 – 6</i>	2008
The Brooklyn Museum Summer Teacher Institute <i>Certificate</i>	2006
All Kinds Of Minds, New York City <i>Schools Attuned</i> <i>Separate Generalist Path</i>	June 2006

Grants/ Fellowships/ Professional Development

Fund for Teachers Grant
Fellowship
Awarded a teacher's grant to participate in a language immersion program in Puebla, Mexico and research the artwork of Diego Rivera and Frieda Kahlo,

in Mexico City.	2015
Vermont Studio Center , Johnson, Vermont <i>Writer's Residency</i> Participated in a 4-week writer's residency.	August 2014
The National Endowment for the Humanities <i>Teacher's Grant</i> <i>A Reverence for Words</i> Awarded a grant to participate in a two week program about the influence of Islam on poetry.	July 2014
International Reading Association 59th Conference , New Orleans, Louisiana Participated in various workshops related to literacy and language development.	May 2014
Vermont Studio Center <i>Writer's Residency</i> Participated in a 2-week writer's residency.	February 2012
Cullman Center for Research , New York City The New York City Public Library By invitation, participated in workshops for teachers: 1) Frankenstein in the Library Conducted by Cullman Fellow, John Tresch 2) Fact or Fiction, Writing Workshop Conducted by Cullman Fellow, Owen Shears	November 2009 summer 2008
The Internationals Network Conducted and participated in various Professional Development workshops	2005 – present
Department of Education , New York City The Jewish Museum <i>Teaching Bookmaking</i> Ezra Jack Keats Bookmaking Competition	2008
New Visions for Education , New York City <i>Performance-Driven Assessment</i> Led by Debbi Ferris-Cole	2006 - 2007
Wilson Academy , New Jersey Wilson Reading System <i>Overview</i>	spring 2006
Department of Education , New York City Wilson Reading System <i>Introduction to Foundations</i>	spring 2005
International Dyslexia Association , New York City	

Employment

10/2005 – present

The International High School @ Prospect Heights, Brooklyn, New York

Literacy Teacher for English Language Learners and SIFE Students

Environmental Justice Teacher

Art Teacher

Newcomers English Teacher

Academic Advisor

Literacy Teacher (9/22 – present)

- Create Literacy curriculum using backward design.
- Work with 9th through 12th grade students to support English literacy.
- Use Reading Horizons Elevate to support English language development.
- Develop curriculum for foundational literacy curriculum that includes both skills work and elements of project-based learning; collaboratively design literacy curriculum to align with one or more core content class.
- Work with small groups of students to expand foundational reading and writing skills.
- Liaise with teams to determine roster for literacy program; provide ongoing feedback to teams about student progress.
- Work with Assistant Principal to coordinate intake assessments (NYSITELL, SIFE interviews) and NYSESLAT.
- Coordinate and implement multi-lingual screener to all new students.

Art Teacher (9/21-6/22)

- Create Art curriculum using Backward Design process for lower school students (9th and 10th grades)
- Use schoolwide learning outcomes to assess students.
- Plan with other Art teachers to build units of study.
- Collaborate with artists from the Park Avenue Armory to plan and implement lessons.
- Member of the Professional Development Committee.

Environmental Justice Teacher (during the pandemic) (3/20-6/21)

- Work with a team of teachers to create Science, Social Studies, Art and Literacy curriculum for 9th and 10 graders.
- Meet with students in Zoom classes.
- Organize, grade and post class assignments in Google Classroom.
- Use teacher-created interactive slides (Pear Deck), videos (such as YouTube, BrainPop, Flocabulary) and other platforms (Jamboard, Padlet) to teach lessons.
- Use online reading programs, Reading Horizons and Reading Plus, to support English language development.
- Provide opportunities for student interaction in Zoom breakout rooms.

- Assess student work based on outcomes.
- Create rubrics and check-lists for student self-assessment.
- Creates scaffolds to support English language development.
- Conference with students about their progress.
- Provide English Language Learners opportunities for English language development.
- Collaborate with the Park Avenue Visiting Artists program to create lessons.
- Member of the Professional Development Committee.

Art Teacher (9/19-6/20)

- Worked with other Art teachers in the school to create outcomes for learning.
- Created and implemented lessons on the fundamentals of Art for 9th, 10th, and 11th graders.
- Collaborated with the Park Avenue Armory Visiting Artists program to create lessons.

