



pARTners JACKSON HOLE 2026
ART OF EDUCATION
ANNUAL REPORT



Dear Friends of pARTners,

Every school year brings new opportunities for students to discover who they are and how they learn. Through the arts, they ask questions, solve problems, make connections, and find confidence in their own ideas. These moments shape not only their education, but also the way they engage with the world long after they leave the classroom.

For more than 30 years, pARTners has helped make these experiences possible. What began as a community response to declining arts funding has grown into a lasting commitment to integrated arts education for every student in Teton County. This year, more than 2,000 students participated in learning experiences that brought together visual art, music, movement, storytelling, science, math, and literacy—showing that creativity is not separate from learning, but an essential part of it.

When artists and teachers collaborate, students see ideas from new perspectives. They become active participants in their learning, building skills that reach far beyond a single lesson or project. They learn to think

"They learn to think critically, communicate clearly, work together, and approach challenges with curiosity."

critically, communicate clearly, work together, and approach challenges with curiosity. These are skills that serve them throughout school and throughout life.

This work is only possible because of the partnerships that strengthen our community. We are grateful to Teton County School District, Mountain Academy, Jackson Hole Community School, our teaching artists, educators, volunteers, and supporters who believe every child deserves access to an education that inspires both learning and creativity. I am especially thankful for Executive Director Ruth Moran, whose leadership continues to deepen the connection between the arts and STEM, creating opportunities for students to learn across disciplines in meaningful ways.

As Board President—and as someone whose own education was shaped by the arts—I have seen how creative experiences can change the course of a student's life. They encourage confidence, perseverance, empathy, and joy in learning. That impact grows with every classroom we reach and every student we serve.

Thank you for being part of this work. Because of your support, students across our valley have opportunities to create, explore, and discover what is possible. Together, we are helping ensure that arts-integrated education remains an essential part of every child's learning journey.

With gratitude,
Sue Fleming
President of the Board
pARTners



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Ruth Moran

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PROGRAM STRUCTURE

pARTners integrates the arts into Teton County curriculum by administering two distinct programs: **Educator Project Grants** and **Integrated Arts Projects**.

Educator Project Grants

provide educators with funding to design and implement arts-based learning projects that fulfill curriculum goals in collaboration with pARTners-approved artists. All artist planning and teaching time, as well as project materials, are funded by pARTners. This grant program also purchases necessary equipment to enhance the arts in classrooms.

Integrated Arts Projects

are recurring programs that span entire grade levels (K-12) in TCSD#1, impacting approximately **2,000 students!** These projects share a common mission: integrating arts education across all academic disciplines to enhance student creativity and innovation.

CHALK ART



LEARNING ABOUT LIGHT
THROUGH KALEIDOSCOPIES



Mission

pARTners ignites creative thinking and self-expression in students by integrating the ARTS into Teton County K-12 curriculum.

Goals

Provide access to quality arts education for ALL students.

pARTners funds, designs, and implements a wide variety of creative and academic arts education programs by introducing community artists into Teton County classrooms.

Raise awareness of the value of arts education.

Through consistent communication about our innovative arts programming, pARTners demonstrates the importance of the arts in nurturing well-rounded, successful students. Research shows that integrating the arts into the curriculum positively impacts student achievement and overall health.

Secure resources to expand and sustain arts education.

Consistent funding allows pARTners to increase the variety of projects offered and ensures that our arts curriculum remains relevant and aligned with educational standards and demands.

“ True to their name, pARTners is wonderful to collaborate with. They truly understand the needs of teachers and actively support the enhancement of our students' curriculum. We are incredibly fortunate to have them as a community partner!”

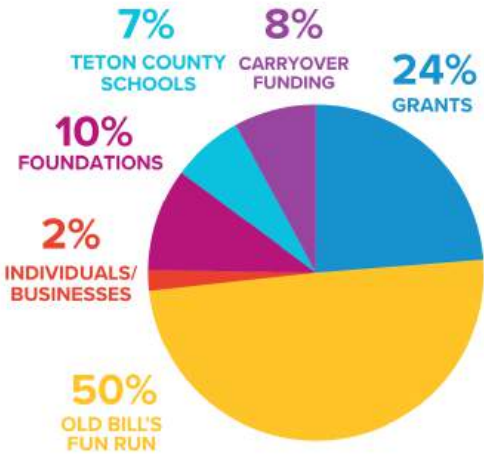
– ERIC MIDGLEY,
Dancers' Workshop
Dance School Director