Literacy Teacher (10/05-6/19)

- Use backward planning design model to create and implement project-based unit plans to support second language development.
- Create and implement learning segments with aligned language and content objectives.
- Create and implement differentiated literacy lessons to support content classes.
- Work collaboratively with an interdisciplinary team of teachers to support language development for English Language Learners, and develop inquiry-based curriculum.
- Cultivate critical thinking.
- Provide experiential learning opportunities.
- Provide hands-on opportunities to promote growth in speaking, listening, reading and writing, viewing and visually representing in English.
- Design and implement curriculum for ELA Regents Prep.
- Design curriculum to support PBAT (Performance Based Assessment Tasks) readiness.
- Design lessons based on enduring understandings and essential questions.
- Create scaffolds for independent and collaborative learning projects.
- Use Common Core Standards to support curriculum design.
- Interview and identify SIFE students (Students with Interrupted Formal Education) and communicate the results of the Oral SIFE Interviews with the staff.
- Administer analytical oral reading inventories to determine instructional, independent and frustration reading levels.
- Administer MLS (Multilingual Literacy SIFE Screener) and create spreadsheet to keep track of scores for staff.
- Utilize technology, such as Achieve 3000 and Reading Horizons to support literacy development.
- Participate in teacher committees such as the Professional Development Committee.
- Assist in grant-writing.
- Participate in action-research groups.
- Organize student presentations of their work for the staff.
- Administer the NYSITELL and share results with teacher teams.
- Administer and score the NYSESLAT.
- Provide input to teachers on curriculum development to support struggling ELLs.

Newcomers Teacher (overlap with Literacy classes)

- Design and implement project-based curriculum to support basic English language skills for recent immigrant students.
- Provide hands-on opportunities for students to practice speaking, listening, reading and writing in English.
- Provide experiential learning opportunities.

Academic Advisor (ongoing)

- Provide guidance support on a year by year basis for a group of approximately twenty students from ninth – twelfth grade.
- Ninth-grade: community building curriculum.
- Tenth grade: health curriculum.
- Eleventh grade: career/college exploration curriculum.
- Twelfth grade: college application support.
- Work with a team of teachers to create advisory curriculum and plan ways to support students.
- Participate in guidance meetings to provide socio-emotional support to students.

Wilson Reading Teacher (2005-2012)

- Using the Wilson Reading System, provide highly structured instruction in decoding, encoding and reading comprehension.
- Use the WADE (Wilson Assessment of Decoding and Encoding) assessments to measure student progress.

12/03 – 10/05

P.S. 59, Brooklyn, New York

Reading Intervention Teacher

- Assess reading skills of K-3 students using Voyager, pre- and post-tests, and benchmarks. Skills assessed: Phonemic awareness, phonics, reading comprehension and reading fluency.
- Utilize ongoing assessments, such as: miscue analysis, retellings, timed fluency readings, non-sense words and phonemic segmentation, based on DIBELS (Dynamic Indicators of Basic Literacy Skills).
- Provide literacy instruction to second and third grade students.
- Incorporate strategies and activities, such as vocabulary games, chunking phrases, flip cards, Leap Pad decodable books, games and other activities in order to engage various learning styles.

10/02 - 12/03

P.S. 59, Brooklyn, New York

Third Grade Classroom Teacher

- Implement the Teachers College Balanced Literacy Program.
- Utilize Month by Month Phonics.
- Use designated math text in order to provide instruction in third grade math skills and concepts.
- Utilize hands-on science projects in order to teach third grade science.

9/99 - 6/03

P.S. 59, Brooklyn, New York

Third Grade Classroom Teacher

- Provide English Language Arts instruction in compliance with New York State Third Grade Reading and Writing Standards.
- Provide time for independent, paired, and choral reading.
- Utilize teacher-guided reading, shared-reading and reading-aloud as modes of instructional reading.
- Provide instruction in reading comprehension, fluency and genre awareness using the literature-based basal (McGraw-Hill).
- Provide opportunities for cooperative learning in all subjects.
- Create on-going assessments for phonics, vocabulary development, fluency and comprehension.
- Organize and implement Readers Theater projects to support reading fluency and reading comprehension.
- Support writing development through use of daily journal-writing, written responses to reading, graphic organizers, report-writing and provide opportunities for independent and cooperative writing activities.
- Utilize E-CLASS to determine individual reading levels.
- Provide hands-on science, math and social studies instruction in compliance with New York State standards.

7/99 - 8/99

P.S. 18, Brooklyn, New York

Third/Fourth Grade Summer School Classroom Teacher

- Provide English Language Arts and math instruction.
- Provide support for students to work cooperatively at learning centers.

9/98 - 6/99

P.S. 18, Brooklyn, New York

Literacy Cluster Teacher, K-5

- Create authentic-literature based literacy lessons in order to provide reading and writing support.

Margaret Stofsky
[REDACTED]
Poughkeepsie, NY 12603
[REDACTED]

Immediately prior to retirement (2014) I was a New York State Certified School Psychologist, psychotherapist, and compliance monitor and advisor for special education services in residential programs for foster care and at-risk adolescents and their families.

Education

2005: Master's Degree in Clinical Psychology, Fielding Graduate University.