FINANCES

Figures for 2025/2026
Budget

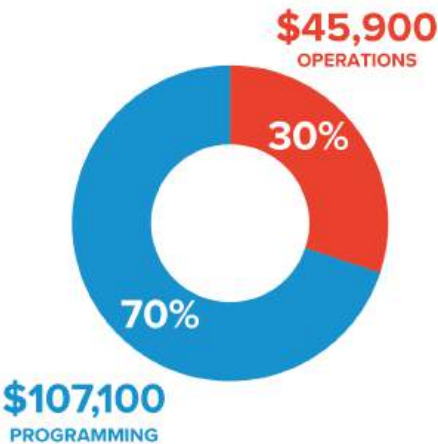
TOTAL INCOME \$153,000

●	OLD BILL'S	51%
●	GRANTS	30%
●	FOUNDATIONS	10%
●	TETON COUNTY SCHOOLS	7%
●	CARRYOVER FUNDING	8%
●	INDIVIDUAL/BUSINESSES	2%



TOTAL EXPENSES \$153,000

●	OPERATIONS	30%
●	PROGRAMMING	70%



“pARTners is an asset to our schools. We can learn through art exploration and guest artists. Students are engaged in the lessons and enjoy learning through art.”

LAUREN BRZOWSKI
ART TEACHER AT JES

Collaboration allows pARTners to thrive and make a bigger impact on our students. We would like to thank all our creative and educational partners for helping us bring the arts to the students of Teton County.

OUR COMMUNITY PARTNERS

Teton County School District #1, TCSD Rec. District, Jackson Hole Public Art, Dancers' Workshop, Center for the Arts, Fort Frame, and Jackson Hole Community School

OUR ARTISTS

Joanne Brings Thunder, Sophia Seesquasis, Luke and Jasmine Bell and Family, Charley Daveler, Emily Boespflug, Robin Cameron, Bronwyn Minton, Amelia Terrapin, DW Student Dancers, Gina Patterson, Eric Midgley, Abby Paffrath, Shane Barnhart, Juniper Troxel, Kara Borgeson, and Shana Stegman



LEARNING ABOUT LIGHT
THROUGH KALEIDOSCOPIES

**DURING THE 2025-26
SCHOOL YEAR,
PARTNERS**

*served an
estimated*
2,000
students
in Teton County

providing
9
**Educator
Grants**

*designed, planned
& implemented*
25
Integrated
Arts Projects
*in K-12 classrooms,
TCSD #1*

introduced
24
artists
*in Teton County
classrooms*

KINDERGARTEN

Dancing Alphabet

pARTners collaborated with Dancers' Workshop to teach kindergarten students the letters of the alphabet through dance and visual art.



DANCING ALPHABET



“ The Kindergarten ABC dance is a beloved, long-standing valley tradition that students, parents, and teachers eagerly look forward to every single year, making pARTners an essential and joyful highlight of the kindergarten experience! I simply cannot imagine teaching kindergarten without this wonderful program.”

QUINN BONNETT

K TEACHER COLTER ELEMENTARY

A

B

C





DRUMMING AND DANCING
WITH THE BELL FAMILY

Drumming and Dancing with the Bell Family

The Bell Family shared their cultural drumming, singing, and dance form with kindergarten students. Luke Bell is part of the Eastern Shoshone Tribe, and Jasmine is part of the Lakota Tribe in South Dakota. Jasmine is a two-time world champion hoop dancer. There are three children who performed and taught students about their culture through their own learning experiences.



1ST GRADE

Tipi Education and Art

1st-grade students learned about the history, form, and function of tipis. Students made small tipis to engage in this cultural art form firsthand. They worked with Native Shoshone artists Joanne Brings Thunder and Sophia Seesquasis (both direct descendants of Chief Washakie), who taught them about the symbols used by various tribes.



Introduction to Weaving

Students learned basic weaving by interlacing painted paper strips to create colorful patterns. This hands-on project built fine motor skills and introduced the fundamentals of textile art in a fun, accessible way.





Learning about Light through Kaleidoscopes

Students worked with pARTners artists to construct and decorate their kaleidoscopes. This creative project supports their science standard on how light reflects off different surfaces. They also learned that the smaller the angle, the more reflection they observe in their kaleidoscope.



LEARNING ABOUT LIGHT
THROUGH KALEIDOSCOPES

2ND GRADE



HOOP DANCING PERFORMANCE

Hoop Dancing Performance

Jasmine Bell and her daughters performed various Native Dances for students, while Luke Bell played the drum and sang. Jasmine Bell is a two-time world champion Hoop Dancer, an extraordinary feat as this is a male-dominated dance style. All students had the opportunity to perform with the family.

Hoop Making with the Bell Family

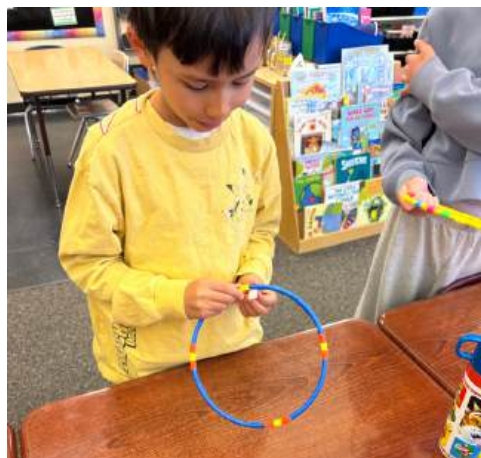
As an extension of the Hoop Dancing performance, Jasmine and her family returned in the spring to have the students create the hoops their children had made when they were children. Native culture uses these small hoops with toddlers to introduce them to rhythm and balance. They decorated the hoops with their family colors or with colors that speak to them, exploring the circle's importance in their culture.



Introduction to Sewing

Students learned basic sewing skills, practicing stitches and techniques to create simple animal textile projects.





WYOMING
TOPOGRAPHIC MAPS

Wyoming Topographic Maps

Students created a 3-D topographic map of Wyoming and Teton National Park to identify and learn about the physical features and landforms of the state and region.



HOOP MAKING WITH
THE BELL FAMILY



2ND GRADE



Ecosystem Dioramas

Students researched specific ecosystems and used a range of materials to construct detailed dioramas that showcased the unique plants, animals, and environmental features of their chosen habitats.



Native American Buffalo Hide Painting

Students created their own buffalo hide story, inspired by authentic Native American hide paintings and stories.



“At Munger Mountain Elementary, our students have the incredible opportunity to explore and express their creativity in deep and meaningful ways. A special “Thank You” goes out to the generous and ongoing support of pARTners. Through their mission of integrating the arts into the K-12 curriculum, pARTners helps ensure that the arts remain an essential part of every student’s education at MMES, and their vision of inspiring a creative passion for the arts through education continues to transform our school and students.”

ELYSE MOCK
MMES ART TEACHER



MYTHICAL CREATURES
AND FAIRIES

Mythical Creatures and Fairies (Drawing, Painting, Symmetry, and Imagination)

2nd-grade students expanded their drawing and storytelling skills by designing mythical creatures or fairies. This project encouraged students to explore facial features, symmetrical wing patterns, and environmental storytelling by designing habitats for their creations. Using metallic watercolors and a variety of drawing tools, students added magic and sparkle to their work while learning about composition, symmetry, and creative self-expression.



BUFFALO HIDE PAINTING



3RD GRADE

Ledger Art

Joanne Brings Thunder, a renowned Shoshone artist and the great-great-granddaughter of Chief Washakie, recently visited third-grade classrooms to educate students about Ledger Art. This unique form of Native American artwork conveys significant stories through illustrations. The term “Ledger Art” originates from the late 1800s when Native American artists began using ledger paper, traditionally used for accounting, as their canvas. Joanne emphasized the importance of preserving Native stories and memories, a tradition that began with painting on animal hides before the advent of paper.



LEDGER ART



AFRICAN
ANIMAL MASKS

“ This project made me recognize the value of interdisciplinary thinking in helping students better understand important academic vocabulary terms.”

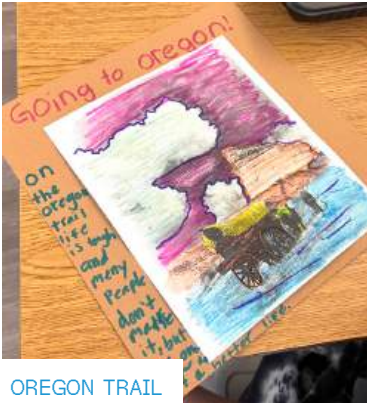
RONNIE-JEAN
BERNARD
4TH GRADE TEACHER



African Animal Masks

Students designed African-inspired animal masks, exploring symbolism and patterns from various African art traditions. Using a variety of materials and techniques, students crafted bold animal masks with intricate patterns that highlighted contrast and texture.