1986: Master's Degree and Advanced Certificate in School Psychology, City College of New York. New York State Certified School Psychologist.

1984: Bachelor's Degree in Psychology, Mercy College.

March 2000 – 2013: Candidate in PhD, Clinical Psychology (ABD)

Fielding Graduate University. Dissertation study investigated trauma history and risk for compassion fatigue and burnout in residential child care workers. Due to a head injury, I was unable to complete my dissertation.

Clinical Externship at Hudson River Psychiatric Center Outpatient Clinic & Day Program in Putnam County.

Experience

2007 - 2013: Regional Associate, New York State Education Department, Office of Special Education Quality Assurance

Responsible for the provision of technical assistance and monitoring of the quality and regulatory compliance of special education programs and services for children with severe emotional, social, behavioral, educational, intellectual/developmental disabilities and family system challenges who were in residential care in state operated or licensed facilities and agencies.

September 1985 – January 2013: School Psychologist:

Provided school-based psychological services in both public and private schools and agencies, serving on the Committee on Special Education and Preschool Committee, and consulting with teachers, administrators and families on developmental, mental health and educational issues.

Field supervisor for Marist College (NY) undergraduate and graduate interns in the School and Community Psychology program (1997-2005).

Developmental Specialist: 1975-1984

Taught at Putnam Area Resource Center (PARC) which serves adults with intellectual/developmental disabilities and/or psychiatric.

Community Service and Volunteer Experience

Eureka (CA) Branch of NAACP and Legal Redress Committee

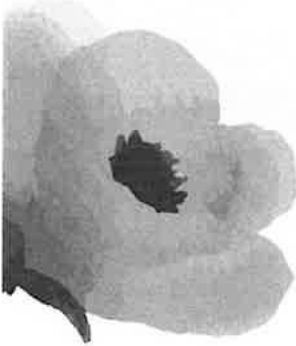
League of Women Voters

Humboldt County Mediation Services (trained, not active due to COVID-19)

Putnam County Community Services Board

Putnam Family Services Board

**Krisztina
Kovacs (she/her)**



Experience

October 2024–Present

Associate Scientist • Internal Genetic Medicines - Auditory Sciences • Regeneron Pharmaceuticals

- Primary role: In vivo rodent surgeon - inner ear injections via the posterior & lateral semicircular canals in neonatal, juvenile and adult mice.
 - Blood collection techniques – cardiac puncture, retro-orbital, submental, tail nick and submandibular.
 - Systemic injections – intraperitoneal, subcutaneous, intramuscular, intravenous-tail, retro-orbital, intranasal and intrafemoral.

September 2023–October 2024

Associate Scientist • Regeneron Genetic Medicines - Non-Viral Delivery Technologies • Regeneron Pharmaceuticals

- Primary role: In vivo lipid-nanoparticle injectionist – systemic IV tail injections of LNPs into rodents.
 - IVIS™ Spectrum – fluorescent and luminescence imaging
 - Necropsy – post-mortem organ and tissue collection

August 2021–September 2023

Animal Research Associate • Velocigene - Animal Production • Regeneron Pharmaceuticals

- Husbandry and breeding management of internal mouse colonies.

November 2019–August 2021

Animal Care Technician • Velocigene - Vivarium Operations • Regeneron Pharmaceuticals

- Husbandry of internal rodent colonies.

Education

Stony Brook University, Stony Brook, NY – May 2019

Bachelor of Science in Psychology & Biology Minor; GPA 3.64

- Functional Neuroanatomy, Learning & Memory, Evolution of Social Complexity, Animal Development, Chordate Zoology, Chemistry I & II

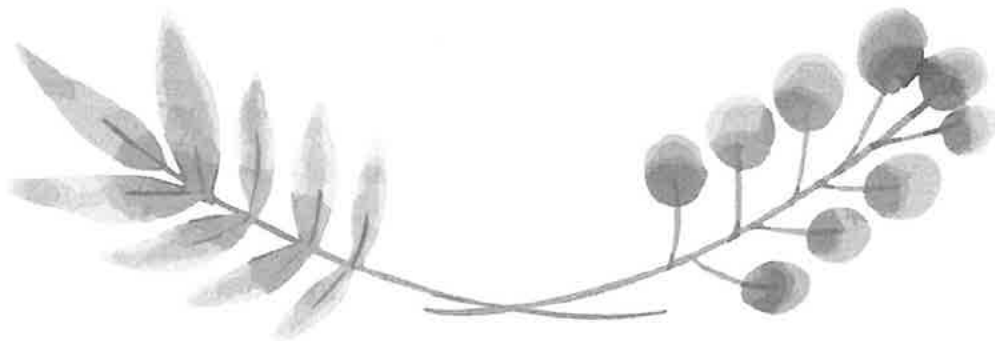
Dutchess Community College, Poughkeepsie, NY – May 2017