4TH GRADE



OREGON TRAIL

Oregon Trail Flash Fiction and POP Art Inspired Watercolors

Students selected historical photos from the Oregon Trail era and wrote flash-fiction letters depicting life on the trail, based on these primary sources. They then collaborated with a local artist to create watercolor photo transfers inspired by Pop Art.



FOSSILS
THROUGH ART

Creating Fossils through Art

With the guidance of a pARTners artist, students created a trace, cast, and mold fossils. By imitating the creation processes of various fossil types, they were better able to understand how they formed and the different environmental factors involved.



WATERCOLOR
LANDSCAPES

Watercolor Landscapes

Students created real and abstract landscapes on circular wooden panels using pen, ink, and watercolor. The round panels symbolize unity and the interconnectedness of all living things. Through thoughtful use of line, space, and repeating forms, students explored connections between nature and humanity.



PARFLECHES

Parfleches and the importance of the Buffalo in Native Culture in the Arts

Joanne Brings Thunder visited classrooms to teach students about parfleches and the significance of the buffalo in Native culture. The students then created their own parfleches, using traditional symbols.

5TH GRADE

Calavera Masks

Students delved into Mexican folk art by designing surreal creatures inspired by their imagination. They used their creativity to conceptualize a unique mask, which they subsequently crafted with papier-mâché and decorated with acrylic and glow-in-the-dark paints, allowing the sculptures to illuminate in the dark.



Variables in Art

In our interdisciplinary Science in Art project, students honed their observation skills by selecting a scientific or natural image and recreating it through a variety of artistic lenses. Each student explored multiple media—including graphite, colored pencil, pastel, watercolor, and marker—to interpret their chosen image in unique ways. This iterative process not only developed their technical skills but also deepened their understanding of visual communication and experimentation. Through this project, students learned how scientific observation and artistic expression intersect.



Elk Teeth Necklaces

Joanne Brings Thunder and Sophia Seesquasis displayed the intricate beadwork and elk teeth necklaces worn for ceremonial purposes in the E. Shoshone Culture. The students then had the opportunity to learn about the significance and value that elk teeth play in Native cultures. They were able to make their own necklace using various beads and artificial elk teeth.



“The new Indigenous projects are truly amazing, and the kids were highly engaged and involved. pARTners brought artist, Joanne Brings Thunder from the Shoshone tribe, to teach students about Ledger Art and Native Beading. They had the opportunity to ask questions and touch the various artifacts and pieces of art. This was an invaluable learning experience, and students came away from the project with a deeper understanding and appreciation of the culture...”

JAMES HOWELL
PRINCIPAL AT WES



MIDDLE SCHOOLERS



Endangered Species Chalk Art Project

Students created beautiful pieces of chalk art with several pARTners artists to highlight the importance of the Endangered Species Act. Through their artwork, they create awareness of what animals are considered *endangered*.

“I can truly say this is my favorite pARTners project. It not only engages the students, but also brings the community together. I love watching parents bring their children to the school on weekends to admire these incredible pieces of art. We are grateful for what pARTners does to inspire our students to think outside the box and participate in creative activities.”

SETH FETTERS

VICE-PRINCIPAL OF JHMS



“Balancing extracurricular projects alongside daily teaching demands can often seem overwhelming. Having organizations step in to support us is vital, especially since students frequently take away more from these special experiences than from standard classroom time. Thank you, pARTners, for making this possible!”

HUNTER JONES
7TH GRADE SCIENCE TEACHER



STUDENT TESTIMONIALS:

“It was incredibly engaging to discover the power of art to inspire change. While I don’t see myself as a typical artist, my passion for animals allowed me to successfully participate in this meaningful initiative.”

“It felt rewarding to raise awareness about species that need our help, ensuring we protect creatures that are vital to our environment.”

“We are profoundly grateful for the opportunity to explore creative self-expression through this initiative. This project offers a vital medium for students to authentically represent their true identities through their artistic endeavors.”

JACKSON HOLE HIGH SCHOOL

Raku Pottery

Students learned the basics of this 16th-century Japanese art form and created their own pieces using this special firing technique. Last year, pARTners purchased JHHS its own Raku Kiln, so that they could make this unique type of pottery on the school campus.

AP Art Portfolio Review and Coaching

Students worked with several local artists to receive feedback on their art portfolios and advice about next steps in their art careers.

Ecology of the Greater Yellowstone Nature Journals (JHHS - Mr. Whippie's Ecology Classes)

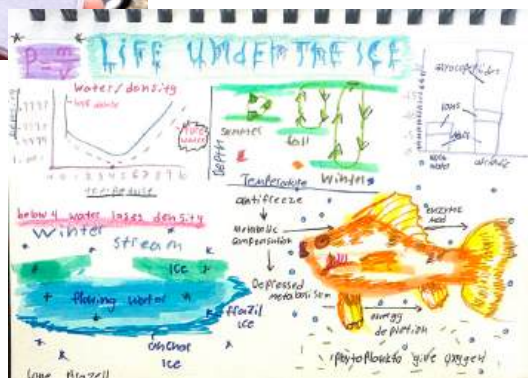
Ecology students collaborated with local artists to master the use of watercolors, colored pencils, and black ink to accurately depict nature. Thanks to pARTners, each student received an artist's sketchbook and various supplies. They guided the students in observing their surroundings and using the art materials to vividly bring their observations to life.





"If there exists a model of an organization that does a lot with a little, pARTners is it!"

COMMUNITY FOUNDATION GRANTS COMMITTEE



“ I can’t thank pARTners enough. This was a brand new class at Jackson Hole High School, and the supplies and artist support brought learning to a new level. As a teacher, we have a vision of what we want our students to experience and pARTners made that come to fruition. They not only purchased supplies that were not in my budget, but also paid an expert to come in to teach the students artistic concepts that I could not. Thank you!”

JOHNSON WHIPPIE
JHHS SCIENCE TEACHER

2025/2026 EDUCATOR GRANTS

Grants to educators to implement arts-based learning projects in their classrooms and community.

JHHS Parking Lot Barrier Painting Project

School: JHHS

Teacher: Shannon Borrego

Number of students served: 50

Grant award: \$1,200



Lantern Project

School: JHHS

Community Collaboration:

Jackson Hole Public Art

Artist: Robin Cameron

Number of students served: 45

Grant award: \$950



Mobius Dance S.T.E.A.M. Program

Schools: MMES, CES

Artists: Amelia Terrapin, Dancers'

Workshop Dancers

Collaborating Organization:

Dancers' Workshop

Number of students served: 120

Grant award: \$1,000



With Love from Jackson Hole Postcard Project

Schools: MMES

Artists: Charley Daveler, Elyse Mock and Bronwyn Minton

Collaborating Organization:

Jackson Hole Public Art

Number of students served: 65

Grant award: \$270



Minimester Photography Intensive

School: Jackson Hole Community School

Artist: Robin Cameron

Number of students served: 35

Grant award: \$950



Lobos Art

School: MMES

Artist: Abby Paffrath

Number of students served: 30

Grant award: \$200



“Art is a place for children to learn to trust their ideas, themselves, and explore what is possible.”

MARYANN F. KOHL

Snowflake Art

School: MMES

Artist: Abby Paffrath

Number of students served: 30

Grant award: \$175



Graduation Trucker Hats

School: JES

Teacher: Lauren Brzozowski

Artist: Abby Paffrath

Number of students served: 65

Grant award: \$500



Elk Refuge Art Project

School: JHMS

Teacher: Morgane Boag

Number of students served: 8

Grant award: \$150



THANK YOU, DONORS!

Your commitment to arts education
makes a real difference in the lives of
our children.

Arts For All Grant-Town of
Jackson and Teton County

Matt Annetts and Hannah
Horigan

Arnold & Porter Kaye Scholer
LLP

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Eric and Jennifer Balsa

David Barnett and Geneva
Chong

Patricia Berlin

Brendon Birnie and Elizabeth
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Brandenburg

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Lauren Brzozowski

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Jeffrey and Barbara Wogoman

Wyoming Arts Council
Brook and Jessica Yeomans

"This unforgettable experience would not have been possible without the generous support of pARTners. Thank you for helping us provide this enriching and inspiring opportunity for our students, allowing them to grow both artistically and collaboratively across multiple disciplines. "

HANNAH HORIGAN,
JHHS SCULPTURE TEACHER

Please support pARTners and our important programs by donating at www.partnersjh.org



HOOP MAKING
WITH JASMINE



HOOP DANCING
PERFORMANCE

“The dancer tells a story.
Each dance is as unique as
the individual, featuring
formations inspired by the
story of their lives.”

JASMINE PICKNER-BELL