Associate's degree in liberal arts & sciences; GPA 3.80

- General Genetics, Ecology, Biology I & II

Certifications

- *Workshop on stereotaxic surgery in the laboratory mouse*
The Jackson Laboratory
Issued Sep 2025
- *Laboratory Animal Technologist (LATG)*
AALAS
Issued Oct 2023
- *Laboratory Animal Technician (LAT)*
AALAS
Issued Aug 2022
- *Assistant Laboratory Animal Technician (ALAT/RALAT)*
AALAS
Issued Oct 2021



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From: Barbara Citarella [REDACTED]
Sent: Thursday, October 2, 2025 10:37 AM
To: Niebuhr, Jean-Marie <jmniebuhr@dutchessny.gov>
Subject: Resignation from the Advisory Board

ATTENTION: This email came from an external source. Do not open attachments or click on links from unknown senders or unexpected emails.

Jean-Marie,
Recent changes in both my personal and professional life have made active participation in the Advisory Board challenging. Thank you for the opportunity. Please pass along my sentiments of encouragement and solidarity with the group.

Barbara B. Citarella RN, BSN ,MS, CHCE,NHDP-BC
Subject Matter Expert to U.S. Assistant Secretary of Preparedness and Response ASPR
TRACIE
President
RBC Limited Healthcare & Management Consultants
[REDACTED]
[REDACTED]

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Family and Human Services Committee Roll Call

<i>District</i>	<i>Name</i>	<i>Yes</i>	<i>No</i>
District 16 - Fishkill and Beacon	Valdés Smith*	X	
District 9 - City of Poughkeepsie	Atkins*	X	
District 20 - Red Hook, Tivoli, and Rhinebeck	Munn*	X	
District 3 - LaGrange	Polasek*	X	
District 12 - East Fishkill	Metzger*		ABSENT
District 2 - LaGrange, Pleasant Valley & Town of Poughkeepsie	Arnoff (C)	X	
District 19 - North East, Stanford, Pine Plains, Milan & Red Hook	Drago	X	
District 24 - Dover and Pawling	House	X	
District 6 - Town of Poughkeepsie	Kaul (VC)	X	
District 17 - Town and Village of Fishkill	McHoul		ABSENT
District 5 - Town of Poughkeepsie	Shah	X	
District 14 - Wappinger and Town of Poughkeepsie	Winsby	X	

Present: <u>10</u>	Resolution: <u> </u>	Total : <u>10</u>
Absent: <u>2</u>	Motion: <u> </u>	Yes No
Vacant: <u> </u>		Abstentions: <u> </u>

Roll Call Sheets

District	Last Name	YES	NO
District 16 - Fishkill and Beacon	Valdés Smith	X	
District 9 - City of Poughkeepsie	Atkins	X	
District 20 - Red Hook, Tivoli, and Rhinebeck	Munn	X	
District 3 - LaGrange	Polasek	X	
District 12 - East Fishkill	Metzger	X	
District 1 - Town of Poughkeepsie	Redl		ABSENT
District 2 - LaGrange, Pleasant Valley & Town of Poughkeepsie	Arnoff	X	
District 4 - Hyde Park and Town of Poughkeepsie	Lawler	X	
District 5 - Town of Poughkeepsie	Shah	X	
District 6 - Town of Poughkeepsie	Kaul	X	
District 7 - Hyde Park and Pleasant Valley	Darrow	X	
District 8 - City and Town of Poughkeepsie	Brendli	X	
District 10 - City of Poughkeepsie	Johnson	X	
District 11 - Clinton, Pleasant Valley, and Rhinebeck	Kearney	X	
District 13 - East Fishkill and Wappinger	Giles	X	
District 14 - Wappinger and Town of Poughkeepsie	Winsby	X	
District 15 - Wappinger	Faust		ABSENT
District 17 - Town and Village of Fishkill	McHoul	X	
District 18 - City of Beacon and Fishkill	Rhodes	X	
District 19 - North East, Stanford, Pine Plains, Milan & Red Hook	Drago	X	
District 21 - East Fishkill	Caswell		ABSENT
District 22 - Beekman and Union Vale	Tresca	X	
District 23 - Pawling, Beekman and East Fishkill	Rolison	X	
District 24 - Dover and Pawling	House	X	
District 25 - Amenia, Washington, Pleasant Valley & Millbrook	Alexander	X	
Present:	<u>22</u>	Resolution:	<u> </u>
Absent:	<u>3</u>	Motion:	<u> </u>
Vacant:	<u> </u>	Total :	<u>22</u> <u>0</u>
		Yes	No
		Abstentions:	<u> </u>

CONSENT AGENDA: RESOLUTIONS 2026043, 044, 045, 046, 047, 048, 049, 050, 052, 055, 056, 057, 059, 060, 061, 062, 063